



St.Chad's Church of England Primary School

Equality Action Plan 2017-2020

Equality Strand	Planned outcomes	Planned actions	By whom	By when	Indicators / how to measure
All	All staff and Governors are aware of the Equality Plan and understand their responsibilities. The plan is accessible to all through the school website. Promote equality by ensuring roles within school are accessible to all.	Raise awareness of the EP at Staff / TA / LSA Meetings. Include the EP in St Chad's Induction Programme for all new staff and governors and updates for existing staff and governors annually. Link Equality Governor to report on training, incidents, new initiatives, resources each year to the Resources Committee. Put a copy of the EP on the website and encourage parents to access it by making reference to it.	Headteacher / Link Governor	Autumn 2017 and annually thereafter	Staff, Parents, Governors and children indicate awareness of the Plan. New initiatives / improvements identified.
Hate crime	The Headteacher / Governing body will use the hate crime data to assess the impact of the school's response to incidents. Data to be submitted to Trust Board through termly KPI and Trustees to assess impact of GB response.	Identify, respond and report hate crime incidents as outlined in the EP. Report the figures to the Governing body / Local Authority on a termly basis.	Headteacher / GB	Termly	Teaching staff are aware of and respond effectively to hate crime. Consistent nil reporting is challenged by the Governing Body.
Disability/ Accessibility	Improved accessibility	Assess improvements and adjustments to facilitate access for disabled people and report to the Safety Committee on recommendations.	Headteacher / GB Resource committee	Annually – spring term review	Improvements identified
All	Tracking allows us to monitor the performance of different groups more accurately, allowing us to focus on underperformance more robustly. The gap is narrowed for equality groups	Termly analysis of pupil assessment tracking data, filtering groups (by race, gender and disability) to determine performance. Act on any trends or patterns in the data that require additional support for pupils.	Assessment co-ordinator / SLT	Termly	Analysis of teacher assessments demonstrates the gap is narrowing for equality groups

Gender / Disability / Race Equality	All children, but especially those with SEN and EAL, have greater involvement in the whole range of extra-curricular activities on offer.	Survey pupil opinion via the junior leadership team on the school council to ensure that the extra-curricular activities provided meet children's needs and interests. Encourage boys and girls to take up a wide range of activities irrespective of their gender bias. Ensure all clubs are available for both boys and girls. Promote extra-curricular activities as part of the Annual Review. Measure the uptake of extra-curricular activities according to gender, race, language, disability...	Junior leadership team Club leaders	Summer term Annual review	More SEN / EAL children attend extra-curricular activities. Children view clubs as fair and not having a gender bias.
All	Increase in pupils' participation, confidence and achievement levels.	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.	SLT	Ongoing	Notable increase in participation and confidence of targeted groups
All	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	SLT	Ongoing	More diversity reflected in school displays across all year groups
Community Cohesion	Increase children's understanding of different celebrations e.g. Diwali, Eid, Christmas.	Celebrate cultural events throughout the year. Keep a record of events celebrated in children's books and through the worship calendar	RE Subject leader / classteachers	Ongoing	Greater awareness of different communities shown in PSHE/RE books.
Gender Equality	There will be more positive male role models in school.	Plan for opportunities for men to volunteer in school, e.g. leading groups on residential / day visits, listening to children read.	Headteacher	Ongoing	Children's attitudes to male / female roles.
Race Equality	Greater opportunities for children to visit a range of places of worship to allow children to develop an understanding of how different faiths worship and the diverse nature of our country.	Develop an increased schedule of visits to places of worship and also more opportunities for members of different faith groups to visit and be involved in the school.	Re Subject leader	Ongoing	Children's understanding of how diverse a country England is.
All	Sustained charity involvement by the children.	Regularly support of a range of charities.	Headteacher	Ongoing	Children's awareness of the needs of others beyond their immediate locality.

Disability / Race Equality	Children and Parents for whom English is an additional language can access school information and the curriculum.	Provide information in an accessible format: • survey and respond to parent needs • translate key documents, e.g. prospectus / newsletters / induction materials into the first language of parents / Braille as necessary Signpost parents to a translator. Provide English classes for Parents via Extended Services.	Administrator	Spring 2018	Parents understand school information and the gap is narrowed for children in these equality groups as quickly as possible.
Gender / Race / Disability Equality	St Chad's staff, in line with primary school staffing across Leeds, is predominately white, female and British. We need to ensure that any staffing vacancies or volunteer positions within St Chad's are open to all who meet the criteria for the post.	Ensure jobs are advertised widely enough to encourage all members of the community to apply. Ensure all application forms are thoroughly analysed. Offer interviews to male candidates and candidates from ethnic minority backgrounds who meet the role requirements.	Headteacher / Interview Panels	Ongoing	The ethnic and gender balance of the staff is improved.
Gender Equality	To ensure girls and boys feel equally represented and valued in all aspects of school life.	Class Teachers and the School Council to explore both the boys' and girls' views of how they perceive 'equality' is addressed here at St Peter's School. Identify ways to improve equality of opportunity and representation.	School council	annually	For staff to recognise and celebrate differences in learning styles and ensure opportunities are not discriminatory to any group. Children feel we are fair and they are all equally important.
	To ensure all parents and children feel that their views are heard. To further improve communication with parents.				