

Tudor Primary School

Race Equality Scheme 2023- 2024



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	
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%+)	<p>Analysis of attendance data</p> <p>Work with AIO</p> <p>Work with bi lingual support TA</p> <p>Consistency of expectation for all</p> <p>Deliver advice to those groups who have previous record of low attendance at certain times of year</p>	<p>Attendance remains high (97%+) from all groups of children</p> <p>All parents/ groups engage and respond to expectations of school</p>	<p>Termly activity for groups</p> <p>Weekly activity for school as a whole</p> <p>Weekly activity for persistent absentees</p>	<p>School office team</p> <p>INCo</p> <p>HT</p>	SLT	
Pupils of different races/ ethnicities feel positive about school	<p>Analysis of pupil questionnaires</p> <p>Report to governors the feedback from pupils and enable filtering of different groups (eg BAME)</p> <p>Provide bi lingual support if required</p> <p>Ensure our curriculum engages children from different backgrounds, etc</p>	<p>Questionnaire analysis shows children have a positive attitude towards school and any concerns with in data are swiftly investigated and responded to.</p> <p>Review/ refine curriculum offer</p>	Summer term 24	Head/ Office Team/ Bi-lingual support TAs	SLT	
Analyse CPOMs for racist incidents and deliver robust intervention and support	<p>Analysis of CPOMs</p> <p>Provide training to staff- clear expectations of response</p>	<p>Parents from all communities recognise that Tudor is supportive for ALL children.</p>	<p>Analysis of racist incidents takes place each term</p> <p>This may happen on</p>	<p>DHT</p> <p>SLT</p>	<p>SLT</p> <p>DHT</p> <p>HT</p>	

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