

Tudor Primary School

Race Equality Scheme 2019- 2020



Target	Actions	Success Criteria	Timeframe	Responsibility	Monitoring	Done
Increase links with minority ethnic communities	<p>Meet with RE lead to engage more visitors from faith groups in assembly</p> <p>Invitations to faith groups in assemblies/RE</p> <p>Different visitors to lead assemblies in school</p> <p>Plan for approach with Bi-lingual support TA to increase engagement (and confidence to engage) of communities at Tudor</p> <p>Review the links at regular points.</p>	Positive role models and increased understanding of different cultures	<p>Meet with RE lead during Autumn term-plan for series of assemblies over year</p> <p>Bi-lingual support TA has set time each week to engage with families as required</p>	RE lead/ Bi-lingual support TA	SLT	
Continue to celebrate diversity of cultures and celebrate inclusivity for all.	<p>Highlight celebrations etc through assemblies and class activities/ display.</p> <p>Lead 'Culture Club' event to celebrate diversity in local community</p>	Children involved in celebrating festivals etc from other cultures	July 2020	Head/ DHT/ EAL lead/ RE lead	SLT	

	RE lead to lead faith celebration assemblies during year					
Progress & attainment of pupils all ethnic groups are high and irrespective of ethnic background.	Analysis of SATs results & internal Teacher Assessments	Awareness of attainment of pupils from range of groups and planned intervention for under-achievers	Termly activity	Assessment Leaders (whole school and KS1/FS)	SLT	
Attendance of pupils of all ethnic groups are high (school target of 97%+)	Analysis of attendance data Work with AIO Work with bi lingual support TA Consistency of expectation for all Deliver advice to those groups who have previous record of low attendance at certain times of year	Attendance remains high (97%+) from all groups of children All parents/ groups engage and respond to expectations of school	Termly activity for groups Weekly activity for school as a whole Weekly activity for persistent absentees	School office team INCo HT	SLT	
Pupils of different races/ ethnicities feel positive about school	Analysis of pupil questionnaires Provide bi lingual support if required	Questionnaire analysis shows children have a positive attitude towards school and any concerns with in data are swiftly investigated and responded to.	July 2020	Head/ Office Team/ Bi-lingual support TAs	SLT	
Analyse CPOMs for racist incidents and deliver robust intervention and support	Analysis of CPOMs Provide training to staff-clear expectations of response	Parents from all communities recognise that Tudor	Analysis of racist incidents takes place each term	DHT SLT	SLT DHT HT	

	Provide bi lingual support if required		This may happen on further occasions in response to a concern			
Continue to provide bi-lingual support to support the engagement of families from different cultures	Provide Bi-lingual support on the playground and at times when parents are present in school. Provide bi-lingual support during school events such as school consultation.	Parents from all communities are able to access information. Parents from all communities feel valued and included.	Set time as part of contract (weekly)	EAL team/ HT/ Bi-lingual support TAs	SLT Bi-lingual support TA	