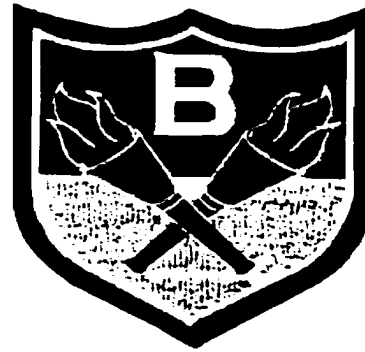


Beaconsfield Primary School

'Shining a Light on Learning'



B - Belief
P - Perseverance
S - Success

Single Equalities Policy Action Plan 2015-2018

Single Equalities Policy Action Plan 2015-2018

| Equality Strand | Action | How will impact of action be monitored? | Who by? | Time frame | Success Indicators |
|-----------------|---|---|---|---|--|
| All | <ul style="list-style-type: none"> To promote the Equality Policy/Plan on the school website. | Parent Questionnaires | (H/T) (Inclusion Leader) | Plan placed on the website once agreed by Governing Body. | Parents are familiar with the principles in the school's Equality Plan. |
| | <ul style="list-style-type: none"> To place the Equality Plan on to the school website | Referring them to the page on the website. | SBM | Once agreed by GB (Feb 2015) | Plan available on a web-site |
| | <ul style="list-style-type: none"> Staff Meeting to promote understanding about the Equality Action Plan and the implications for teaching and learning. | Annual survey about policy/plan access. | Inclusion Leader | Spring 2015 | Pupil Progress Meetings/Individual reviews demonstrates that the gap is narrowing for specific groups. |
| | <ul style="list-style-type: none"> All school policies to reflect compliance with the Equality Act/Plan Sections dedicated to the opportunity of provision irrespective of race, gender or disability | Rolling policy review programme | <ul style="list-style-type: none"> Subject leaders SLT Governing Body Governing Body | Policy review Ongoing | Reviewed policies reflect plan objectives |
| | <ul style="list-style-type: none"> Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. | <ul style="list-style-type: none"> Teacher planning Individual Provision Pupil access evaluations Policy reviews to include implementation of cross reference section to the Equality Plan. | <ul style="list-style-type: none"> Subject leaders Phase leaders SLT | Ongoing as curriculum reviewed | |
| | <ul style="list-style-type: none"> In Able and Talented initiatives, clubs and work plans ensure the school population is fully reflected in terms of race, gender and disability | <ul style="list-style-type: none"> Able and Talented register monitored by race, gender and disability Increase in pupils' participation, confidence and achievement levels | Inclusion Leader | Ongoing | Notable increase in participation and confidence of targeted groups |

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| | <ul style="list-style-type: none"> Newly Arrived pupils to be assessed for areas of excellence and talents. Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. | Increase in pupil participation, confidence and positive identity – monitor through PSHE | Inclusion Leader PSHE Lead RE Lead | Ongoing | Curriculum review – promotion of fairness, responsibility and freedom. Analysis of the Able and Talented register indicates it is changing to reflect the school's diversity |
| | <ul style="list-style-type: none"> Those smaller religious groups within main religions are represented – different Christian /Muslim denominations. | Review of taught RE curriculum | RE Leader | | More diversity reflected in school displays across all year groups |
| | <ul style="list-style-type: none"> Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc. | School council representation monitored by race, gender, disability | School Council lead teacher | Termly (at elections) | Individuals and/or smaller groups being represented More diversity in school council membership |
| Race Equality Duty | <ul style="list-style-type: none"> Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority in line with timescales | The Head teacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? | HT Governing Body | Termly and annually | Teaching staff are aware of and respond to racist, misogynist , sexist, homophobic incidents Reporting is challenged & explored by the Governing Body |
| Gender / Race/ Disability Equality Duty | <ul style="list-style-type: none"> Introduce initiative to encourage girls to take up sport in the playground with the play leader and outside of the curriculum requirements, including football and cricket etc to make participation rates more reflective of the school | Increased participation of girls in sports clubs and out of school sport activities and boys in performance arts. Greater representation of newly arrived pupils in school performances / | PE leader, Phase Leaders SLT | Ongoing | More girls take up after-school sports clubs More boys in performance based activities Girls to participate in PE/Sports Competitions |

