

DUNNINGTON CE PRIMARY SCHOOL



SINGLE EQUALITY ACTION PLAN

Date of Policy:	February 2022
Date of Review:	February 2025
Member(s) of staff responsible:	Caroline Hancy
Governor(s) responsible:	FGB
Signature of Chair of Governors:	
Date:	10.2.22

Every lesson counts. Every interaction matters. Every day is vital.

Single Equality Action Plan

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation is included in the action plan below.

Actions indicated are linked to the school improvement plan.

Equality Strand	Action	Monitoring of impact	Person Responsible	Timescale	Success indicators
All	Publish and promote the Single Equality Policy through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in school surveys.	Headteacher/ designated member of staff	Ongoing	Staff are familiar with the principles of the Policy and Plan and use them when planning curriculum opportunities 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.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates value added.
All	Ensure that the curriculum promotes aspirational role models 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	Phase leaders, through lesson plans and creative curriculum	Ongoing	Notable increase in participation and confidence of targeted groups 'No Outsider' story books and Jigsaw Curriculum used throughout school to promote positive discussion around diversity and to challenge discrimination.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity - monitor through learning walk with PSHCE leader	Headteacher and PSHE Leader	Ongoing	More diversity reflected in school displays across all year groups

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Equality Strand	Action	Monitoring of impact	Person Responsible	Timescale	Success indicators
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.	All pupils to celebrate the belief that we are all different but all equal.	Member of staff leading on school council	Ongoing	Cultural differences celebrated throughout school
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body/Trust on a termly basis	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents.	Headteacher / Governing body	Every term through SYMAT SOAP report to Governors and Trustees	All staff are aware of and respond to racist incidents Reporting is challenged by the Governing Body
Gender Equality Duty	Extend opportunities for developing boys interest in fiction.	Increased participation in book reviews and sharing literature.	Literacy/Library Co-ordinator	Ongoing	More interest in a range of fiction
Disability Equality Duty	Ensure the curriculum is accessible for all by continuing to provide wave 1 provision and enabling all staff to undertake training.	All staff receive CPD and are trained to facilitate support.	Special Educational Needs & Disabilities Coordinator	Ongoing	Raise staff confidence in strategies for differentiation and increase pupil participation
	To increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia and ASD.	Headteacher and SENDCo	Ongoing and as required	Raise staff confidence in strategies for differentiation and increase pupil participation.

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	Ensure classroom support staff have specific training on disability issues.	Be aware of staff training needs, on line learning modules if required.	SENDCo	As required.	Raise confidence of support staff.
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Equality Strand	Action	Monitoring of impact	Person Responsible	Timescale	Success indicators
	Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual plans for disabled pupils when required. Information sharing with all agencies.	SENDCo	As required.	All staff aware of individual needs.
	Use ICT software to support learning.	Make sure software is installed where needed.	Teachers in consultation with ICT technician	As required.	Wider use of SEN resources within classrooms.
	All Educational Visits to be accessible for all children.	Develop guidance for staff to make all visits accessible. Ensure each new venue is vetted for appropriateness.	SLT	As required.	All pupils in school are able to access all educational visits and a range of activities.
	Review PE curriculum to ensure PE is accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	PE Leader	As required.	All children to access to high quality PE.
Community cohesion	Extend existing partnerships with Faith groups	Headteacher reports to governors.	Headteacher and RE Co-ordinator	Ongoing	Increased awareness of different Faiths and beliefs. Pupils will have a strong understanding of each others cultures.

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