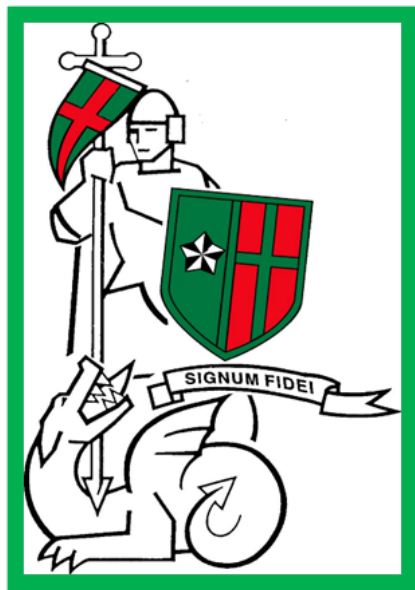


St George's RC Primary School York



EQUALITY ACTION PLAN

Date of Policy:	September 2022
Date of Review:	September 2025
Member(s) of staff responsible:	Dee Statham
Governor(s) responsible:	LGB
Chair of Governors:	Dr Marika Gatt-Sacco

Equality Action Plan

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation is included in the action plan below.

These are our current objectives:

- to continue to improve parental engagement for vulnerable families
- to continue to raise attendance and to address attendance related issues
- ensure that the curriculum promotes aspirational role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability
- fostering good relations between people who share a protected characteristic and those who do not
- advancing equality of opportunity – between people who share a protected characteristic and people who do not share it

Equality Strand	Action	Monitoring of impact	Person Responsible	Timescale	Success indicators
All	Publish and promote the Equality Policy through the school website, school newsletter and staff meetings.	Input question about parent awareness of Equality Scheme in school survey.	Headteacher	Ongoing	Staff are familiar with the principles of the Policy and Plan and use them when planning curriculum opportunities Parents are aware of the Equality Plan.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing body / NPCAT	Annually in Sept	Analysis of teacher assessments / annual data demonstrates value added.
All	Ensure that the curriculum promotes aspirational role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. Use ideas from Connecting classrooms and Windrush Training.	Increase in pupils' participation, confidence and achievement levels	Subject leaders, through lesson plans and creative curriculum	Ongoing	Notable increase in participation and confidence of targeted groups Curriculum designed to promote positive discussion around diversity and to challenge discrimination.

All	Ensure that resources in classrooms and around school promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through learning walk with PSHCE leader	Headteacher and RSE Leader	Ongoing	More diversity reflected in relevant resources across all year groups
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Equality Strand	Action	Monitoring of impact	Person Responsible	Timescale	Success indicators
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. Faith in Action team / school liturgies	All pupils to celebrate the belief that we are all different but all equal.	RSE lead Chaplaincy co-ordinators	Ongoing	Cultural differences celebrated throughout school
Race Equality Duty	Identify, respond and report racist incidents as per Trust procedures. Report the figures to the Governing body/Trust on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents.	Headteacher / Governing body	LGB meetings Trust board meetings	All staff are aware of and respond to racist incidents Reporting is challenged by the Governing Body
Gender Equality Duty	Extend opportunities for developing girls interest in sports. Form a girls only football team and lessons.	Increased participation in sports competitions.	PE leader	Ongoing	More interest in a range of sports
Disability Equality Duty	Ensure the curriculum is accessible for all by continuing to provide outstanding wave 1 provision and enabling all staff to undertake relevant training.	All staff receive CPD and are trained to facilitate support.	Special Educational Needs & Disabilities Coordinator	Ongoing	Raise staff confidence in strategies for differentiation and increase pupil participation
	To increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access. Assign CPD for	Headteacher and SENDCo	Ongoing and as required	Raise staff confidence in strategies for differentiation and increase pupil participation.

		dyslexia and ASD.			
	Ensure classroom support staff have specific training on disability issues.	Be aware of staff training needs, on line learning modules if required.	SENDCo	As required.	Raise confidence of support staff.

Equality Strand	Action	Monitoring of impact	Person Responsible	Timescale	Success indicators
	Ensure all staff are aware of children with disabilities and their access to the curriculum.	Set up a system of individual plans for pupils when required. Information sharing with all agencies.	SENDCo	As required.	All staff aware of individual needs.
	Use ICT software to support learning.	Make sure ICT is being used as required.	Teachers in consultation with SENDCo	As required.	Wider use of relevant SEN resources within classrooms.
	All Educational Visits to be accessible for all children.	Develop guidance for staff to make all visits accessible. Ensure each new venue is vetted for appropriateness.	SLT / Trip manager / SENDCo	As required.	All pupils in school are able to access all educational visits and a range of activities.
	Review PE curriculum to ensure PE is accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	PE Leader	As required.	All children to access to high quality PE.

Community cohesion	Extend existing partnerships with all Faith groups and cultures (cultures days etc)	Headteacher reports to governors.	Headteacher and RE Co-ordinator	Ongoing	Increased awareness of different Faiths and beliefs. Pupils will have a strong understanding of each others cultures.
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