



| Equality Strand: | Aim/ action(s) and how identified: | How will this be monitored? | Who's responsible? | Dates from and to: | Success Indicators: | RAG |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| All- Strategy and Policy | <p>AIM:</p> <ul style="list-style-type: none"> To ensure that school's Equality Policy and related policies/ procedures are relevant to our work and inform school's practice to ensure Equality issues are taken account of in every aspect of school life. <p>ACTIONS:</p> <ul style="list-style-type: none"> Review and update key policies & procedures, with all stakeholders contributing to the process and content Publish key policies via school website Equality working party continue to act as champions for Equality within the school community | <ul style="list-style-type: none"> Equality Policy & Hate Incident Reporting procedures reviewed and shared with all stakeholders as part of a 3 year cycle, Minutes of Equality Working Party, staff and governor meetings | J Hattersley H Carpenter | <ul style="list-style-type: none"> Hate Incident Reporting procedures reviewed and ratified by June 2018 Equality Policy reviewed and ratified by Feb 2019 | <ul style="list-style-type: none"> All stakeholders have access to an up-to-date Equality Policy and Hate Incident Reporting procedure Equality policies and procedures are published on the school website | 2018/19 |
| | | | | | | 2019/20 |
| | | | | | | 2020/21 |
| Gender; Disability; Race & Ethnicity; Community Cohesion | <p>AIM:</p> <ul style="list-style-type: none"> To celebrate diversity, promote equality and challenge prejudice. ('Anyone Can' Day was successful and we would like to repeat it again within a 3 year cycle of events which would promote equality and diversity.) <p>ACTION:</p> <ul style="list-style-type: none"> Establish a 3-year cycle of whole school events which celebrate and promote diversity Establish a way to capture changes in attitudes | <ul style="list-style-type: none"> Review of events at Working Party meetings Review of impact information | J Hattersley Equality Working Party | March 2018 | <ul style="list-style-type: none"> There is a 3 year cycle of themed days which promote equality and diversity across the whole school. 1. Anyone Can Day 2. Disability Awareness Day 3. Cultural Day | 2018/19 |
| | | | | | | 2019/20 |
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| Gender | AIM: To improve equality of extra-curricular activities and especially sporting opportunities in school, in relation to gender ACTIONS: <ul style="list-style-type: none"> Monitor and analyse participation in <ul style="list-style-type: none"> Extra-curricular clubs Inter-school sports competitions and festivals School Systems such as Westgate Always Person; Sports Leaders; Buddies Use analysis & pupil voice to identify issues Make changes to the offer/ systems as needed to increase gender equality | <ul style="list-style-type: none"> Club registers Records of sporting event participation | H Hooper H Carpenter | Ongoing | <ul style="list-style-type: none"> Changes to the offer are made in response to analysis Gender imbalances are reduced over time where they have been identified | 2018/19 |
| | | | | | | 2019/20 |
| | | | | | | 2020/21 |
| Community Cohesion | AIM: <ul style="list-style-type: none"> To increase children's understanding and appreciation of the diverse community in which they live ACTIONS: <ul style="list-style-type: none"> To participate in the 'Living Books' Project as part of the Family of Schools in June 2018. <ul style="list-style-type: none"> <i>Local people act as Living Books to share their stories with pupils, representing the local diversity in age, race and ethnicity, personal background, gender and disability</i> Living Books workshop events Summer term curriculum based work within school linked to the project. | <ul style="list-style-type: none"> Half termly FOS meetings Review of the work carried out with the Family of Schools. Equality working party/ governor pupil interviews to evaluate the project's impact | J Hattersley (representative) | 2018 | <ul style="list-style-type: none"> Pupils participate in the Living Books workshop day Follow up curriculum-based work is undertaken in school in the Summer term Children enhance their understanding of identity and diversity | 2018/19 |
| | | | | | | 2019/20 |
| | | | | | | 2020/21 |
| Community Cohesion | AIM: To broaden children's understanding of cultures and communities other than their own. ACTION: | <ul style="list-style-type: none"> Curriculum content monitoring Section in HT reports to governors about special | Subject leaders- especially RE, Geography, PSHE; Senior | Ongoing | <ul style="list-style-type: none"> Children meet people from different cultures and communities and learn | 2018/19 |

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| | <ul style="list-style-type: none"> Plan a range of assemblies, visits and visitors that inform and educate about a wide range of cultures, communities and beliefs Participate in Bradford Interfaith SLA (visits and visitors to/ from the major world faiths locally) | events, visits and visitors that take place | Leadership team | | about their similarities and differences <ul style="list-style-type: none"> Children visit different places of worship in West Yorkshire Children can talk about other people's beliefs and customs Curriculum content reflects the diverse nature of UK society | <div>2019/20</div> <div>2020/21</div> |

See also: Accessibility Plan 2018- 2021