

**Newnham Junior School Equality Action Plan 2021-2022**  
**Appendix A to Equal Opportunities policy**



<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing</b>	<b>What are the timeframes</b>	<b>Early success indicators</b>
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Feedback from parents	Headteachers / designated member of staff	Ongoing	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays  Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteachers / Governing body	Annually through Raise Online	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Humanities lead, through history lesson plans	Ongoing	Notable increase in participation and confidence of targeted groups
All	Recognise and represent the talents of disabled pupils and ensure representation fully reflects the school population in terms of race and gender.	Monitoring of all areas of the school by race, gender and disability	All staff	Ongoing	Analysis of the school data to ensure that achievement reflects the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, disability and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Headteacher	Ongoing	More diversity reflected in school displays across all year groups

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All	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 by election or co-option), class assemblies, fundraising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	On-going	More diversity in school council membership
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body	The Headteachers / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Introduce initiative to encourage girls and boys to take up sport outside the curriculum requirements, including offering netball, football, athletics, and cheerleading lessons, to make participation rates more reflective of the school population.	Increased participation of girls and boys in sports clubs and out of school sport activities	Member of staff leading on sports / PE	Ongoing	Equal take up of boys and girls in after-school sports clubs
Disability Equality Duty	Promote Governor vacancies by welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on SEN	Ongoing (as and when vacancies arise)	More applications from disabled candidates to be School Governors
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Assemblies/ whole school events (e.g. dressing up day) R.E/PSHE assessments	Member of staff leading on R.E/PSHE	Ongoing	Increased awareness of different communities shown in assessments