

SAINT THOMAS MORE CATHOLIC PRIMARY SCHOOL IMPROVEMENT PLAN

EQUALITY OBJECTIVES ACTION PLAN 2012 / 2015

Aspects of Equality Duty: 1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Equality Act

Objectives / Key Actions	Expected Outcomes	Timescale and Lead Person	How to Measure Progress
To ensure all school policies demonstrate compliance with the general duties of the Equality Act 2010 which covers the eight protected characteristics.	All policies compliant with Single Equality Act (SEA)	SMT to take responsibility for ensuring policies are compliant with SEA. Subject leaders, SMT and Governors to check policies due for reviewing are compliant with SEA. Summer Term 2012 to Summer Term 2014.	View a range of policies particularly admission and Attendance, Good Behaviour, Collective Worship, Target Setting, Teaching and Learning and Performance Management to check compliance with the Equality Act 2010 and check for positive and/or negative impact on protected characteristics.
To regularly evaluate the impact of all school policies (particularly Admissions and Attendance, Good Behaviour, Collective Worship, Target Setting, Teaching and Learning and Performance Management) on the protected characteristics.	Positive outcomes identified and shared. Any negative outcomes identified; recommendations made to improve any issues.	SMT to monitor and evaluation impact on protected characteristics on an annual basis.	
To continue to monitor all racist incidents and to report any incidents and to report any incidents to the LA (termly monitoring form) and the Governing Body (Headteacher's Report to the Governing Body)	Continued excellent levels of racial tolerance and understanding.	Headteacher to remind staff of their duty to record incidents. June 2012. Headteacher to ensure forms are sent termly to LA and Governors informed termly of any incidents.	Reduced number of incidents recorded.
To continue to monitor all bullying incidents and incidents related to protected characteristics.	Continued excellent levels of good behaviour	SMT to ensure teachers are recording incidents and meetings with parents on specified forms and copies are given to the Headteacher.	Reduced number of incidents recorded.

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<p>To continue to use SEAL, PSHE, Circle Time and school assemblies to reinforce school ethos of equality, tolerance and understanding of all people. Teachers planning files demonstrate opportunities for pupils to develop these skills.</p>	<p>Children demonstrating high levels of tolerance and understanding of the needs of others in their attitude, behaviour and relationships.</p>	<p>SMT and class teachers promoting positive attitudes and behaviours on a daily basis.</p>	<p>Reduced incidents recorded of bullying or conflict between pupils.</p>
<p>To continue to use RE topics including studying other major faiths to further develop understanding and respect for all religions.</p>	<p>Pupils have a good understanding and respect for other faiths including: Islam, Hinduism, Buddhism and Judaism.</p>	<p>RE Co-ordinator to ensure topics covering other faiths are built into the annual cycle. See 'Come and See' plans.</p>	<p>Reduced incidents of conflict or misunderstanding of others' cultures and beliefs.</p>
<p>To continue to build on the Interfaith Dialogue link with Uplands Junior School in Leicester.</p> <p>To create a link with a Christian school in Bethlehem.</p>	<p>A strong partnership built up between the two schools which demonstrates educational, social, cultural and spiritual opportunities.</p>	<p>Year 6 class teacher. Summer Term 2012 to Summer Term 2015</p> <p>Headteacher and Year 3 class teachers. Autumn Term 2012 to Summer Term 2015.</p>	<p>Regular exchanges of information, regular joint visits to schools and places of worship.</p>

EQUALITY OBJECTIVES ACTION PLAN 2012 / 2015

Aspects of Equality Duty: 2. Advance equality of opportunity between different groups

Objectives / Key Actions	Expected Outcomes	Timescale and Lead Person	How to Measure Progress
To ensure that all staff are aware of the Single Equality Policy and wider equality issues.	All staff and governors fully aware of the compliance with and the importance of the Equality Act and ensure all work undertaken complies and promotes equality.	Headteacher to lead on this. Staff meeting dedicated to discussing policy and practise. Summer Term 2012	Annual review of policy and updating of data to identify any specific issues.
To continue to track ethnic minority groups, gender groups, pupils with SEND (protected characteristics) in all aspects of their achievement.	Thorough tracking system in place. Discrepancies or gaps in attainment and/or progress are addressed through appropriate intervention strategies.	SMT Half termly and termly meetings with teachers.	Vulnerable groups achieving expected or beyond expected progress.
To continue to ensure opportunities are afforded to all pupils to access the curriculum.	Teachers' planning demonstrates that all pupils are able to access the activities planned.	Team leaders and Headteacher to monitor, on a termly basis, that activities are accessible to all pupils.	Pupil surveys and subject interviews demonstrate enjoyment and participation.
To ensure curriculum themes and content reflect the rights and interests of the protected characteristics and promote greater tolerance towards them and opportunities to learn about inequality.	Teachers' planning demonstrates opportunities for pupils to learn about inequalities. Themes addressed in SEAL units dealing with bullying and rights of pupils.	Key Stage Co-ordinators to ensure opportunities are covered within the curriculum plans. May 2012 to July 2013	Pupils attitude towards others and their confidence, understanding and ability to discuss rights and interests of different groups of people.

