

## WESTGATE PRIMARY SCHOOL EQUALITY ACTION PLAN 2018- 2021

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	AIM:  • 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.  ACTIONS:  • Review and update key policies & procedures, with all stakeholders	<ul> <li>Equality Policy &amp; Hate         Incident Reporting         procedures reviewed and             shared with all stakeholders             as part of a 3 year cycle,         </li> <li>Minutes of Equality Working         Party, staff and governor         meetings     </li> </ul>	J Hattersley H Carpenter	Reporting procedures reviewed and ratified by June	<ul> <li>All stakeholders have access to an up-to-date Equality Policy and Hate Incident Reporting procedure</li> <li>Equality policies and procedures are published on the school website</li> </ul>	2018/19
						2019/20
	<ul> <li>contributing to the process and content</li> <li>Publish key policies via school website</li> <li>Equality working party continue to act as champions for Equality within the school community</li> </ul>					2020/21
Gender; Disability; Race & Ethnicity; Community Cohesion	To celebrate diversity, promote equality	<ul> <li>Review of events at Working Party meetings</li> <li>Review of impact information</li> </ul>	J Hattersley Equality Working Party	themed days which promote equality and diversity across the v school.  1. Anyone Can Day	promote equality and diversity across the whole	2018/19
					<ol> <li>Anyone Can Day</li> <li>Disability Awareness Day</li> </ol>	2019/20
	<ul><li>events which celebrate and promote diversity</li><li>Establish a way to capture changes in attitudes</li></ul>					2020/21

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Gender; Race & Ethnicity; Disability;	<ul> <li>AIM:</li> <li>To identify any identified barriers to learning</li> <li>ACTIONS:</li> <li>To monitor and analyse pupil achievement by race, gender and</li> </ul>	<ul> <li>Pupil progress meetings</li> <li>School data analysis</li> <li>Governor reports &amp; minutes</li> <li>School Improvement planning &amp; evaluation</li> </ul>	H Carpenter D Hackney J Hattersley	ongoing	Pupil achievement for equality protected groups are at or above national	2018/19
			M Colannino		<ul> <li>Where there are gaps these are narrowed through effective monitoring and intervention.</li> </ul>	2019/20
	<ul><li>disability</li><li>To act on any trends or patterns in data that require additional support.</li></ul>					2020/21
Gender; Race & Ethnicity; Disability; Sexual Orientation; Community Cohesion	<ul> <li>AIM: To ensure that pupils have a voice in shaping and evaluating our work to understand and promote equality and diversity</li> <li>ACTIONS:</li> <li>equality and diversity is a regular agenda item for School Council</li> <li>School Council minutes provide feedback on discussions about equality and diversity</li> <li>School Council is asked to contribute to plans for whole school events and ideas to promote equality and diversity</li> </ul>	School Council meeting minutes	J Hopkins J. School councillors	January 2019	<ul> <li>School Council has equality and diversity as a regular agenda item</li> <li>Feedback is given to the classes by the school councillors</li> <li>School Council contributions feed into planning for whole school events</li> </ul>	2018/19
						2019/20
						2020/21
Disability	AIM: To improve access to the school building, the curriculum and written information ACTION: See School Accessibility Plan 2018-2021	Through Property     Management/ Health &     Safety governor committee	Head teacher Governors Equality team	2018- 2021	See indicators on Accessibility Plan.	2018/19
		meeting, including annual accessibility and site audit  Feedback to Equality Working Party	members			2020/21
Disability	AIM: To raise awareness of disability in school and celebrate the achievements of disabled people nationally & globally ACTION:  • To establish a Disability Awareness Day as part of a cycle of annual events	<ul> <li>Review of event at Working Party meetings</li> <li>Review of impact information</li> </ul>	J Hattersley	Ongoing	<ul> <li>Increased awareness of disabled role models and their achievements</li> <li>Children have increased understanding of the</li> </ul>	2018/19
						2019/20
					challenges disabled people face	2020/21

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Gender	AIM: To improve equality of extracurricular activities and especially sporting opportunities in school, in relation to gender ACTIONS:	<ul> <li>Club registers</li> <li>Records of sporting event participation</li> </ul>	H Hooper H Carpenter	Ongoing	<ul> <li>Changes to the offer are made in response to analysis</li> <li>Gender imbalances are reduced over time where they have been identified</li> </ul>	2018/19
	<ul> <li>Monitor and analyse participation in</li> <li>Extra-curricular clubs</li> <li>Inter-school sports competitions and festivals</li> <li>School Systems such as Westgate Always Person; Sports Leaders;</li> </ul>					2019/20
	<ul> <li>Buddies</li> <li>Use analysis &amp; pupil voice to identify issues</li> <li>Make changes to the offer/ systems as needed to increase gender equality</li> </ul>					2020/21
Community Cohesion	AIM:  • To increase children's understanding and appreciation of the diverse community in which they live ACTIONS:	<ul> <li>Half termly FOS meetings</li> <li>Review of the work carried out with the Family of Schools.</li> <li>Equality working party/</li> </ul>	(representative)	2018	<ul> <li>Pupils participate in the Living Books workshop day</li> <li>Follow up curriculum-based work is undertaken in school in the Summer term</li> <li>Children enhance their understanding of identity and diversity</li> </ul>	2018/19
	<ul> <li>To participate in the 'Living Books'     Project as part of the Family of Schools in June 2018.</li> <li>Local people act as Living Books to share their stories with pupils, representing the local diversity in</li> </ul>	governor pupil interviews to evaluate the project's impact				2019/20
	<ul> <li>age, race and ethnicity, personal background, gender and disability</li> <li>Living Books workshop events</li> <li>Summer term curriculum based work within school linked to the project.</li> </ul>					2020/21
Community Cohesion	AIM: To broaden children's understanding of cultures and communities other than their own.  ACTION:	<ul> <li>Curriculum content monitoring</li> <li>Section in HT reports to governors about special</li> </ul>	Subject leaders- especially RE, Geography, PSHE; Senior	Ongoing	Children meet people from different cultures and communities and learn	2018/19

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	<ul> <li>Plan a range of assemblies, visits and visitors that inform and educate about a wide range of cultures, communities and beliefs</li> <li>Participate in Bradford Interfaith SLA</li> </ul>	events, visits and visitors that take place	Leadership team		<ul> <li>about their similarities and differences</li> <li>Children visit different places of worship in West Yorkshire</li> </ul>	2019/20
	(visits and visitors to/ from the major world faiths locally)				<ul> <li>Children can talk about other people's beliefs and customs</li> <li>Curriculum content reflects the diverse nature of UK society</li> </ul>	2020/21

See also: Accessibility Plan 2018- 2021