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| | <p>population.</p> <ul style="list-style-type: none"> Encourage boys to participate in dance and performance based activities. Newly arrived pupils to participate in greater numbers in non-academic after school clubs and performance arts. | clubs and teams | | | |
| Disability Equality Duty | <ul style="list-style-type: none"> Promote Governor vacancies with leaflets in accessible formats specifically welcoming applications from disabled candidates. | Monitoring of applications by disability to see if material was effective | SEND Governor Needs & Disabilities | Ongoing | More applications from disabled candidates to be School Governors and support the Equality Plan implementation. |
| Community cohesion | <p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g., Diwali, Eid, Black History Month, International Women's Day, Father's Day</p> | Class Assembly Review and reflection by specific cultural groups. | HT, PHSE, RE, School Council | Ongoing | Increased awareness of different communities |
| | <ul style="list-style-type: none"> Achievement of 'Rights Respecting School' status | RRSA Steering Group to collect and evaluate evidence | PSHE Leader UNICEF UK | Spring 2015 – Autumn 2016 | <ul style="list-style-type: none"> Pupils aware of their 'Rights'. ROC achieved Level 1 achieved |
| Race Duty | <ul style="list-style-type: none"> Attendance monitoring of pupil racial groups. If prevalent in any particular group will result in provision Review, Attendance and disability analysis. | <p>Leave of absence Half-term analysis Daily monitoring</p> | Administrator EWO | ½ Termly | Provision in place to narrow the gap for pupils |
| Disability Duty | <ul style="list-style-type: none"> SALT Recruited for one day per week OT sessions to be implemented as part of the curriculum. Building programme to upgrade access | <p>Increase in pupils' participation, confidence and attainment.</p> <ul style="list-style-type: none"> GB Premises Committee | DHT HT Governors | Ongoing April 2015 – Sept 2016 | Analysis of teacher assessment. Pupil Progress rates in mobility/ communication. |

Appendix A: Disability Equality Scheme Plan (Reference Section 4b. Disability)

| Target | Tasks | Timescale | Resources | Responsibility | Evaluation | Monitoring |
|--|--|-----------------------------|---|---|--|-----------------|
| To promote positive attitudes to disability (see Accessibility plan for further detail) | <ul style="list-style-type: none"> Review PSHE curriculum Review assembly programme Involve local disability groups in visits to school | Ongoing | <ul style="list-style-type: none"> UNICEF RRSA membership RRSA Kit | PSHE coordinators RRSA Steering Group | | DH → SLT |
| Increase site access to meet diverse needs of all users (see Accessibility plan for further detail) | <ul style="list-style-type: none"> Review evacuation plans & signage Work with EC Harris to increase flexibility | Ongoing March – May 2015 | LA Funded building programme | <ul style="list-style-type: none"> Site Manager SMB HT GB | Review of evacuation procedures Update 'risk assessments' | → HT |
| Availability of information in alternative formats (see Accessibility plan for further detail) | <ul style="list-style-type: none"> Large print/ e formats available on request Update contact form to include details on access requirements | Ongoing | <ul style="list-style-type: none"> Investigate text messaging/email provision for communicating with parents | <ul style="list-style-type: none"> SBM | Is School Admission Form available in alternative formats? | → HT |
| To create effective learning environments for all (see Accessibility plan for further detail) | <ul style="list-style-type: none"> Ensure that all rooms are organised to meet needs of the users Programme of training in disability awareness | Ongoing | Senior management monitoring Staff meeting time IDP modules to be delivered | HT Inclusion Leader | All staff to be trained in Dyslexia IDP | Inclusion → SLT |
| Promoting equality | <ul style="list-style-type: none"> Monitor Extended | Ongoing | SIMs database | DHT | Admissions form. | DH → SLT |

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| <p>Ensure extended schools provision caters for all pupils</p> <p>(see Accessibility plan for further detail)</p> | <p>Schools provision</p> <ul style="list-style-type: none"> • Monitor data in relation to recruitment, retention and professional development of staff • Monitor data in relation to pupil numbers • Introduction of Breakfast Club provision | <p>From March 2015</p> | <p>Staffing costs Equipment</p> | <p>SLT Breakfast Staff</p> | <p>Parental Questionnaire includes questions related to equality</p> | <p>Governors HT</p> |
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Appendix B: Accessibility Plan (Reference Section 4b. Disability)

