



## Radley CE Primary School Single Equality Action Plan 2019-2022

| Equality Strand                 | Action  | How is the impact of the action monitored?                                 | Responsible person(s)                     | Timescale                                       | Success indicators  |
|---------------------------------|---|--|---|---|---|
| All                             | Publish and promote the Equality Action Plan through the school website, newsletter and staff meetings.   | Question included in staff and parental questionnaires                     | Headteacher and Senior Leaders            | On-going  | Staff familiar Equality Action Plan and use when planning lessons and displays. Parents aware of the Equality Action Plan |
| All                             | Monitor and analyse pupil progress and attainment by race, gender and disability; act on trends or patterns in the data requiring additional support for pupils.  | Data analysed by race, gender and disability.                              | Termly reports to Governors               | Headteacher Governing body                      | Data analysed each long term Teacher assessments demonstrate no significant difference between groups                     |
| All                             | Ensure the curriculum promotes role models/heroes that young people positively identify with, reflecting diversity in terms of race, gender and disability  | Increase in pupils' participation, confidence and achievement levels       | Headteacher Subject Leaders               | On-going as new national curriculum is embedded | Notable increase in participation and confidence of targeted groups   |
| All                             | Promote spiritual, moral, social and cultural development through assemblies with reference to equality and diversity   | Assembly planning file PSHE / RE assessments                               | Headteacher                               | On-going  | School community will be aware of and tolerant towards culture, religion, race, life choices                              |
| All                             | Ensure displays promote diversity of race, gender and ethnicity.  | Learning Walks across the school   | Headteacher Subject Leads                 | On-going  | Diversity reflected in school displays across all year group  |
| All                             | Ensure all pupils given opportunity to make a positive contribution to school life e.g. involvement in the School Council (by election), sports leaders, representing school at events, assemblies          | Increase in diverse pupil participation, confidence and positive identity  | Headteacher Senior Leadership Team        | On-going  | Diversity in membership   |
| All                             | Ensure extended school activities such as after-school clubs take into account pupil needs and access issues, and pupils attending reflect the diversity race, gender, disability and socio-economic status | Increase in pupil participation, confidence and positive identity          | Headteacher Senior Leadership Team        | On-going Long termly reporting                  | Diversity in membership   |
| Race and Gender Equality Duties | Identify, respond and report racist and gender related incidents as outlined in the Single Equality Policy.   | Head/governors use data to assess impact of school's response to incidents | Headteacher - termly reports to governors | On-going  | All staff are aware of, and respond to, incidents relating to race or gender.   |

|                          |  |  |                                       |          |   |
|--------------------------|--|--|---------------------------------------|----------|---|
| Homophobic Bullying      | Ensure the curriculum promotes different types of families, role models and heroes that children positively identify with, and which reflect the school's diversity in terms of race, gender and disability.                 | Increase in pupils' participation, confidence and achievement levels | Headteacher<br>Subject Leaders        | On-going | Pupils are aware of homophobic bullying. Number of incidents of homophobic bullying are few   |
| Extremism                | Ensure all staff and governors undergo Prevent training, and are aware of extremism and how it can affect pupils.  | Increase in staff awareness and confidence                           | Headteacher                           | On-going | All staff are aware of indicators of radicalisation and extremism   |
| Extremism                | Protect pupils from extremism views, including religious extremism views by helping pupils have a balanced view and giving coping strategies in dealing with what may be external pressures through assemblies, PHSE lessons | PSHE / RE assessments; pupil discussions                             | Headteacher<br>Senior Leadership Team | On-going | Pupils encouraged to and feel confident to share views and be tolerant of each other. All staff to monitor content of conversations and identify any areas of concern |
| Disability Equality Duty | To ensure where possible that the Governing Body and staff represent the diversity of the school.  | Monitor applications as roles become available with governors        | Chair of Governors                    | On-going | Membership of the Governing Body evolves to reflect the diversity of the school   |
| Community Cohesion       | Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities. Eg Diwali, Chinese New Year, Christmas   | PSHE / RE assessments  | PSHE and RE subject leaders           | On-going | Increased awareness of different communities shown in PSHE / RE assessments   |

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Review: May 2022