

Chowbent Primary School Equality Plan 2019 – 2023

Equality Strand	Action	How will the impact be monitored?	Responsibility.	Timing	Criteria for success
All	Update, publish and promote the Equality Statement through the school website, and staff meetings	Include questions about equality in parent survey.	Headteacher	Termly	Staff are familiar with the principles of the Equality Statement and use them when planning lessons, creating class room displays, etc. 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.	<p>Achievement data analysed by race, gender and disability presented at Governors' committee meetings</p> <p>Include any data in Inclusion lead's tabled report to PDB sub committee.as a regular item covering attendance and safeguarding</p>	<p>Headteacher</p> <p>Safeguarding & Inclusion Lead</p>	Analysis takes place termly and reported to governors at termly Governor sub-committee meetings for Achievement and Personal Development and Behaviour.	Analysis of teacher assessments data demonstrates the gap is narrowing for equality groups

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		<p>statistics for each group.</p> <p>Head to include achievement data in his report to Full Governors termly.</p>			
All	<p>Ensure that the curriculum and school assemblies promote role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. There will be a particular emphasis on strong female role models.</p> <p>Philosophy for Children sessions each week. Lead to set up sets of questions which must be discussed in each year group including consideration of all</p>	Increase in pupils' participation, confidence and achievement levels	Subject leaders / staff in assemblies / class teachers	On-going	<p>Notable increase in participation and confidence of targeted groups.</p> <p>Improvements in the gaps identified in Boxall profile assessments for all children particularly less confident girls.</p>

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	protected characteristics – gender, disability, (esp non-physical) sexual orientation and race.				
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. Add to classroom checklist	Increase in pupil participation, confidence and positive identity – monitor through PSHE Drop-in monitoring by Head and Inclusion Lead.		On-going	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, class assemblies, fund raising, Young Enterprise, School Magazine, Eco council etc.	Representation monitored by race, gender, disability in all 'pupil voice' led activity groups.	Member of staff leading on school council	On-going	More diversity in membership

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All	Consistent message that respect is shown to everyone regardless of their differences is shared and discussed regularly. (British Value: mutual respect) Theme days annually for British Values and Eco.	Assemblies organised to cover school ethos and values on Tuesdays and the 5Rs on Mondays. Teachers' planning. Pupil Attitude Surveys	Headteacher	On-going	Children demonstrate by their interactions with each other that respect is given. Pupil Attitude Surveys indicate high levels of respect for different groups.
Race Equality Duty	Identify, record, respond to and report racist incidents. Report the figures to the Governing body on a termly basis. Provide support for victim and perpetrator.	The SLT will use the data to assess the impact of the school's response to incidents i.e. have approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? Bi-annual pupil attitude sampling - focus towards	Headteacher / SLT / governing body via Headteacher's report. Learning mentor. Inclusion and Safeguarding lead termly report to PDB sub-committee.	Reported termly:	Teaching staff are aware of and respond to racist incidents Racist incidents occur rarely and are dealt with effectively so there are no repeat offenders.

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		gender and race bias Update CPOMS system to include all protected characteristics as a monitoring criteria for all incident logs			
Gender Equality Duty	Introduce initiative to encourage boys to take up 'pupil voice' extra curricular opportunities.	Increased participation of boys in 'pupil voice' extra curricular opportunities. Headteacher monitoring.	Members of staff leading on 'Pupil Voice' activities	Ongoing	More balanced group membership.
Disability Equality Duty	Introduce initiative to encourage disabled pupils to take up sport outside the curriculum requirements and other extra-curricular activities. Promote and signpost disabled pupils to opportunities via	Increased participation of disabled pupils in sports clubs and out of school sport activities	Member of staff leading on sports / PE	Ongoing	More disabled pupils take up after-school sports clubs

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	third party organisations.				
Sexual Orientation Equality	Respond and report any homophobic incidents. Report the figures to the Governing body on a termly basis. Provide support for victim and perpetrator.	Number of homophobic incidents reported via termly Headteacher's report to Governors. Update CPOMS system to include all protected characteristics as a monitoring criteria for all incident logs	Headteacher and all other staff Inclusion and Safeguarding lead termly report to PDB sub-committee.	By December 2018	Reduced number of homophobic incidents and increased awareness of the correct meaning and use of the word "gay".
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid and Christmas. Children share aspects of their culture in class. Support charities and allow pupils opportunities to embark on their	Informal PSHE assessments Displays in classrooms. Donations (both monetary and other) are collected by the school. Pupils participate in their self-initiated fundraising.	Members of staff leading on pupil voice representative groups. Headteacher.	Ongoing	Increased awareness of different communities shown in informal PSHE assessments

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	own fundraising ventures such as Fair Trade Bake sales.				
Community cohesion	Seek comments regarding the re-drafting of the Equality Statement / Equality Plan from school stakeholders. Incorporate comments and present updated policy to the governing body. Make documents accessible on the school website / make hard copies available for stakeholders.	Feedback from stakeholders. Parental questionnaire	Headteacher	By 31.03.19 By 30.06.19	Plan updated. Stakeholders' opinions received and considered. Parents/Carers are able to access the agreed Statement / Plan.

Date: 14th March 2019

Review date: March 2023

Signed *Mr J Randle* Headteacher

Signed *Mrs S Heapy* Chair of Governors