

ST MARGARET CLITHEROW PRIMARY SCHOOL



*We live to love, learn, respect
and follow Jesus who says,
"Love one another as I have loved you."*

Equality Plan January 2017

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.	Question about parent awareness of Equality Plan actions once a term in school newsletter.	HT/ Inclusion Manager/DHT	Equality Plan to be published for parents, staff and governors in January 2017 Annual report to be published every Autumn term to show compliance and progress	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room 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	Achievement data analysed by race, gender and disability	HT / Governing body	Data for previous academic year to be discussed at Autumn Term FGB	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups

	additional support for pupils.				
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	HT/DHT	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 (by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	DHT	Ongoing	More diversity in school council membership

All	Ensure all pupils attend school regularly and on time so they have full access to learning opportunities. Identify and respond to any common issues within a particular group.	Monitor records to identify specific groups of pupils where attendance and/or punctuality is a concern. Termly updates provided in the Headteacher Report To Governors	DHT	Ongoing	Analysis of attendance / punctuality demonstrates the gap is narrowing for equality groups
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	HT / Governing body	Reporting termly to LA and at FGB meetings	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body

		perpetrators be identified, are pupils and parents satisfied with the response?			
Gender Equality Duty	Introduce initiative to encourage girls to take up PE other than dance outside the curriculum requirements. E.g. by running free weekly multi sports' sessions for girls.	Increased participation of girls in sports clubs and out of school sport activities	SLT	Sept 2016 - Aug 2017	More girls take up after-school sports clubs
	Encourage boys to become more involved in Choir club.	Increased participation in Choir for boys club	SLT	Sept 2016	More boys participating in choir.
Community Cohesion	Continue to promote initiatives such as Summer Fayre	Attendance at events will be monitored to determine if the	HT	Ongoing	Various ethnic groups are represented at school events and

	<p>International Evening Christmas Fayre Parent Workshops Coffee mornings. to encourage all members of the community to meet socially and build relationships. Continue with the Year of Mercy activities which will strengthen the relationship between school and parish members. Support local charities.</p>	<p>attendees are representative of the diverse school community</p>			<p>parental sessions. Stronger relationship between school and local parish.</p>
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