



St Teresa's Catholic Primary School

With Jesus, We Live, Learn and Love

Equality Action Plan (Equality Objectives 2016)

This plan has been written in conjunction with St Teresa's Equality Policy and the Guidelines from the Catholic Education Service. It uses the current data information published in Raise Online. Please also see the school's Accessibility Plan.

Target	Action	How the impact of the action taken will be monitored	Responsible person(s)
Establish effective systems to communicate the school's equality duties	Disseminate the School Equality Policy through the school website, newsletter, staff meetings.	<p>Include questions relating to the School Equality Policy in the annual survey of parents.</p> <p>Discussion with pupils during School Council (pupil voice systems)</p> <p>Discussion with parents through Parent Forums/Coffee Mornings</p>	Senior Leadership Team
To ensure that all pupils make progress including vulnerable groups and individuals	Monitor and analyse pupils' achievement by race, gender and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional interventions and support.	Analyse assessment data to judge the success of the planned interventions and support.	SENCO SLT
<p>That there are sufficient opportunities within the school's curriculum to address equalities issues.</p> <p>To help our children to understand others and value diversity.</p>	<p>Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of race, sexual orientation, religion, gender and disability.</p> <p>Ensure the teaching resources (particularly books used in school) reflect diversity in</p>	<p>Analyse stakeholder views and attitudes to judge the success of provision in terms of equality.</p> <p>Analyse prejudice-based bullying/incidents to monitor impact of the school's education/messages on equality and respect for diversity.</p>	All staff

	<p>terms of race, sexual orientation, religion, gender and disability.</p> <p>Continue to celebrate respect for and understanding of diversity in all its forms through whole school events, trips/visitors and assemblies.</p> <p>Ensure that opportunity to discuss diversity within the PSHCE curriculum</p> <p>Ensure that the values underpinning the school's ethos are actively promoted by all staff, governors, volunteers and visitors.</p> <p>Challenge parents where there is evidence of a lack of respect for diversity and where messages given at home are deemed to be incommensurate with school, Christian and British values.</p>	<p>Monitor lesson plans and assembly programme.</p> <p>Monitor SMSC activities.</p>	
The school environment promotes diversity	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity, sexual orientation, religion and disability.	<p>Monitor pupils' responses to the school environment in pupil surveys/school council.</p> <p>Audits of the school environment</p>	Senior Leadership Team
All pupils are encouraged to make a positive contribution to the life of the school community	Actively promote and recruit vulnerable groups of pupils or individuals to participate in the school council, assemblies, fund raising activities, presentations and other extra-curricular activities.	Analysis of participation rates.	Senior Leadership Team
Provide good quality support for children and families with no or little English to that pupils can fully access the curriculum and parents are able to fully engage in the life of the school.	The school to ensure that EAL provision is good by; Providing training for teachers Policy on EAL Policy on inducting non English speaking pupils	<p>Parents/Pupil surveys</p> <p>Policy on EAL</p> <p>Reports from HT</p>	Senior Leadership Team

	Resources available for EAL pupils/parents Translation service available		
Respond promptly and appropriately to all incidents of prejudiced based incidents/behaviour.	Ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities. Report incidents/behaviour/trends to the Governing Body	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?	Senior Leadership Team Governing Body
Review Date – Spring 2017			