Thomas Jones Single Equality Objectives
Report on meeting objectives November 2021

Equality Strand	Action	How will the impact be monitored?	Who is responsible for implementing?	Success Indicators	Review November 2021
All	Ensure equality remains a priority for the school community.	All Governing body meeting agendas will contain an item related to equality and accessibility Equality objectives will be reviewed at least annually with progress towards these discussed by the leadership team. Appraisers will observe lessons termly, ensuring all equality groups are catered for to ensure equality within the classroom Planning will be scrutinised to ensure teachers are planning effectively to ensure equality	Head teacher Governors Policy Leader Appraisers Class teachers	Staff and governors are aware of equality issues and discuss these in meetings Staff are familiar with the principles of the Equality Policy and use them when planning lessons and creating displays Equality Objectives are reviewed annually with information published on the school website to demonstrate how we are meeting our aims	• Any issues arising relating to equality/accessibility are discussed at regular Governor meetings. A separate agenda item is included in all meetings to ensure this is given appropriate consideration. • Subject leaders continue to prioritise equality through their action parts and implementation of these. • Annual review of equality objectives taking place. This is shared with all stakeholders. • Appraisal continues to be a strength and feedback from this reports all equality groups

	Ensure equality objectives are being monitored and shared.	Equality Objectives will be published on the school website with updates annually.	Policy Leader	Objectives are being met. Actions are communicated to staff, governors and the community.	• All staff have read and are implementing the policy. Staff have access to policies in the shared folder and via the school website as well as a hard copy in the office. • Equality objectives are shared with staff and governors, published on the school website and a copy of annual reports will also be published alongside this. Parents/carers will be directed to this annually.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns emerging that require additional support for pupils	Achievement data analysed by race, gender and disability	Head teacher Governing body Assessment Leader Class teachers	Analysis of termly teacher assessments Class data demonstrates how the gap is narrowing for specific equality groups Analysis of end of Key Stage results by specific equality groups shows no apparent discrepancies between groups.	• Termly teacher assessment fortnights and collection of data is happening and shows no apparent trends. • The school Evaluation Document (ED) includes reports on end of Key stage results analysed by race, gender and disability. No trends are apparent.

All	Ensure that the curriculum promotes role models that young people positively identify with and learning which reflect the school's diversity in terms of race, gender and disability	A specific review will take place to ensure representation of community diversity through the curriculum.	Curriculum leader Class teachers	All children are engaged positively in lessons Children will speak positively about their understanding of the school's diversity. Curriculum displays in classrooms and across the school will reflect the diversity of the community.	• Role Models embedded within the curriculum and introduced across the school include: - Floela Benjamin - Maya Angelou - Malala Yousafzai - Martin Luther King - Ghandi - Harriet Tubman - Mandela - Ruby Bridges - Faith leaders - People who help us within the local community. - Visual literacy resources representative of the diversity of the school and community. - Visitors to Year 6 (in particular past pupils/ - current university students and professionals - from the local community are reflective - of the children's backgrounds). • Updated music curriculum includes music from a range of cultures across

					the world including jazz, Afropop, Bhangra, Latin, folk, pop, urban gospel, blues, hip hop • Books celebrating cultural diversity have been updated across classrooms and communal libraries
All	The Thomas Jones curriculum actively teaches and promotes equality	New Personal Development curriculum taught across all year groups. Progression of understanding and skills document references children's developing learning. Assessment across the curriculum.	Curriculum Leader Class Teachers Assessment Leader	Equality will be on the agenda for all subject leadership meetings. Personal Development Curriculum is taught effectively across all year groups.	• Subject leaders continue to prioritise ensuring equlity for their subjects within their action plans. • Personal development teachers 'Identity and Belonging' units in each year (1-6). • Equality embedded into the ethos and values of the entire school. • The classroom audit proforma includes objectives for Equality and Accessibility to ensure classrooms take objectives into consideration. Following regular classroom audits (3 times

					yearly) suggestions are made to individual class teachers to support them in meeting these objectives. • Communal displays across the school as well as classroom displays promote equality. -
All	Ensure all pupils are given equal opportunities to make a positive contribution to the life of the school E.g. through involvement in the school council/ class and whole school assemblies	Class teachers and School Council leader to analyse pupil engagement in whole school activities ensuring no equality group is under represented	Head teacher School Council Leader Class teachers	School council membership analysed to ensure equality groups are represented Representation of children from all equality groups in school assemblies	• School councilors from the current academic year have been analysed to ensure representation of children from all equality groups. • All children are afforded speaking roles within whole class assemblies. • Representation of children from all equality groups is ensured within whole school assemblies. • Children selected for specific projects are reflective of the diversity of the school. For example World Class Schools.

					• Different children chosen to conduct school parent/carer tours – these reflect all equality groups. • All children are afforded the opportunity to participate in clubs and enrichment activities including some sporting matches and tournaments in the local community.
Race Equality Duty	Identify, respond to and report racist incidents as outlined in the Policy Report figures to the Governing body on a termly basis	The head teacher/ 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? Issues of equality are raised termly with Governing body	Head teacher Leadership team Governing body	Consistent nil reporting is challenged by the Governing body Any reported incidents are reported to the leadership team, head teacher, Governing body and local authority Incidents are fully investigated and measures are taken to ensure no repeat incidents	• No racial incidents reported in last year. • Any other incidents with racial connotations are recorded and filed in the incident file in the Deputy Head's office. Where appropriate, the local authority are liaised with for safeguarding and to support decisions/judgements in terms of next steps made by the school. Any incident is fully investigated and resolved.

Disability Equality Duty	Make adjustments to building and equipment as necessary for new pupils that join the school with disabilities	Action Plan drawn up by SEND Coordinator on individual child basis Children with a disability are able to access all areas of the school along with their peers and are able to access learning appropriate to their needs- monitored through termly IEP review process	Head teacher Governing body SEND Coordinator Class teachers	Individual children with disabilities are accessing learning and play alongside their peers, are present in whole school assemblies and are making good progress	• Accessibility ensured for all children through termly Health and Safety audit. • All children access learning, outside play and assemblies with their peers. Individual needs are met to ensure equal access.
Community Cohesion	Raised awareness of other faith celebrations throughout the year increase pupil awareness and understanding of different faith communities	Pupil voice following relevant topics/ assemblies/celebrations	Head teacher Class teachers School Council Leader	Increased awareness of different communities Engagement of children, parents and carers in raising awareness of other faith celebrations	• The development of children's awareness of different faiths and celebrations takes place throughout the year through teacher discussions and whole school assemblies. Also through: - Christmas Concert - Easter Assembly - Eid Assemblies - Harvest Assembly - Collective Worship - Assemblies detailing faiths in our community and celebrating our diversity

					• Use of new SACRE materials for RE teaching incorporate the following into the RE curriculum: - Milad un Nabi - Easter - Eid-ul-Fitr - Christmas - Holi - Harvest - Islamic New Year - Passover - Eid-ul-Adha - Hanukah - Sukkot - Diwali - World Humanist Day - Vaisakhi - Hajj - Yom Kippur - Wesak • Use of immersive technology 'Now Press Play' to help with raised awareness and teaching of Diwali, Easter and Christmas. • New RE leader, George Plumridge has created an

					RE action plan detailing areas of development.