| A. Gathering Information | | | | | | |
|---|--|------------------|--|---|--|-------------------|
| Target | Actions | Timescale | Resources | Responsibility | Evaluation | Monitoring |
| To implement and maintain a monitoring system to support pupils with a disability. | <ul style="list-style-type: none"> • Maintain a register of children with a disability • Monitor patterns of attendance • Monitor participation in off-site activities and residential visits • Record pupil achievements | Ongoing | SIMS Admin Time | Inclusion Leader Teachers Admin Staff | <ul style="list-style-type: none"> • Curriculum Committee | HT |
| To ensure the needs and aspirations of groups of users are met and understood | <ul style="list-style-type: none"> • Carry out parent, pupil, questionnaires/ discussions to seek the views of those with disabilities • Develop a section in the Admissions Form to seek information re: disabilities • Ensure hirers are aware of provision for disabled users | Ongoing | Questionnaires Broaden Qs to incorporate disability. Lettings Policy to be amended | Inclusion Leader Admin | <ul style="list-style-type: none"> • Premises Committee | HT |
| B. Increasing the extent to which disabled pupils have access to the school curriculum | | | | | | |
| To ensure the school develops children's awareness of disability | <ul style="list-style-type: none"> • Review PHSE curriculum to ensure disability awareness is taught effectively • Provide opportunities for children to meet with people with a variety of disabilities • Review provision in other areas of the curriculum e.g. PE • Purchase books and other resources that | Ongoing | <ul style="list-style-type: none"> • LA scheme – PHSE • Video clips, PHSE/ Citizenship fortnight with Hambrough and Tudor Primary School • Raise staff awareness • Assemblies • Children in Need • Water Aid Charity • RRSA process | DHT PSHE Leader All Subject Leaders | HT | SLT |

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| | <p>promote positive images of disability</p> <ul style="list-style-type: none"> • Invite disabled speakers/ visitors to school assemblies, events. | | | | | |
| To ensure staff are appropriately trained | <ul style="list-style-type: none"> • Ensure that staff are able to identify and cope with children with disabilities such as dyslexia, ADHD, diabetes, etc. • Ensure teachers, TAs and governors have access to specific training for disability issues. • Ensure that all staff can differentiate the curriculum and are aware of SEN resources | Ongoing | IDP Dyslexia (meeting) IDP Autism (meeting) (Epipen Training Asthma training) as required INSET CT/TAs SA+ Reviews SEND Reviews | DHT School Nurse Phase Leaders | <ul style="list-style-type: none"> • Curriculum Committee | HT |
| To ensure pupils have full access to trips and extracurricular activities | <ul style="list-style-type: none"> • Risk assessment prior to trips • Plan trips and activities with parents to ensure access • Provide support for pupils to ensure they can access out of hours activities | Ongoing | <ul style="list-style-type: none"> • SIMS • Additional transport costs | Inclusion Leaders DHT School Visit (co-ord) | <ul style="list-style-type: none"> • HT | SLT |
| <i>C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services.</i> | | | | | | |
| To provide appropriate access to all users | <ul style="list-style-type: none"> • Seek information on the needs of users and pupils • Improve access to toilets for wheelchair users and those with mobility issues • Provide aids for those who are | Ongoing | Admission Forms Pupil/ Parent consultations Boundary marks on stairs Notice in staffroom to inform all | Site manager Finance Committee | Premises Committee | HT |

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| | <p>visually impaired e.g. mark edge of steps</p> <ul style="list-style-type: none"> • Ensure designated disabled parking area is available for disabled users • Place a bell outside main entrance at waist height • Ensure reasonable adjustments are made to exits and entrances | | | | | |
| To ensure that disabled adults are considered equally with others for posts in the school | <ul style="list-style-type: none"> • To welcome all applicants for teaching and TA posts • To encourage all members of the community to consider becoming a Governor | Ongoing | Equal Opportunities Policy. | Governors | Application Form – in place | SLT/ HT |
| To improve signage | <ul style="list-style-type: none"> • Put up clear signs in the entrance and other areas – in different languages and formats • Ensure that all disabled pupils understand fire notices | Ongoing | Notices Posters Arrows on door locks to show direction to turn and open. | HT All staff | | SLT |
| <i>D. Making written information accessible to pupils in a range of different ways.</i> | | | | | | |
| To review information to parents/ carers to ensure it is accessible | <ul style="list-style-type: none"> • Ask parents/ carers about access needs when a child is admitted to the school • Ask parents/ carers about access to information in review meetings | Ongoing | Surveys | HT All staff | | SLT |
| To increase support for parents of children with a disability | <ul style="list-style-type: none"> • Ensure that the school prospectus explicitly welcomes children with LDD | Ongoing | Welcome meetings Nursery/ Reception | All staff Admin | | SLT |

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|--|--|----------------|--|-------------------------------|--|------------|
| | <p>(SEN)</p> <ul style="list-style-type: none"> • Encourage parents of children with a disability to support their children's education | | | | | |
| <p>To help children become more aware of their own learning styles and access needs.</p> | <ul style="list-style-type: none"> • Give children opportunities to experience different learning styles • Encourage children to define their preferred learning styles. | <p>Ongoing</p> | <p>IDP – Dyslexia IDP – Autism Pupil Questionnaire</p> | <p>Teaching staff TAs</p> | | <p>SLT</p> |

Appendix C

Action plan to meet the general duties

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Able and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by elections class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs; assertive mentoring support)
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

Appendix D

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the RRSA developments, work on School and British values and various humanities topics.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support all staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The school will report annually to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.