



SEF section	Objective	Strategies	Who responsible	Success criteria	Monitored by
Achievement	To ensure high levels of attainment and rates of progress for: All children from ethnic minorities All children with SEN or disabilities Between girls and boys All children on FSM/PP	Monitor formative and summative assessment data for individual / groups achievement. If identified, put programmes of support in place	LT and class trs	No significant patterns of underachievement are identified and high achievement monitored and celebrated	HT /GOV
Behaviour, Personal Development and Well-being	The school values and recognises diversity. All have a sense of belonging. There are few racist incidents and these are dealt with effectively: pupils from different backgrounds mix and get on with each other well. Children from minority cultures and FSM/PP receive positive experiences in order to develop a positive attitude to school in terms of behaviour, relationships and attendance	Monitor behaviour incident reports for evidence of patterns of poor and racist behaviour. Lesson observations Post holder: pupil interviews Attendance monitoring	HT PH Office Admin	Minimal racist incidents No established pattern of poor behaviour Very low number of exclusions Interviews record positive attitude to school Attendance good	HT/GOV
Quality of teaching	Teaching methods and resources encourage positive attitudes and greater understanding of diversity with particular regard to issues of race, cultural disadvantage, disability and gender. Awareness of a lack of experiences and opportunities that FSM children <u>may have missed</u>	Opportunities to bring attention to : - A wide variety of role models / cultures and traditions - female achievements - achievement with disability To use children's own experiences of cultural diversity during lessons, assemblies and in display.	Class Teachers	Role models referred to in teaching Planning monitored and shows lessons containing opportunities for cultural diversity Display and assembly show similar opportunities	HT HT Gov
Appropriateness of curriculum	Diversity promoted and discrimination challenged. Equal access is promoted in extra-curricular activities	After school clubs to promote equality – netball, football, Tag Rugby	Class teachers	School resources reflect cultural, racial and ethnic diversity Both boys and girls attend after school sports activities	PH
Partnership	Parents from ethnic groups and FSM are	Parents and local community groups	SMT	Active involvement through	SMT

with parents/carers and stakeholders	actively involved in their children's learning and development and local minority-ethnic communities are actively involved in the school	are invited into school to enrich the curriculum by sharing their experiences	FLO	input to lessons, assemblies, focus weeks	
Care, guidance and supports	To ensure that there is no cultural bias in assessment methods	Assessments screened for cultural, gender bias	Assmt coord	Materials screened for bias and concerns addressed	HT
Attendance and punctuality	To ensure children from ethnic minority cultures and FSM attend school regularly and are punctual	Attendance monitored for patterns of absence / lateness	School admin and HT	If patterns are identified, measures are taken to reverse trends.	GOV
Leadership and Management and School Governance	Equality and diversity is actively promoted	School has an explicit statement on equal opportunities and racial equality and these principles are put into practise.	HT	Policies annually amended and embedded	GOV
Equality of opportunity	The whole school community is aware of our Equality and Diversity statement and procedures	These statements are available and publicised through the school prospectus and website	HT	Parental survey reveals school community confident that school is inclusive, provides equal opportunities and promotes respect for diversity	GOV
	People from ethnic minorities are represented at all levels of the school community	All parents from the school community are invited to join the school PTA, the Governing Body and other formal or informal school groups	HT	An appropriate balance of minority parents are representative on school bodies / school activities	GOV
	Recruitment and retention of staff ensures no discrimination	Employees will be recruited solely on the basis of the job description and person specification and the applicants abilities and individual merits	HT	Principles of equal opportunities and respect for diversity implicit in appointment procedures	

Policy to be read in conjunction with our Community Cohesion Action Plan