



Godolphin Primary School - Equality Action Plan 2021

Overall Aim and Rationale

Our aim is to carry out an Equality Action Plan, which anticipates where discrimination could arise if action wasn't taken and make reasonable adjustments to our school policy, procedures and provision. By taking proportionate action, our goal is to eliminate the discrimination of all individuals and groups within Godolphin Primary and address any disadvantage faced by particular groups. The following Equality Action Plan has been devised by way of an audit of school provision and an analysis of the outcomes of vulnerable pupils or groups of pupils with protected characteristics e.g. gender, ethnicity, disability, faith and socio-economic background pupils. The Equality Action Plan identifies key priority areas where the school can take action to ensure that our commitment to equality permeates throughout our practice and promotes equality of opportunity and accessibility for all pupils. The Equality Action Plan should be read in conjunction with the Southerly Point Cooperative Multi-Academy Trust's Equality Policy, the school's Equality and Diversity Return and the school's Accessibility Plan.

Action	Responsibility For monitoring	Success Criteria
To ensure that robust policies and practices are in place which promote equality and inclusion ie. Equality Policy, Accessibility Plan, SEND Policy, School Local Offer, etc.	SLT Governors Trustees	*SEND policy and local offer ratified by Governors and published on school website - reviewed annually *Policies are reviewed with due regard to the Equality Act 2010, Children and Families Act 2014,

		Supporting Pupils with Medical Conditions 2014 and SEND Code of Practice 2014
To publish and promote the Equality Policy, Equality Action Plan and the Accessibility Plan through the school website, newsletters and staff meetings.	SLT Governors	*Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays, dealing with behaviour issues, etc * Parents/carers are aware of the Equality Policy and action plan.
Ensure school information is accessible online. Explore opportunities for information to be shared through a variety of ways and offer the option for the information to be printed in different languages.	SLT Governors	*Services will support school to provide prospectus in different languages where requested.
Ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff.	SLT Governors Trustees	*The school follows the safer requirements procedures and offers equality for all. A CPD programme is in place which caters to the needs of the individual.
Ensure that the curriculum, displays and enrichment activities promote role models that young people positively identify with in terms of the protected characteristics.	SLT Governors Subject leaders	*Planning, work scrutiny and pupil conferencing will show that diversity is embedded within the curriculum and pupils can talk about diversity confidently.
Promoting British Values within the curriculum, including assemblies. Providing age-appropriate lessons for pupils and training for staff to raise awareness and understanding of the protected characteristics.	SLT Governors Subject leaders	*Children are able to discuss the importance of equality. *All pupils will feel included * Children will understand and accept different families within our school community, enabling them to learn to accept others for who they are.

Embed the new PSHE curriculum across school.		
To present positive images which promote British Values and reflect the protected characteristics.	SLT Governors Subject leaders	*More diversity reflected in school and visually evident across all year groups e.g through the curriculum, assemblies and resources. *The use of additional visits/ visitors/ resources is developed further throughout the year.
Ensuring all children and adults have equal opportunities in all aspects of school provision. Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council and Eco Committee by election or co-option), monitors/jobs, class assemblies, fundraising etc.	Class teachers SLT Governors	*All members of the school community involved and having equal access to what the school offers as a place of learning and employment. *All children have the same opportunities in all areas of school life.
To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities. To have more annual events in school, such as Black History Month, Deaf Awareness Week or International Day, to raise awareness of issues around the protected characteristics.	SLT Governors	*Children have an increased awareness of different communities, cultures and beliefs. * Religious Festivals and Cultural Events Calendar in place to promote pupil's knowledge and understanding of different communities, cultures and faiths. *Increased awareness of issues around race, disability and gender.
To ensure that extra-curricular activities (including residential trips) take into account pupil needs and access issues, pupils attending reflect the diversity of the school population in	SLT Governors	*Attendance of extra-curricular activities reflects the diversity of the school population in terms of gender, ethnicity, disability, faith and socio-economic background.

<p>terms of gender, ethnicity, disability, faith and socio-economic background.</p>		<p>*Promotion of inclusive sports events at school and within the local area. *Pupil Premium and other funding sources support children in ensuring attendance at extra-curricular clubs, educational visits and residential.</p>
<p>Provide extra and additional support for pupils who are under-achieving, in order to make accelerated progress in their learning and their personal well-being.</p>	<p>SLT SENCo Governors</p>	<p>*Data analysis shows good progress for all groups of pupils.</p>
<p>To ensure that the relevant support services are used fully and effectively.</p>	<p>SLT Governors</p>	<p>*School and pupils/ families will be offered and access relevant support services. * Evidence of involvement of support services: Individual pupils will have any necessary support in their: Learning, Behaviour, Emotional well-being, Social development</p>