

St Kenelm's CE Primary School Equality Plan (2022-2026)



Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Success Indicators
All	Ensure that the achievement (progress) of children from vulnerable and disadvantaged families (Pupil Premium) improves so that it is in line with or above that of all non-disadvantaged children.	Data and test level analysis to identify key issues for Pupil Premium group. Progress Meetings track attainment and next steps for teaching and learning. High quality interventions in place with clear timelines and evaluations to ensure impact.	Headteacher / SENDCO Performance and Learning Committee	Ongoing	Records of Progress Meetings, intervention evaluations and monitoring Data reports to governors Data: in-school and end of KS2
All	Embed the school values and associated learning behaviours to ensure the highest expectations for all pupils so that no pupils are adversely affected by negative attitudes to learning or poor behaviour.	Learning walks and observations as well as pupil discussion groups will be used to monitor the learning behaviours of pupils.	All leaders	Ongoing	Learning behaviours are exemplary across the school. No pupils are adversely affected by poor behaviour.
All	Ensure that the curriculum responds to the needs and interests of pupils. Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and issues relating to race, disability, religion and gender.	Increase in pupil participation, confidence and positive identity. Curriculum monitoring shows that the curriculum is broad and balanced and that SMSC is a strength.	SLT through long-term theme planning	Ongoing	Diversity is reflected in school displays across all year groups Pupils say that the curriculum is interesting and relevant.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school. Increase the positions of responsibility open to pupils. Monitor pupil participation based on gender, race, disadvantage and disability in extra-curricular and enrichment activities.	School Council and other pupil groups representation monitored by race, gender, disability. Pupil participation in extra-curricular activities is monitored each term.	Leadership Team	Ongoing	More opportunities are available for children to support the work and life of the school. Increased participation in extra-curricular events.
All	Embed a culture and attitude where use of discriminatory language is challenged.	Headteacher and all staff to review as part of regular weekly staff meeting agenda and follow up with direct action.	Class teachers/ Headteacher	Ongoing	Staff challenge any use of discriminatory language.

Disability	Ensure disabled children can take part in all aspects of the curriculum including educational visits and journeys, after school clubs, lunchtime activities, P.E and collective worship.	Increase in pupil participation, confidence and positive identity.	Headteacher/SENDCO	Ongoing	Improved outcomes for disabled children and those with SEND.
All	Continue implementing the new PSHE curriculum to ensure that the long-term plans cover an awareness of and celebrates difference and diversity (gender, race and disability). (SDP priority 2021-2022).	PSHE lead to monitor planning and teaching. Pupil discussions will be held annually to identify and review pupil understanding and attitudes.	PSHE lead/ Headteacher	Ongoing	Pupils have a good understanding of difference and diversity and celebrate this in school. Incidents of negative behaviour linked to protected characteristics is very rare.

