



Single Equality Duty

Academy Plan

Responsible for policy CC2

Date of policy January 22nd 2020

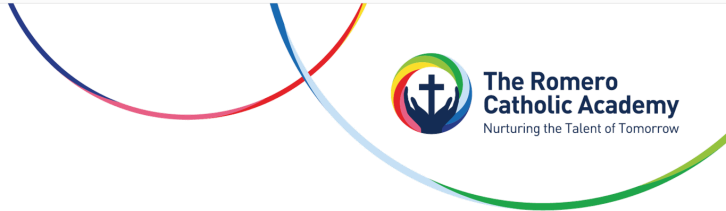
Date approved by CC2 January 22nd 2020

Date of review September 2020

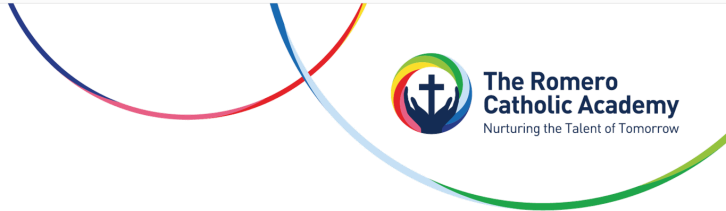
Reviewed September 2020

Chair of Directors 

Sacred Heart Primary School Single Equality Duty Plan Individual Academy Plan



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| Equality Strand | Focus | Planned actions | | Timescale | | Person responsible | | Monitoring | | Success criteria | |
| All | All staff and LAC are  aware of the Public Sector Equality Duty and of their  responsibilities within it | Policy reviewed September 2020 and any updates  shared with all staff to ensure all staff are aware  of protected  characteristics listed in Equality Act 2010, Single  Equality Duty Policy and  Action Plan | | Autumn Term 2020  for current staff Induction for all new staff LAC at next meeting/ Induction of new LAC | | Principal  LAC Chair | | Principal  Report to the  LAC | | All  Practitioners /LAC understand their  duty to promote  equality and close gaps for specific groups They have  high expectations of  all pupils | |
| All | Promote the Equality Duty on the school website | Arbor, Twitter, Facebook, School Newsletter | | Autumn Term 2020 | | Principal | | Parent questionnaire Summer 2021 | | Parents familiar with the Duty | |
| All | Promote an understanding of the  Equality Action Plan/Duty  and implications for  teaching and learning | Staff meeting Email policy/action plan to all  staff | | Autumn Term  2020 | | Principal/SLT | | Staff questionnaire  Spring 2021 | | All  Practitioners /LAC  understand their  duty to promote  equality and close gaps for specific groups They have high expectations of all pupils | |
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| All | Sacred Heart/Romero  Policies reflect  compliance with the  Equality Duty | When policies are  reviewed they are  evaluated for their  compliance and cross referenced with Equality Duty | | Autumn Term 2020  onwards | | Principal/SLT | | LAC meetings | | Policies reflect  Equality Plan | |
| All | The Curriculum  Due to Covid-19, the majority of the meeting will be virtual. | | Delivery of the agreed  RE/PSHE/RSE curriculum different beliefs and those with a disability  Curriculum  Evening /New Parents  Meetings for  Nursery/Reception | | Autumn Term 2020  onwards | | Class Teachers and Leaders of Learning | Monitoring,  Leaning  Conversations,  Book Looks,  Looking at  Learning, Pupil  Voice  Environment checks Evaluation of data to close  gaps | Closing of gaps for  vulnerable groups | | |
| All | Any initiative, club, special activity, assembly, sporting competitions musical initiatives, fundraising etc. | | All staff aware of the need for equal opportunities for all pupils; gender, race, beliefs and disability.  Promote diversity across the school | | Termly from Autumn 2020 | | All teachers | Office  Managers/  Teachers/  SLT | A fair system is used across the  school. All pupils encouraged to  make a positive contribution | |
| Race,  Disability,  Gender | Pupil achievement is monitored by race,  gender and disability and any trends or patterns in  the data that may require additional action to  narrow the gap are addressed | | Data for all pupils is analysed termly by class  teachers with SLT. This will feed into Learning  Conversations. Data analysis of achievement –  LA, IDSR, ASP, FFT shared with leaders and LAC | | Termly | | Class teachers, Leaders of  Learning, Raising Standards Lead, SEND, PP Lead | Learning  Conversations  Evaluation  monitored by  SLT – termly report to the  LAC | Individual reviews show that the gap is closing for specific groups | |
| Race, sexual  orientation, gender,  religious beliefs | Identify, respond to and report racist, religious  homophobic,  transphobic, sexist, misogynistic incidents | | Termly focus on bulling, cyber bullying, behaviour through PSHE/assembly themes/RSE and Class charters.    School Council and Head  Boy and Head Girl used to promote excellent attitudes | | Termly | | Class teachers | Trends noted in monthly SLT review  Exclusions monitored closely | Incidents are dealt with swiftly    Principal will use data to assess the impact of the  school’s approach    Staff are confident to deal with racist, religious  homophobic,  transphobic, sexist, misogynistic incidents | |



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| Community Cohesion | On-going programme to celebrate diversity,  increase pupil awareness and understanding of  different communities and beliefs | Assemblies reflect diverse community initiatives  throughout the year –  Faith Focus Week, Visiting different places of  worship, Black History  Month,  International Women’s Day, celebrations etc. | Weekly events | All staff, school council | SLT to be aware of the need for  diversity in  assemblies and initiatives for quality and diversity.  Parents’ feedback following  school events.    Participation in school events and open days | Sacred Heart’s community is well established and supportive. |
| Race, gender, disability | Attendance of specific groups | Monitoring of attendance through SIMS to identify  any emerging issues for particular group | Half termly | Admin Team/Pastoral  Support Managers/Learning  Mentor/Attendance Officer | Mapped onto  PPMs  Parents meeting Principal report to LAC | Early intervention to improve  attendance for  identified groups  Gaps closed |