



ST MICHAEL WITH ST THOMAS CE PRIMARY SCHOOL

EQUALITY ACTION PLAN AND ACCESSIBILITY PLAN 2020-2023

Key: R = Race; D = Disability; G = Gender; RB = Religion or Belief; A = Age; SO = Sexual Orientation; CC = Community Cohesion

R	D	G	RB	A	SO	CC	Action/Objective	Expected Outcomes	How impact will be monitored	Responsibility	Timescales
√	√	√	√	√	√	√	Publish and promote the Equality Scheme through staff meetings, school newsletters and school websites	The schools and wider communities are aware of and actively working to support our Equality Scheme	Annual Staff and parental questionnaires re: awareness of Equality Scheme and its contents	SLT	Immediately after School Committee approval of Equality Scheme
√							Continue to identify and monitor racist incidents and report the figures to the School Committee on a termly basis	Clear systems and procedures in place for the monitoring and addressing of racist incidents	Reduction in reporting of racist incidents and no re-occurrences	SLT	On-going
√	√	√	√		√		Continue to prevent and respond to any discriminatory incidents and prejudiced based bullying	Students feel safer as they know incidents are dealt with effectively	Reduction in discriminatory/ bullying incidents and no re-occurrences	SLT	On-going
√	√	√	√		√	√	Ensure the curriculum, displays and enrichment activities promote role models and heroes that young people positively identify with and ensure these reflect diversity in terms of race, gender and disability	Links with local groups, visitors, enrichment activities and displays all promote positive role model images around school	Monitoring and recording of pupil attitudes and reactions through questionnaires and pupil voice	All staff	Ongoing
√	√	√				√	Continue to analyse pupil achievement by EAL, gender, disability, FSM, LAC and act on trends and patterns that require additional support for pupils	Through data analysis, trends and patterns will be identified and support put in place resulting in a positive impact on achievement and a narrowing of the equality gap	Data analysis of targets, attainment and progress indicators	SLT	On-going
√	√	√				√	Recognise and represent the talents of all pupils and ensure fair and accurate representation of race, gender and disabilities	Race, gender and disability are fairly and accurately represented on the G&T register	G&T register monitored by race, gender and disability and updated regularly	HT and all staff	Ongoing
			√				Continue to recognise and mark events from other cultures/faiths represented in our schools and our communities	Children feel their culture is valued and respected and children learn about other cultures/faiths in our communities	Children feel able to talk openly about their cultures and topic evaluation shows good perception and understanding of other cultures	All staff	On-going
	√						Ensure teaching materials are available in accessible formats	Adaptations are made to materials, e.g modified resources,	Monitoring to ensure all children are able to access	Class Teachers	Ongoing

								support staff, room usage etc	the school curriculum		
√			√			√	Identify any resources and CPD needs to support intercultural links and citizenship	Appropriate resources are in place to support the implementation of a well-rounded curriculum which supports pupils' understanding of equality and diversity, supported by the Jigsaw PSHE scheme.	Evaluations and monitoring of pupil perceptions via pupil voice and questioning	PSHE & co-ordinators with the support from all staff	Ongoing
√	√		√				To ensure the content of school meals and the eating environments meet the needs of all race and faith groups and those with specific medical needs	All children able to access appropriately prepared school meal provision	Increased take up of school meals	School meal providers	Ongoing
	√					√	Ensure parents and community visitors are aware that the schools have disabled facilities including ramped and other disabled access and disabled toilets via newsletters and websites	Parents and other prospective visitors are aware of our facilities and are encouraged to visit	Feedback from disabled visitors regarding access to the school and suggestions on any improvement in facilities recommended	SLT and Office Staff	On-going
	√					√	Publicise maps and access arrangements in the prospectus and website so parents and community visitors are aware that disabled parking is available	Parents and other prospective visitors are aware of our location and facilities and are encouraged to visit	Feedback from disabled visitors regarding school accessibility and use of disabled care parking spaces	SLT and Office Staff	On-going
√	√						Improve communication with parents/carers by investigating alternative options – personalise to the needs of families as they join the school	Parents/carers will have improved access to the school's newsletter and current information	Feedback from parents/carers and the use of the website	Office Staff	2020/2021 academic year and ongoing
√	√						Ensure the school prospectus is on the school website and investigate audio/alternative options. Offer parents/carers the option for the prospectus to be printed in different languages – personalise to the needs of families as they join the school	Improved access to the school's prospectus and associated materials leading to an increase in pupil admission numbers	Increase in pupil numbers and feedback from parents/carers	SLT and Office Staff	2020/2021 academic year and ongoing
√	√	√	√	√	√		Ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Staff reporting an improved sense of inclusion	Improved data collection and monitoring of equality information relating to staff	HT and Governors	On-going

