

**CATSHILL MIDDLE SCHOOL AND CATSHILL FIRST SCHOOL & NURSERY SINGLE EQUALITY SCHEME ACTION PLAN 2020-2022**

What do we want to achieve?	What action needs to be taken?	Who is responsible?	Monitoring	Resource Implications	Target Date	Expected Outcomes
<b>Equality Scheme</b>						
To ensure that the equality scheme is known, understood and followed by all members of the school community	<ul style="list-style-type: none"> <li>All staff to be reminded about the full extent of the policy during staff meetings</li> <li>Scheme to be copied onto staff shared area</li> <li>Children to be made aware about school ethos for valuing all through assemblies and Humanities lessons/Class/Circle time</li> <li>Discussions with the School Council on all aspects of equality</li> <li>Parent and pupil surveys</li> </ul>	HOS	Governing Body	Meeting Time	Jan 2020	Whole school involvement redefined and clear to all
		KS		Time	July 2020	Diversity of school community valued and celebrated
		Class Teachers		Humanities lesson times/Class/Circle time	Continuous	
		HOS		School Council Meeting	July 2020	Views of all considered, action taken if needed
		HOS			Biannually	
		AHT				
To survey stakeholders on their experience of equality issues in the school	<ul style="list-style-type: none"> <li>Biannual survey of pupils, parents and staff</li> <li>Focus group discussions annually</li> <li>Act on issues raised e.g. include in future action plan</li> </ul>	AHT	Governing Body	Cost of printed materials	Continuous through the years	Views of all considered, issues identified at earliest opportunity and action taken if needed
		HOS		Meeting time		
		HOS				
<b>Disability – see also Accessibility Plan</b>						
To ensure that pupils accept each other and learn together regardless	<ul style="list-style-type: none"> <li>Children to be made aware about school ethos for valuing all through assemblies and</li> </ul>	Class Teachers	HOSreport to Governors	Time	Continuous	Diversity of school community valued and celebrated

of individual differences	<p>Humanities lessons/Class/Circle time</p> <ul style="list-style-type: none"> <li>Discussions, invited visitors with disabilities and stories in assembly</li> </ul>	Assembly Leaders				
For pupils to understand that disabilities can affect people's lives	<ul style="list-style-type: none"> <li>Visits to school from people with disabilities, pupils from Chadsgrove, guide dogs for the blind etc.</li> <li>Sharing by members of the school community</li> <li>Visits to and from Chadsgrove Special School</li> </ul>	Assembly Leaders	HOS report to Governors	Possible payment to charitable organisation	Continuous	<p>Pupils less likely to bully or abuse each other as they understand more about each other</p> <p>Greater awareness by the pupils of the abilities/needs of children with a variety of physical disabilities</p>
<b>Ethnicity, Culture, Religion and Belief</b>						
Consistent recording and reporting of break down of policy	<ul style="list-style-type: none"> <li>Awareness by all staff in what is to be regarded as a racist incident and how to record and report using established school systems</li> <li>Teaching for pupils to gain an understanding of what is acceptable</li> </ul>	EHT  Teachers in Humanities lessons/Class, Circle time	Governing Body	Time  Humanities lessons/Class/Circle time	Continuous	<p>Equal opportunities promoted</p> <p>Good race relations encouraged</p> <p>Racial discrimination tackled</p>
To enable staff to deal effectively with racial incidents	<ul style="list-style-type: none"> <li>In school training for staff in procedures to follow when an incident is reported or observed</li> <li>Staff to act upon training</li> </ul>	EHT with Key staff	Governing Body	Time	Continuous	<p>Roles/responsibilities clearly communicated to all</p> <p>Actions taken help to prevent further occurrences</p> <p>Parents and wider community aware that racism will not be tolerated</p>

<p>To review all school policies and ensure that where appropriate the needs of minority groups are considered</p>	<ul style="list-style-type: none"> <li>● All policies to be reviewed according to annual plan</li> <li>● Include in all policies our principles statement</li> <li>● In programmes of study in RE, Music, Art and so on, include ways to utilise the cultural diversity of our pupils, considering what they can offer to enrich the learning of others</li> <li>● Ensure that programmes of study do not adversely affect minority groups in the school</li> </ul>	<p>HOS</p>	<p>EHT</p>	<p>Time</p>	<p>Annual Programme</p>	<p>Ethnicity and needs of pupils are taken into account in all areas of school life Policies are checked for cultural bias and action taken if needed Cultural differences used to enrich learning within the school Pupils are not discriminated against on the basis of ethnicity or culture</p>
<p>To raise achievement and standards of all groups of pupils</p>	<ul style="list-style-type: none"> <li>● To monitor and track pupils progress</li> <li>● To identify pupils needing support and provide appropriate interventions – IPMs</li> <li>● To compare achievements of different pupil groups and provide support for those who are under achieving or under performing</li> <li>● To raise expectations of achievement of all pupils and provide suitable challenge</li> <li>● To make changes to programmes of study and</li> </ul>	<p>HOS and Class Teachers  EHT, HOS, AHT</p>	<p>Governing Body through EHT report and SID committee meetings</p>	<p>Time</p>	<p>Data analysis termly  Individual Provision Maps (IPMs)</p>	<p>All pupils making progress in accordance with ability and potential regardless of racial group School data shows overall improvement and that pupils from different groups achieve equally as well</p>

	learning approaches to meet the needs of all of our pupils					
To ensure a system for early support of new arrivals to the school and the country allows children to settle and make progress	<ul style="list-style-type: none"> <li>● Contact previous school for records</li> <li>● Discuss with traveller support if appropriate</li> <li>● Collect information from parents</li> <li>● Agree priorities for each child as an individual and ensure that learning support is in place</li> </ul>	HOS/Admin  Learning Managers  EAL support Refugee support	Governing Body	Time	Continuous	Learning of pupil is not held back Appropriate support allows child to progress and achieve
To consider fairly wider aspects of culture and religion	<ul style="list-style-type: none"> <li>● To listen to requests made by parents and pupils</li> <li>● To decide on whether clothing such as head covering, wearing of jewellery and so on can be allowed, on an individual basis, in accordance with health and safety procedures</li> </ul>	HOS	Governing Body	Meeting time	As needed	Other pupils understand about aspects of culture and belief Pupils equipped for life in a multi-cultural society Race equality and harmony promoted All groups of our school community equally informed
<b>Gender</b>						
To address the gap in achievement between boys and girls	<ul style="list-style-type: none"> <li>● To monitor and track pupils progress</li> <li>● To identify pupils needing support and provide appropriate interventions – IPMs etc.</li> </ul>	HOS, Class Teachers,	Governing Body through EHT report and visits to school	Time	Data analysis termly  IPMs	All pupils making progress in accordance with ability and potential regardless of racial group  School data shows overall improvement and that boys

	<ul style="list-style-type: none"><li>● To compare achievements of different year groups and provide support</li><li>● To raise expectations of achievement of all pupils and provide suitable challenge</li><li>● To make changes to programmes of study and learning approaches to meet the needs of all of our pupils – boy friendly reading texts, writing tasks etc.</li></ul>					and girls achieve equally as well
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