

South Rise Primary School Equalities Action Plan 2019 – 2023 Equality Objectives

It is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation
- These are called 'protected characteristics'

Listed below are the Equality Objectives for 2019-2023. Progress towards these objectives will be reviewed annually.

Equality Strand	Equalities Objective	Action	How the impact will be monitored	Person responsible for implementation	Time frames	Expected Impact
All	To ensure the Equality Policy is embedded across the school community	Publish and promote the school action plan through the website, newsletter and PDM's	Add questions to annual surveys to establish awareness and understanding; liaise with PHSE leader, School	Headteacher	As soon as Policy is agreed by trustees	All staff are familiar with the principles of the equality plan and use them to underpin planning and teaching.

			Council Leader and Inclusion Leader			<p>Pupils have an increased awareness of equality</p> <p>Parents are aware of the practice and purpose that underpins the equality policy</p>
Gender	<p>To raise the progress and attainment of boys in writing so that it is in-line with that of girls. This is currently significantly lower than that of girls. (This is also a national picture)</p>	<p>Core Priority written to support Boy's Writing in 2018-19 with an ongoing focus on Literacy <i>This has been continued with our Core Priority – Bridging the Gap in 2020-2021.</i></p> <p>EYFS Provision designed to engage boys in writing activities</p> <p>Key children to receive targeted intervention programmes– IXL and Precision Teaching programmes</p> <p>Raise the profile of male writers and readers in school</p>	<p>Lesson observations</p> <p>In year assessment and tracking</p> <p>Progress meetings with teachers</p> <p>End of year data</p>	Year Leaders and AHTs for Inclusion	<i>Summer 2022 (due to Covid-19) and ongoing</i>	<p>The attainment gap between boys and girls will close by the time children leave us in Year 6.</p>
Gender	<p>To ensure that girls' experiences in academia and sports will make them more aware of a range of opportunities so they may aspire to</p>	<p>Continue to develop opportunities and understanding in STEM subjects to inspire all children and specifically girls to consider further education and a future career in science or maths</p>	<i>Monitor the number of girls attending sports clubs from Sept 2021 (Covid-19)</i>	<p>Science and Maths Leaders</p> <p>School Council Leader</p> <p>PE Leader</p> <p>Leadership Team</p>	Ongoing	

	non-stereotypical professions	<p>Organise more after-school and out-of-school sporting opportunities for girls</p> <p>Plan for school visits to various places of education (e.g. university) and work as well as organise for female visitors to give presentations at school about their careers and/or role in society</p> <p>Re-launch Careers Week and careers focus for 2021</p>				
Sexual orientation	Develop understanding of same sex relationships in families	<p>Update SRE Policy inline with new DfE guidance for Sept 2020</p> <p>Update PHSE curriculum to reflect age appropriate understanding of same sex relationships</p> <p>Continue to run Specific SRE programme in Year 6 and provide an information evening for parents</p>	Pupil voice in SRE lesson evaluations	PHSE Leader, Headteacher, Year 6 Leader	September 2020 for implementation of the policy Review in July 2020 Policy to be fully implemented from Sept 2021 (Covid-19)	A greater understanding ensures that homosexual labels are not being used in a derogatory way

<p>Disadvantaged children</p>	<p>There continues to be gaps of varying degrees in attainment between disadvantaged and non-disadvantaged across the school.</p> <p>This gap has widened significantly with the impact of Covid-19 and is a key focus for all.</p>	<p>Identify disadvantaged children with lower attainment or progress and target them through our Pupil Premium funding and Catch - Up funding</p>	<p>Lesson observations</p> <p>In year assessment and tracking</p> <p>Progress meetings with teachers</p> <p>End of year data</p>	<p>Leadership Team Deputy Head with responsibility for Assessment</p>	<p>Ongoing Summer 2022</p>	<p>Disadvantaged gap closed for those children who are discreetly disadvantaged children.</p>
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