



SAINT JOHN'S

Single Equality Action Plan 2020-2022

Autumn 2021

Designated Member of Staff	Inclusion Lead
Committee with responsibility	Curriculum and Standards
Date of Issue	Autumn 2021
Frequency of Review	Annual

Issue Number	Issue Date	Summary of Changes
1	December 2021	Re-formatting of the policy

Development of the Single Equality Action Plan

It is a requirement that the development of this plan and the actions within have been informed by the input of all stakeholders. We have achieved this by using the following to shape the plan

- Feedback from staff through meetings/INSET
- Input from Governing Body meetings
- Feedback from the parent/carer through consultation meetings
- Feedback from the school council, PSHE lessons and issues raised in reviews of Individual Education Plans

Review of progress and impact

We make regular assessment of children's learning and use this information to track progress and attainment. As part of this process, we regularly monitor achievement and uptake by gender, ethnicity, special educational need and disability to ensure that all groups of children are making the best possible progress, and take appropriate action to address any gaps.

We have a rolling programme for reviewing our school policies and their impact. We will review progress against our Equality Action Plan and the Equality Policy on an annual basis.

Publishing the Action Plan

In order to meet our statutory requirements, we will

- Raise awareness of the plan through staff meetings, governing body meetings, and school newsletters
- Publish a report on our website
- Ensure hard copies are available on request

Accessibility Plan

Objective	Action/Task	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timescales?	Evaluation
For all staff/governors to receive Equality training	Equality training attended by all.	All staff/gvs have increased understanding of Equality Act and school implications.	IL	??July 2019	
For School Council members to be involved in the consultation, evaluation and drawing up action plans process.	School Council meetings to include issues relating to Disability/Gender	Equality established on School Council Agenda	IL	Ongoing	
As statutory policies are reviewed, ensure impact assessment is carried out to ensure discrimination, harassment and victimisation are eliminated	Follow rolling programme	Impact assessment carried out when statutory policies reviewed.	SLT IL Subject Leads Gov Body	On going	
Increase access to the curriculum	Discuss curriculum approaches and provision with stake holders	My Plans show evidence of different approaches adopted according to pupil need.	IL My Plan parents meetings Stakeholders	Ongoing	

Following consultation with stakeholders, the following areas have been prioritised:

- Staff/Governor training to be arranged

Community Cohesion

Objective	Action/Task	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timescales?	Evaluation
Community Cohesion	Report to Governing Body on Community Cohesion activities	Report to Governing Body	IL	1x yearly	
Community Cohesion	Visit a variety of different religious establishments and celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities eg: Mosque, Hindu Community Centre, Synagogue	Newsletters Report to Governing Body	All staff - to be monitored by Inclusion Lead and R.E. Lead	Ongoing	

Following consultation with stakeholders, the following areas have been prioritised:

- Visits to/from a variety of religious establishments

Gender

Objective	Action/Task	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timescales?	Evaluation
Gender	Monitor and analyse children's attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils	Reported to Governing Body	Assessment Lead Inclusion Lead	End of long term	
Gender	Monitor and analyse children's behaviour by gender and act on any trends or patterns in the data that requires additional support for pupils	Reported to Governing Body	Deputy Head Inclusion Lead	End of long term	
Gender	Monitor and analyse children's attendance in terms of gender and act on any trends or patterns in the data that requires additional support for pupils	Reported to Governing Body	Inclusion Lead	End of long term	
Gender	Monitor and analyse children's take up of activities by gender and act on any trends or patterns in the data that requires additional support for pupils	Reported to Governing Body	Inclusion Lead P.E. Lead	End of long term	

Following consultation with stakeholders, the following areas have been prioritised:

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Looked after Children

Objective	Action/Task	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timescales?	Evaluation
Looked after Children	Monitor and analyse LAC's attainment and progress and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Assessment Lead Inclusion Lead	End of long term	
Looked after children	Monitor and analyse LAC's behaviour and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Deputy Head Inclusion Lead	End of long term	
Looked after children	Monitor and analyse LAC's attendance and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Inclusion Lead	End of long term	
Looked after children	Monitor and analyse LAC's take up of activities and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Inclusion Lead P.E.Lead	End of long term	

Following consultation with stakeholders the following area has been prioritised:

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Special Educational Needs and Disabilities

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?	Evaluation
Special Educational Needs	Monitor and analyse children's attainment and progress by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Assessment Lead Inclusion Lead	End of long term	
Special Educational Needs	Monitor and analyse children's behaviour by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Deputy Head Inclusion Lead	End of long term	
Special Educational Needs	Monitor and analyse children's attendance by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Inclusion Lead	End of long term	
Special Educational Needs	Monitor and analyse children's uptake of activities by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Inclusion Lead P.E. Lead	End of long term	

Following consultation with stakeholders, the following areas have been prioritised:

- Ensure the gap between all pupils and pupils with SEND is reduced

Race

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?	Evaluation
Race	Monitor and analyse racist incidents occurring within school/centre	Report to Governing	Headteacher	Report termly at FGM	
Race	Monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Assessment Lead Inclusion Lead	End of long term	
Race	Monitor and analyse children's behaviour by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Deputy Head Inclusion Lead	End of long term	
Race	Monitor and analyse children's attendance by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Inclusion Lead	End of long term	
Race	Monitor and analyse children's uptake of activities by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Inclusion Lead P.E. Lead	End of long term	
Race	Monitor and analyse staff profile by ethnicity and act on any trends or patterns	Report to SLT	Headteacher	End of long term	

Following consultation with stakeholders, the following area has been prioritised

- CTs to track and monitor opportunities within curriculum for race equality.