

Brookvale Primary School Single Equality Action Plan

R	D	G	CC	SO	RB	A	Action	Success Criteria	Monitoring	Who?
✓	✓	✓	✓	✓	✓	✓	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Staff are familiar with the principles of the Equality Plan and use them in planning/wall displays/learning environment	Check planning/wall walks	Headteacher SLT Learning Mentor
✓	✓	✓	✓	✓	✓	✓	Understand and address staff and pupil perceptions of race, disability and gender equality in school	The school and wider community are aware of and actively working to support our single equality policy. Negative perceptions are challenged and addressed.	Parent Questionnaires Check incidents	Headteacher SLT Learning Mentor
✓	✓	✓	✓	✓	✓	✓	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. Analysis demonstrates the gap is narrowing for equality groups	Check pupil tracking, vulnerable groups, targets	Headteacher / Class teachers Co-ordinators
✓	✓	✓	✓	✓	✓	✓	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	Check planning, topic plans, Classroom learning environment	All staff
✓	✓	✓				✓	Recognise and represent the talents of all pupils in and ensure fair and accurate representation of race, gender and disabilities.	Gifted and Talented register monitored by race, gender and disability are fairly and accurately represented on the G&T register	Check G&T register, sports/arts groups Talk to pupils, Class Teachers	Deputy
✓	✓	✓	✓	✓	✓	✓	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Diversity reflected in school displays/Learning Platform across all year groups. Increase in pupil participation, confidence and positive identity	Wall walk, whole school areas and classroom learning environment	Headteacher Learning Mentor
✓	✓	✓	✓	✓	✓	✓	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, Buddies, class assemblies etc	Diversity represented in membership of school council, buddies, playleaders	Check membership	Learning Mentor SLT

R	D	G	CC	SO	RB	A	Action	Success Criteria	Monitoring	Who?
✓							Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	Teaching staff are aware of and respond to racist incidents Number of incidents reduced,	HT Governors	HT, Governing body
			✓				Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance, High Fives (Netball), Table Tennis, Football to make participation reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities	Check club membership of clubs	PE co-ordinator Deputy
✓			✓		✓		Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Planned opportunities within curriculum topics. Increased awareness of different communities and their cultures	Talk to pupils, monitor T&L, Check displays	HT, SLT Learning Mentor
✓	✓	✓				✓	Continue to analyse pupil achievement by race, gender and disability and act on trends and patterns in data that require additional support for pupils	Data analysed, trends and patterns identified. Support put in place, with a positive impact on achievement of vulnerable pupils.	Check pupil tracking and end of Key Stage results	HT/SLT
✓							Continue to recognize the need to support inter-cultural links and citizenship	Improved global links and liaison with other children internationally, via letters, email and visitors to school	Monitor topics, wall displays Learning platform International Award	Learning Mentor

(Code: R = Race, SO = Sexual Orientation, D = Disability, RB = Religion or belief, G = Gender, A = Age, CC = Community cohesion)

