



Single Equality Duty Academy Plan

Responsible for policy
Date of policy
Date approved by CC2
Date of review
Chair of Directors

CC2
January 22nd 2020
January 22nd 2020
September 2020

Brandon Fawcett

Sacred Heart Primary School Single Equality Duty Plan Individual Academy Plan

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 2020 and 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	Spring 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	Parentmail, twitter, Facebook, newsletter	Spring Term 2020	Principal	Parent questionnaire Summer 2020	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	Summer Term 2020	Principal/SLT	Staff questionnaire Autumn 2020	All practitioners/LAC understand their duty to promote equality and close gaps for specific groups They have high expectations of all pupils
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	Spring Term 2020 onwards	Principal/SLT	LAC meetings	Policies reflect Equality Plan

All	The Curriculum	Delivery of the agreed RE/PSHE/RSE curriculum different beliefs and those with a disability Curriculum Evening/New Parents Meetings for Nursery/Reception	Spring Term 2020 onwards	Class Teachers and Leaders of Learning	Monitoring, Learning 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 Spring 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, misogynist incidents	Termly focus on bullying, cyber bullying, behavior 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, misogynist incidents

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 Manager/Learning Mentor/Attendance Officer	Mapped onto PPMs Parents meeting Principal report to LAC	Early intervention to improve attendance for identified groups Gaps closed