



## St Thomas More Catholic Secondary School Equality Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators	Outcomes/Next Steps
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher and JH	Annual check	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents are aware of the Equality Plan	Plan is on the website and staff are aware of its existence.
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	Annually	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups	EAL children are tracked closely.  Review Bottom 20% analysis by race, gender and disability
All	Ensure appropriate intervention is targeted at individuals and groups who are under achieving.	Achievement data analysed by group	Headteacher / HoD's and PC's	Termly	Narrowing of the gaps for equality groups.	Inclusion manager holds regular meetings re. inclusion and intervention.
All	Support parents to ensure that they can play a full part in the life of the school regardless of race, gender, disability etc	Ensure that all parents know that they can access all aspects of school life.	HT and GB	Throughout the academic year.	All parents are able to attend parents evenings, celebration evenings etc	We ensure that events are well publicised. Are we ensuring that parents with equality needs are having these needs addressed? Parental survey to indicate.

All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	HT Subject leaders	Throughout the academic year.	Notable increase in participation and confidence of targeted groups	Assemblies and curriculum provides regular access to good role models.
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability	Member of staff leading on G&T	Throughout the academic year.	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity	.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity	Headteacher and	Ongoing	More diversity reflected in school displays across all year groups	
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	Throughout the school year.	More diversity in school council membership	Individual classes are now promoting activities that encourage the children to take responsibility e.g. fund raising etc.

Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Inclusion Lead / PC's	Throughout the school year	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body	Racist/hate incidents are recorded and reported. Reports given to Govs.
Gender Equality Duty	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and football to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities	Member of staff leading on sports / PE	Throughout the school year	More girls take up after-school sports clubs	Introduction of gymnastics clubs; girls encouraged to join football. Boys encouraged to participate in netball club and team.
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE Sessions Form reflections Assemblies Curriculum areas such as RE	All teachers	Ongoing	Increased awareness of different communities	Cultural events take place regularly in school through class topics and whole school activities e.g. Chinese New Year.
Gender Equality Duty	Ensure boys and girls achieve at equal rates through ensuring that our curriculum meets the needs of these groups.	Termly pupil progress meetings	HT	Ongoing	Boys and girls achieving and progressing at equal rates.	