EQUALITY OBJECTIVES ACTION PLAN 2012 / 2015

Aspects of Equality Duty: 2. Advance equality of opportunity between different groups

Objectives / Key Actions	Expected Outcomes	Timescale and Lead Person	How to Measure Progress
<p>To ensure all pupils can participate equally in all aspects of school life including extra-curricular activities and clubs.</p>	<p>List of pupils attending each activity are run off and checked by Headteacher and SENCo.</p>	<p>Headteacher to work with SENCo once a term to prepare for SEND planning meeting and submit evidence of pupil participation.</p>	<p>List of extra-curricular activities and the names of pupils attending show that pupils with disabilities have access to and are participating in extra-curricular provision. Pupils' survey demonstrates positive responses.</p>
<p>To continue to foster and promote equality of opportunity in all aspects of employment, recruitment, disciplinary issues and complaints, allocation of responsibilities, professional development and opportunities for all staff.</p>	<p>Staff surveys demonstrate positive responses.</p>	<p>SMT to analyse staff responses to well-being survey and stress audit.</p>	<p>Review of courses attended, recruitments made, any issues and professional development opportunities demonstrate principles of good practice.</p>
<p>To continue to adhere to equalities law and fair recruitment practice to achieve diversity in the workplace and governing body which is representative of that within the school, the local community and the wider community.</p>	<p>Governors appointed to the school demonstrate representation from the school, local and wider communities.</p> <p>Good practice identified in LA Recruitment and Selection Policy followed.</p>	<p>Parish Priest and Chair of Governors made appropriate recommendations to the Bishop.</p> <p>Headteacher and Governors' Selection Panel.</p>	<p>Review appointments made over a year; adhere to good practice principles.</p>

EQUALITY OBJECTIVES ACTION PLAN 2012 / 2015

Aspects of Equality Duty: 3. Foster good relations between different groups who share relevant protected characteristics and persons who do not share it.

Objectives / Key Actions	Expected Outcomes	Timescale and Lead Person	How to Measure Progress
<p>To continue links and partnerships with other schools, charities and organisation which promote equality, tolerance and understanding of others.</p>	<p>Further development of the Interfaith Dialogue partnership between St Thomas More and Uplands Schools.</p> <p>Clearly planned and focused activities arranged and implemented for Year 3/4 pupils.</p> <p>School achieves Level 4 in the Young, Gifted and Diverse' Community Cohesion Award which demonstrates the process and improvements made to promote equality.</p>	<p>May 2012 to July 2013.</p> <p>Year 6 teachers from both schools.</p> <p>September 2012 to July 2013.</p> <p>Headteacher to set up link through 'Places in the Holy Land' charity and Year 3/4 teachers to organise and plan work to be undertaken with school in Bethlehem.</p> <p>July 2012 to January 2013.</p> <p>SMT to put together folder of evidence to support Award.</p>	<p>Self-esteem measures and evaluation sheets show improvements.</p> <p>Letters and work exchanged between the two schools. Fundraising activities organised to raise funds for school in Bethlehem.</p> <p>Positive and beneficial links set up between the two schools. (Pupils' views and ideas sought)</p> <p>Process of gathering evidence portrays the links and work done to promote equality, tolerance and understanding of others.</p>
<p>Continue to use SEAL, PSHE, RE topics, Circle Time and assemblies to reinforce our school ethos of equality, tolerance and understanding of all people.</p>	<p>High expectations of pupils, staff and all who work and visit our school in terms of tolerance shown, language and behaviour demonstrated in daily practice.</p>	<p>All class teachers to ensure opportunities for discussion are built into their plans.</p> <p>Ongoing.</p>	<p>Pupils, staff, parents, governors and visitors to the school feel safe, valued and welcomed in our school.</p> <p>Self-esteem measures in the pupils', staff and parents' surveys.</p>
<p>Ensuring that, wherever possible, and without artificially or unbalanced representation, there are positive images of the protected characteristics identified in school policies, publications, in learning resources and in displays.</p>	<p>Snapshot of displays, materials, resources used and information sent out portrays disabilities in a positive light.</p>	<p>Art Co-ordinator</p> <p>SENCo and Headteacher.</p> <p>Ongoing monitoring.</p>	<p>Walk around the school demonstrates displays, snaps of resources used portrays disabilities in a positive light.</p>

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Aspects of Equality Duty: 3. Foster good relations between different groups who share relevant protected characteristics and persons who do not share it.

Objectives / Key Actions	Expected Outcomes	Timescale and Lead Person	How to Measure Progress
Continue to use clear, commonly understood processes for challenging inappropriate language or behaviour and/or prejudice.	Pupils demonstrate a high standard of behaviour, tolerance and respect for each other.	All staff to lead by example consistently promoting a positive ethos and high standards and consistently applying school rules and policies.	Reduced incidents of bullying or cases of conflict.