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| Our Lady’s Catholic Primary School Equality Plan 2016-18 |
| Equality Duty | Equality Objectives | Actions | Success criteria | Person(s) responsible? | Time frames | Impact |
| Eliminate discrimination, harassment and victimisation | To help children to fulfil their full potential, by focusing support on improving the lives of the most vulnerable children | Provide training for staff in awareness of FGM | All staff have an awareness of how to recognise signs exhibited by children | Safeguarding Lead | By end of term 3 2016-17 | Staff trained in awareness of signs of FGM |
| Advance equality of opportunity between different groups | To narrow the achievement gap for children by ensuring increased opportunities and improved outcomes.To ensure that all children gain the knowledge they need to prepare them for adult life | Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. | Analysis of teacher assessments / annual data demonstrates the difference in achievement is diminishing for equality groups | Assessment CoordinatorHeadteacher | Annually  | Key groups are tracked closely as are all vulnerable children by SLT and individual classteachers |
| Foster good relations between different groups | To help children to fulfil their full potential, by focusing support on improving the lives of the most vulnerable children | Provide training for staff in Prevent strategy to avoid radicalisation | All staff complete the Channel General Awareness module | Headteacher | By end of Term 2 2016-17 | All staff and new staff 2017-18 have completed the Channel General Awareness module |
| Accessibility to the premises | To help children to fulfil their full potential, by focusing support on improving the lives of the most vulnerable children | Provide ramps outside Y2 and Y4 classrooms | Ramps in place and suitable for disabled access from playground to classroom vice-versa | Headteacher | By Term 3 2016-17 | Ramps in place  |