

## SACRED HEART CATHOLIC PRIMARY HINDLEY GREEN SINGLE EQUALITY SCHEME ACTION PLAN 2018-2022

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings. All staff and governors are aware of this plan through governors meetings and staff meetings	Question about parent awareness of Equality Scheme in annual survey Staff /governor questionnaires	Head teacher	Approved by Governors 26.02.18 Published on website by 020318 Parents made aware in March newsletter Staff made aware in staff meetings	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability on a termly basis	Head teacher / Governing body	February, July , December 2018	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Increase in pupils' participation, confidence and achievement levels	Class teacher through lesson plans, monitored by Deputy Head teacher & SLT	March 2018 – ongoing	Notable increase in participation and confidence of targeted groups
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability	SENCo & SLT	From March 2018	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE year groups	Art subject leader	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Head teacher & Member of staff leading on school council	Ongoing	More diversity in school council membership

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<b>Race Equality Duty</b>	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Head teacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Head teacher / Governing body	Reporting: Autumn, Spring and Summer terms	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
<b>Gender Equality Duty,</b>	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and cheerleading, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities	Member of staff leading on sports /	ongoing	More girls take up after-school sports clubs
<b>Gender Equality Duty</b>	Encourage boys to read for enjoyment and promote boys reading in school. Class teachers to choose class novels that appeal to boys as well as girls.	Pupil interviews Data Lesson observations	Literacy subject leader	March 2018 onwards	Boys are reading more books, attainment of boys reading increases
<b>Disability Equality Duty</b>	Ensure parents and community visitors are aware that school have disabled facilities including ramped access and disabled toilets via newsletters and websites	Feedback from disabled visitors regarding access to the school and suggestions on any improvement in facilities recommended	Head teacher	ongoing	Parents and other prospective visitors are aware of our facilities and are encouraged to visit
<b>Community cohesion</b>	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas.	Lesson observations Assembly observations	RE/PSHE coordinator	Ongoing	Increased awareness of different communities shown in PSHE assessments