

## 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:
All- Strategy and Policy	<p>AIM:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>ACTIONS:</p> <ul style="list-style-type: none"> <li>Review and update key policies &amp; procedures, with all stakeholders 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>	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <li>Hate Incident Reporting procedures reviewed and ratified by June 2018</li> <li>Equality Policy reviewed and ratified by Feb 2019</li> </ul>	<ul style="list-style-type: none"> <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>
Gender; Disability; Race & Ethnicity; Community Cohesion	<p>AIM:</p> <ul style="list-style-type: none"> <li>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.)</li> </ul> <p>ACTION:</p> <ul style="list-style-type: none"> <li>Establish a 3-year cycle of whole school events which celebrate and promote diversity</li> <li>Establish a way to capture changes in attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Review of events at Working Party meetings</li> <li>Review of impact information</li> </ul>	J Hattersley Equality Working Party	March 2018	<ul style="list-style-type: none"> <li>There is a 3 year cycle of themed days which promote equality and diversity across the whole school.               <ol style="list-style-type: none"> <li>Anyone Can Day</li> <li>Disability Awareness Day</li> <li>Cultural Day</li> </ol> </li> </ul>

Equality Strand:	Aim/ action(s) and how identified:	How will this be monitored?	Who's responsible?	Dates from and to:	Success Indicators:
Gender; Race & Ethnicity; Disability;	AIM: <ul style="list-style-type: none"> <li>To identify any identified barriers to learning</li> </ul> ACTIONS: <ul style="list-style-type: none"> <li>To monitor and analyse pupil achievement by race, gender and disability</li> <li>To act on any trends or patterns in data that require additional support.</li> </ul>	<ul style="list-style-type: none"> <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 M Colannino	ongoing	<ul style="list-style-type: none"> <li>Pupil achievement for equality protected groups are at or above national average</li> <li>Where there are gaps these are narrowed through effective monitoring and intervention.</li> </ul>
Gender; Race & Ethnicity; Disability; Sexual Orientation; Community Cohesion	AIM: To ensure that pupils have a voice in shaping and evaluating our work to understand and promote equality and diversity ACTIONS: <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>School Council meeting minutes</li> </ul>	J Hopkins School councillors	January 2019	<ul style="list-style-type: none"> <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>
Disability	AIM: To improve access to the school building, the curriculum and written information ACTION: See School Accessibility Plan 2018-2021	<ul style="list-style-type: none"> <li>Through Property Management/ Health &amp; Safety governor committee meeting, including annual accessibility and site audit</li> <li>Feedback to Equality Working Party</li> </ul>	Head teacher Governors Equality team members	2018- 2021	See indicators on Accessibility Plan.
Disability	AIM: To raise awareness of disability in school and celebrate the achievements of disabled people nationally & globally ACTION: <ul style="list-style-type: none"> <li>To establish a Disability Awareness Day as part of a cycle of annual events</li> </ul>	<ul style="list-style-type: none"> <li>Review of event at Working Party meetings</li> <li>Review of impact information</li> </ul>	J Hattersley	Ongoing	<ul style="list-style-type: none"> <li>Increased awareness of disabled role models and their achievements</li> <li>Children have increased understanding of the challenges disabled people face</li> </ul>

Equality Strand:	Aim/ action(s) and how identified:	How will this be monitored?	Who's responsible?	Dates from and to:	Success Indicators:
Gender	<p>AIM: To improve equality of extra-curricular activities and especially sporting opportunities in school, in relation to gender</p> <p>ACTIONS:</p> <ul style="list-style-type: none"> <li>• Monitor and analyse participation in <ul style="list-style-type: none"> <li>○ Extra-curricular clubs</li> <li>○ Inter-school sports competitions and festivals</li> <li>○ School Systems such as Westgate Always Person; Sports Leaders; Buddies</li> </ul> </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>	<ul style="list-style-type: none"> <li>• Club registers</li> <li>• Records of sporting event participation</li> </ul>	<p>H Hooper</p> <p>H Carpenter</p>	Ongoing	<ul style="list-style-type: none"> <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>
Community Cohesion	<p>AIM:</p> <ul style="list-style-type: none"> <li>• To increase children's understanding and appreciation of the diverse community in which they live</li> </ul> <p>ACTIONS:</p> <ul style="list-style-type: none"> <li>• To participate in the 'Living Books' Project as part of the Family of Schools in June 2018. <ul style="list-style-type: none"> <li>○ <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></li> </ul> </li> <li>• Living Books workshop events</li> <li>• Summer term curriculum based work within school linked to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly FOS meetings</li> <li>• Review of the work carried out with the Family of Schools.</li> <li>• Equality working party/ governor pupil interviews to evaluate the project's impact</li> </ul>	J Hattersley (representative)	2018	<ul style="list-style-type: none"> <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>

<b>Equality Strand:</b>	<b>Aim/ action(s) and how identified:</b>	<b>How will this be monitored?</b>	<b>Who's responsible?</b>	<b>Dates from and to:</b>	<b>Success Indicators:</b>
Community Cohesion	<p>AIM: To broaden children's understanding of cultures and communities other than their own.</p> <p>ACTION:</p> <ul style="list-style-type: none"> <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 (visits and visitors to/ from the major world faiths locally)</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum content monitoring</li> <li>Section in HT reports to governors about special events, visits and visitors that take place</li> </ul>	Subject leaders- especially RE, Geography, PSHE; Senior Leadership team	Ongoing	<ul style="list-style-type: none"> <li>Children meet people from different cultures and communities and learn about their similarities and differences</li> <li>Children visit different places of worship in West Yorkshire</li> <li>Children can talk about other people's beliefs and customs</li> <li>Curriculum content reflects the diverse nature of UK society</li> </ul>

See also: Accessibility Plan 2018- 2021