



Four Marks CE Primary School

Single Equality 4 year Action Plan (2022-2026)

Appendix 3

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timescale	Indicators of Success
All	Ensure all learners have a 'voice' in improving practice and are given the opportunity to make a positive contribution to the life of the school e.g. Through involvement in children's responsibilities, class worship, fund raising, Church Team, FIT team, peer mentors, play leaders	Pupil interviews by SLT and governors. SLT to monitor representation of different groups i.e. gender, pupil premium, race, SEND, minority groups	Members of staff leading on individual groups	Ongoing	More diversity in school groups membership and evidence of their impact
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability (eg ASD, dyslexia, physical disabilities). Embedding British values through our School Values and key events eg Remembrance Day	Increase in pupils' participation, confidence and achievement levels. Evidence in children's behaviour and in displays	SLT through assemblies and worship and curriculum leaders eg through history lesson plans	Ongoing	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms, halls, reception areas and corridors promote diversity in terms of race, gender, SEND and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through RSHE	SLT	Ongoing	More diversity reflected in school displays across all year groups

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timescale	Indicators of Success
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on annually. All staff and governors undertaken Prevent Training	The SLT / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? Report concerns in line with Channel procedures	SLT and Governing Body	Reporting Termly at Governor Resource Meetings And annually to Local Authority	All staff are aware of and respond to racist incidents Consistent nil reporting
All	Monitor extended schools after school club provision uptake to ensure participation rates are reflective of the diversity of the school. Encourage minority groups by introducing clubs that may better suit their requirements / capabilities i.e. non-sport activities for physically disabled pupils. Encourage and ensure pupil premium children are accessing clubs and before and after school activities and holiday activities – use PP funding	Increased participation of minority groups in clubs and out of school activities	PE leader and pupil premium champion	Annually	Take up of after-school clubs by a diverse selection of pupils from the school community
All	Encourage involvement of representatives from a diverse backgrounds to be participants in advisory groups i.e. DDA audit groups, Governors etc	Through group membership	SLT/ Governors	Ongoing	Membership of groups

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timescale	Indicators of Success
All	To tackle name calling and intimidation in respect of sexual orientation and race in line with the Equality Act (sexual orientation) (race) Regulations 2007	Through playtimes, lunchtimes and discussions through circle time and worship.			Lunchtime incidents of inequality and name calling reduced
All	Provide staff training to support staff in tackling prejudicial language	Prejudicial Language training for staff	SLT	Ongoing	Increased confidence in handling of any name calling incidents/ through structured discussion (e.g. Picture News) with children to unpick/ challenge/ educate prejudicial views.
All	Provide regular opportunities for children to discuss equality, justice, fairness through exposure to world news and events that are relevant to life/ our global community. Celebrate and highlight key events such as Paralympics, Deaf Awareness Week, Autism awareness Week etc	Weekly Picture News discussed with children/ shared with parents.	RE Leader- pupil conferencing HT Librarian	Ongoing	Views/ annotated posters are kept. These demonstrate responses in keeping with our school/ British values. Better understanding by all stakeholders especially children
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Divali Day in the Autumn term and Holi Day in the Spring term or maybe for KS1 one in year A and one in Year B. KS1 Creation Stories - The Creation story from the Hindu tradition Year A KS1 Ideas about God - Gods from the Hindu tradition YR - Water is precious - The River Ganges and the story of Shiva	RE and RSHE assessments	RE and RSHE leader	Ongoing	Increased awareness of different communities and beliefs shown in RE and RSHE assessments and work. Planning includes a programme of special festivals, stories and celebrations from other cultures.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timescale	Indicators of Success
All	Ensure staff, pupils and parents/carers are given the opportunity where possible to be involved in the future development of the Single Equality Plan through input and feedback from surveys, staff meetings, pupil groups, parents evenings etc	Through the continued review and updating of the Single Equality Scheme			
Sexual Orientation	Provide staff training to enable Implementation of government sex and relationship guidance to support staff in dealing honestly and sensitively with sexual orientation issues and questions.	Through cluster work and sex and relationships training	PSHE leader	Ongoing	Through lessons observations
IMPORTANT: Reference should also be made to the schools' separate Single Equality Scheme and Accessibility Plan					