

St Michael's CE Primary School Equality Objectives 2014-15

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Parental responses via the website Governors directed to the website	SLT	New plan uploaded Sept 14	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents and Governors are aware of where and how to access equality objectives
All	Continue to track and analyse achievement across the school 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 using data from O Track and information from Raise on Line	SLT	Half termly – RWM Termly – all other subjects	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Provision mapping via O Track used to analyse and check G&T representation across the school population	SLT	Ongoing	Analysis of the Gifted and Talented learners to ensure they reflect the school's diversity
All	Ensure that displays in classrooms and corridors continue to promote diversity in terms of race, gender and ethnicity.	Through monitoring of PSHE and RE by subject leaders Through SLT environment learning walks	PSHE/RE subject leaders	Ongoing	More diversity reflected in school displays across all year groups
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, within House groups, class assemblies, sporting events, fund raising etc.	School council, sports leaders, house captains to be shared equitably across the school community with no overlap of roles	Headteacher	Ongoing	More diversity in school council, sports leaders and house captain membership

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All	Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an appropriate acoustic classroom environment;	Achievement data analysed by race, gender and disability and the impact of targeted support is measured during termly pupil progress meetings and through provision mapping using data from O Track	Inclusion Manager/Class teachers	Termly	Pupils who are underachieving are narrowing the gaps towards making good or outstanding progress
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / 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
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	RE/PSHE subject lead to analyse teacher assessment levels Maintain an Assembly record to monitor consistency of other cultural events being shared	Member of staff leading on RE and all staff leading assemblies	Ongoing	Continued use of two year assembly planner and regular meetings within parish schools to monitor
Community cohesion	Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;	Governor monitoring of impact of links to other communities	RE Lead	Ongoing	Increase in opportunities to link with a range of communities including other schools.