

CATSHILL MIDDLE SCHOOL AND CATSHILL FIRST SCHOOL & NURSERY SINGLE EQUALITY SCHEME ACTION PLAN 2022-2024

What do we want to achieve?	What action needs to be taken?	Who is responsible?	Monitoring	Resource Implications	Target Date	Expected Outcomes
Equality Scheme						
To ensure that the equality scheme is known, understood and followed by all members of the school community	<ul style="list-style-type: none"> All staff to be reminded about the full extent of the policy during staff meetings Scheme to be copied onto staff shared area Children to be made aware about school ethos for valuing all through assemblies and Humanities lessons/Class/Circle time Discussions with the School Council on all aspects of equality Regular parent and pupil surveys 	HOS and LT	Governing Body	Meeting Time	September 2022	Whole school involvement redefined and clear to all
		KS		Time	September 2022	Diversity of school community valued and celebrated
		Class Teachers		Humanities lesson times/Class/Circle time	Continuous	
		DMc		School Council Meeting	Termly	Views of all considered, action taken if needed
		HOS			Biannually	
To survey stakeholders on their experience of equality issues in the school	<ul style="list-style-type: none"> Biannual survey of pupils, parents and staff Focus group discussions annually Act on issues raised e.g. include in future action plan 	HOS	Governing Body	Cost of printed materials	Continuous through the years	Views of all considered, issues identified at earliest opportunity and action taken if needed
		EHT		Meeting time		
		EHT				
Disability – see also Accessibility Plan						
To ensure that pupils accept each other and learn together regardless of individual differences	<ul style="list-style-type: none"> Children to be made aware about school ethos for valuing all through assemblies and Humanities lessons/Class/Circle time 	Class Teachers	EHT report to Governors	Time	Continuous	Diversity of school community valued and celebrated

	<ul style="list-style-type: none"> Discussions, invited visitors with disabilities and stories in assembly 	Assembly Leaders				
For pupils to understand that disabilities can affect people's lives	<ul style="list-style-type: none"> Visits to school from people with disabilities, pupils from Chadsgrove, guide dogs for the blind etc. Sharing by members of the school community Visits to and from Chadsgrove Special School 	Assembly Leaders DH	EHT report to Governors	Possible payment to charitable organisation	Continuous	Pupils less likely to bully or abuse each other as they understand more about each other Greater awareness by the pupils of the abilities/needs of children with a variety of physical disabilities
Ethnicity, Culture, Religion and Belief						
Consistent recording and reporting of breakdown of policy	<ul style="list-style-type: none"> Awareness by all staff in what is to be regarded as a racist incident and how to record and report using established school systems Teaching for pupils to gain an understanding of what is acceptable 	EHT Teachers in Humanities lessons/Class, Circle time	Governing Body	Time Humanities lessons/Class/Circle time	Continuous	Equal opportunities promoted Good race relations encouraged Racial discrimination tackled
To enable staff to deal effectively with racial incidents	<ul style="list-style-type: none"> Training for staff in procedures to follow when an incident is reported or observed Staff to act upon training 	EHT with Key staff	Governing Body	Time	Continuous	Roles/responsibilities clearly communicated to all Actions taken help to prevent further occurrences Parents and wider community aware that racism will not be tolerated
To review all school policies and ensure that where appropriate the needs of minority groups are considered	<ul style="list-style-type: none"> All policies to be reviewed according to annual plan Include in all policies our principles statement In programmes of study in RE, Music, Art and so on, include ways to utilise the cultural diversity of our pupils, 	EHT	EHT	Time	Annual Programme	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

	<p>considering what they can offer to enrich the learning of others</p> <ul style="list-style-type: none"> • Ensure that programmes of study do not adversely affect minority groups in the school 					<p>Cultural differences used to enrich learning within the school</p> <p>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"> • To monitor and track pupils progress • To identify pupils needing support and provide appropriate interventions – IPMs • To compare achievements of different pupil groups and provide support for those who are under achieving or under performing • To raise expectations of achievement of all pupils and provide suitable challenge • To make changes to programmes of study and learning approaches to meet the needs of all of our pupils 	<p>AHT, Learning Managers and Class Teachers</p> <p>EHT, HOS, AHT</p>	<p>Governing Body through EHT report and SID committee meetings</p>	<p>Time</p>	<p>Data analysis termly</p> <p>Individual Provision Maps (IPMs)</p>	<p>All pupils making progress in accordance with ability and potential regardless of racial group</p> <p>School data shows overall improvement and that pupils from different groups achieve equally as well</p>
<p>To ensure a system for early support of new arrivals to the school and the country allows children to settle and make progress</p>	<ul style="list-style-type: none"> • Contact previous school for records • Discuss with traveller support if appropriate • Collect information from parents • Agree priorities for each child as an individual and ensure that learning support is in place 	<p>HOS/Admin</p> <p>Learning Managers</p> <p>EAL support</p>	<p>Governing Body</p>	<p>Time</p>	<p>Continuous</p>	<p>Learning of pupil is not held back</p> <p>Appropriate support allows child to progress and achieve</p>

To consider fairly wider aspects of culture and religion	<ul style="list-style-type: none"> To listen to requests made by parents and pupils 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 	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
Gender						
To address the gap in achievement between boys and girls	<ul style="list-style-type: none"> To monitor and track pupils progress To identify pupils needing support and provide appropriate interventions – IPMs etc. To compare achievements of different year groups and provide support To raise expectations of achievement of all pupils and provide suitable challenge 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. 	AHT, Learning Managers, Class Teachers, Inclusion Managers HOS, Learning Managers, AHT	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 and girls achieve equally as well