

**Thomas Jones Single Equality Objectives**  
**Report on meeting objectives March 2019**

<b><u>Action</u></b>	<b><u>Success Indicators</u></b>	<b><u>Update March 2019</u></b>
<p>Ensure all staff and governors have read and are implementing the Equality Policy and working towards the Equality Objectives.</p> <p>Parents/carers are aware of the school Equality Objectives.</p>	<p>Staff and governors are aware of equality issues and discuss these in meetings.</p> <p>Staff are familiar with the principles of the Equality Policy and use them when planning lessons and creating displays.</p> <p>Equality Objectives are reviewed annually with information published on the school website to demonstrate how we are meeting our aims.</p>	<ul style="list-style-type: none"> <li>• Any issues arising relating to equality are discussed at regular Governor meetings. A separate agenda item is included in all meetings to ensure this is given appropriate consideration.</li> <li>• All staff have read and are implementing the policy. Staff have access to policies in the shared folder and via the school website.</li> <li>• 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.</li> </ul>
<p>Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns emerging that require additional support for pupils.</p>	<p>Analysis of termly teacher assessments.</p> <p>Class data demonstrated how the gap is narrowing for specific equality groups.</p> <p>Analysis of end of Key Stage results by specific equality.</p>	<ul style="list-style-type: none"> <li>• Assessment meetings with class teachers take place in the Autumn and Spring terms with collection of data in the Summer term. Each child is discussed on an individual basis.</li> <li>• The school Evaluation Document (ED) includes reports on end of Key stage results analysed by race, gender and disability.</li> </ul>
<p>Ensure that the curriculum promotes role models that young people positively identify with, which reflect the school's diversity in terms of race, gender and disability.</p>	<p>All children are engaged positively in lessons.</p>	<ul style="list-style-type: none"> <li>• Role Models embedded within the curriculum and introduced across the school have included: <ul style="list-style-type: none"> <li>-Floela Benjamin</li> <li>- Faith leaders</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- People who help us within the local community.</li> <li>- Visual literacy resources representative of the diversity of the school and community.</li> <li>- Visitors to Year 6 (in particular past pupils/ current university students and professionals from the local community are reflective of the children's backgrounds).</li> </ul>
Ensure that displays in classrooms and communal display areas promote diversity in terms of race, gender, disability and ethnicity and reflect our school community.	Displays in classrooms and across the school are reflective of our diverse school community.	<ul style="list-style-type: none"> <li>• The classroom audit proforma includes objectives for Equality and Accessibility to ensure classrooms take objectives into consideration. Following regular classroom audits suggestions are made to individual class teachers to support them in meeting these objectives.</li> <li>• Communal displays currently meeting this objective across the school include <ul style="list-style-type: none"> <li>- Islamic Art</li> <li>- Myself display- nursery</li> <li>- Mirror Mirror: Self portraits</li> <li>- Who we are?</li> <li>- Where do you come from?</li> <li>- Faith in our Community</li> <li>- Francais</li> <li>- Faith Buildings</li> <li>- Coming to Britain</li> <li>- Oceanian Art</li> <li>- Culture and Diversity</li> </ul> </li> </ul>
Ensure all pupils are given equal opportunities to make a positive contribution to the life of the school. E.g.	School council membership analysed to ensure equality groups are represented.	<ul style="list-style-type: none"> <li>• School councilors from 2017/18 and current academic year have been analysed to ensure representation of children from all equality groups.</li> </ul>

<p>through involvement in the school council/ class and whole school assemblies.</p>	<p>Representation of children from all equality groups in school assemblies.</p>	<ul style="list-style-type: none"> <li>• All children are afforded speaking roles within whole class assemblies. There have been particular successes for children on the SEN register who have performed with aplomb in roles this year.</li> <li>• Representation of children from all equality groups is ensured within whole school assemblies.</li> <li>• Children selected for specific projects are reflective of the diversity of the school. For example World Class Schools.</li> </ul>
<p>Identify, respond to and report racist incidents as outlined in the Policy.</p> <p>Report figures to the Governing body on a termly basis.</p>	<p>Consistent nil reporting is challenged by the Governing body.</p> <p>Any reported incidents are reported to the leadership team, head teacher, governing body and local authority.</p> <p>Incidents are fully investigated and measures are taken to ensure no repeat incident.</p>	<ul style="list-style-type: none"> <li>• No incidents reported since objectives set.</li> </ul>
<p>Make adjustments to building and equipment as necessary for new pupils that join the school with disabilities.</p>	<p>Individual children with disabilities are accessing learning and play alongside their peers, are present in whole school assemblies and are making good progress.</p>	<ul style="list-style-type: none"> <li>• Accessibility ensured for all children through termly Health and Safety audit.</li> <li>• All children access learning, outside play and assemblies with their peers. Individual needs are met to ensure equal access.</li> </ul>
<p>Develop a register of children who are disabled following consultation with parents.</p>	<p>Increased awareness of the range of disabilities represented within the school community.</p>	<ul style="list-style-type: none"> <li>• SEN register updated at the start of each academic year and as required.</li> </ul>

<p>Raised awareness of other faith celebrations throughout the year increase pupil awareness and understanding of different faith communities.</p>	<p>Increased awareness of different communities.</p> <p>Engagement of children, parents and carers in raising awareness of other faith celebrations.</p>	<ul style="list-style-type: none"> <li>• 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: <ul style="list-style-type: none"> <li>- Christmas Concert</li> <li>- Faiths in our Community topic and visits to faith buildings</li> <li>- Easter Assembly</li> <li>- Eid Assembly</li> <li>- Harvest Assembly</li> <li>- Collective Worship</li> <li>- Assemblies detailing faiths in our community and celebrating our diversity</li> </ul> </li> <li>• New RE leader, Joe Crosby has created an RE action plan detailing areas of development.</li> </ul>
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