



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 updatesshared 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  |