

Blenheim Primary School

Single Equality Plan 2017- 21

Key Objectives for 2017-18

To improve and build upon existing good practice to improve lines of communication, consultation and feedback, to publicise and celebrate achievements and increase accessibility of information for all.

To further support parents in developing skills and confidence which in turn will support pupil's learning

To further develop governance with regard to equality matters

To improve accessibility of information to offer support and guidance to families especially those most in need.

Develop partnership working with community organisations.

To increase parental awareness and involvement to support pupil's learning.

To ensure all policies, practices, services and activities pay due regard to the Equality Act 2010.

Aim	Action to be taken	Target Group	Lead responsibility	Timescale to begin	Resources	Desired Outcomes	Monitoring arrangements
Children focussed							
To provide a balanced viewpoint of different religions and beliefs.	Draw up a calendar of visits/assemblies reflecting a full and representative diversity of faiths	Whole school community	Head teacher	January 2018	Management time	Improved understanding of different faiths	Assembly rota updated
To continue to prevent and respond	Review current Anti Bullying Policy with pupils. Use EQUIA.	Whole school community	Bryan Roberts– School	November 2017	None	Anti-bullying policy is relevant, communicated, understood and up to	Annual report and ratification by governors

consistently to all incidents of bullying /harassment	Take part in anti-bullying week each year.		Council leader			date with new legislation	
To further support parents in developing skills and confidence which in turn will support pupil's learning	Plan and implement a series of learning programmes to meet need in partnership with other agencies.	Parents	Julie Kirk and Jade Douglas – Family Mentors	From October 2017 onwards	F.M. time Creche External agencies	Parental feedback report satisfaction in the regularity and quality of programmes	Regular consultation and feedback the LMs to HT
To effectively promote opportunities and challenges to stimulate and enthuse the most gifted and talented pupils.	Audit work carried out around G and T. Monitor by equality groups. Write/review G and T policy	G&T	Sam Dunn co-ordinator	Autumn 2017 onwards	Aspect leadership time	Monitoring confirms GT pupils enjoy challenging and stimulating activities and that the aspirations and expectations the school has of them is pitched appropriately to meet their needs.	G&T registers Attainment and progress data reported to Governors
To further support new children particularly those new to English or have EAL, into the school community.	Embed the new induction procedures. Review and improve teaching of Advanced Bilingual Learners and New to English	Whole school community especially New pupils/ EAL	Rhian Sharif EAL Champion	September 2017 onwards	Management time	Pupils demonstrate increased sensitivity towards new pupils. New pupils settle and make accelerated progress. 	Observation and pupil progress data tracking.
To support pupils to manage playground behaviour and concerns they might have about other's behaviour towards themselves	Development of buddy system Family Mentors provide nurture groups to those struggling with playground behaviour	Whole school community	School Council and Family Mentors	Spring 2018		Pupils report greater confidence in reporting incidents. Reduced incidents of unkind behaviour. Improved awareness for staff of the issues pupils	School Council minutes. Incident/reporting record on Cpoms

and others.						face in the playground.	
To ensure there is equality of opportunity for pupils to enjoy extra-curricular activities.	Audit of extracurricular activities All activities monitored by equality groups EQUIAs applied to all activities.	All pupils	James Ince PE subject Leader	Summer 2018		Increased and equal pupil involvement from more vulnerable groups. Increased parent/pupil satisfaction	Consultation Registers EQUIA
To further understand the needs of disabled people in the community	Develop schemes source and participate in activities which focus attention on the Paralympics	Whole school community	James Ince PE subject leader	Summer 2020	Unknown	Improved understanding of disability issues, awareness and acceptance of the social model of disability.	Pupil Interviews
Aim Adult focussed	Action to be taken	Target Group	Lead Responsibility	Timescale to begin	Resources	Desired Outcomes	Monitoring arrangements
To further develop governance with regard to equality matters	Governor and Head teacher learning walks arranged Arrange for Governor to meet annually with School Council	Whole school community especially governors.	Kuldeep Bajwa Governor	Autumn 2018	Governor time	Governors report improved awareness and confidence to effectively support the school in equality matters. Greater community cohesion.	Governor's report to governors School Council minutes
To ensure behaviour is managed in a way that takes account of how gender and cultural differences may affect behaviour.	Full review of Behaviour Management policy with EQUIA	Whole school community	Mo Duffy - HT	Autumn 2018	Management time	Increased staff confidence. Increased pupil and parent satisfaction.	Policy review

To effectively support new staff and induct fully on equality best practice.	Review Induction Policy and carry out EQUIA Staff Handbook updated to include how prejudice related incidents should be identified, assessed, recorded and dealt with.	New staff	Debs Davey Business Manager	Summer 2018	None	Staff report confidence in meeting school's expectations regarding equality best practice.	Consultation feedback with new staff.
To use more, well planned and differentiated homework to raise expectations and accelerate pupil progress.	Review of homework policy.	Parents	Matt Dawson - DHT	Autumn 2018	Management time	Parents feel supported in helping their children learn. Pupils make accelerated progress.	Pupil progress tracking. Parental satisfaction feedback.
To improve and build upon existing good practice to improve lines of communication, consultation and feedback, to publicise and celebrate achievements and increase accessibility of information for all.	Development of school website Regular updates Parents Evening review with EQUIA Head teacher/SLT to meet and greet at school gate am and pm Family Mentors to arrange meetings to assess parental need	Whole school community	Head teacher Admin assistant	December 2017 onwards	Admin time	Stronger community awareness and good community perceptions about the school. More vulnerable families report feeling better supported. School reports being more aware of current issues facing families. Increased parental satisfaction.	Website. Parental satisfaction surveys.
To further promote greater understanding and positive relations between staff and	Staff training. Development of a parents/community group representative of	Whole school community	Head teacher Julie Kirk and Jade Douglas –	Autumn 2017	F.M. time	Staff report greater confidence in their knowledge and understanding of diverse educational systems,	Staff meetings Parental Satisfaction surveys and consultations

parents from diverse cultures and between parents of different cultures.	the school community. Consultation policy with EQUIA		Family Mentors			beliefs and cultures. Staff feel supported to challenge parent perceptions of the school. Parents report greater satisfaction that their families' needs are understood and met. Increase the diversity of those involved in the decision making of the school.	
To improve accessibility of information to offer support and guidance to families especially those most in need. Develop partnership working with community organisations.	Information point in reception area Audit of links with other agencies and identification of opportunities for joint working to promote equality best practice.	Whole school community	Julie Kirk and Jade Douglas – Family Mentors	Spring 2018		Parents report feeling supported, confident and able to access information, guidance and support for themselves. Children's needs are met.	Consultation and feedback.
To increase parental awareness and involvement to support pupil's learning.	Review Parental Involvement Policy with EQUIA. Increase use of the diverse talents of parents (to include speakers of other languages) to enrich the curriculum and keep it relevant. Plan and build on	Whole school community especially parents	Rhian Sharif AHT	Autumn 2018	Management time	Parents gain knowledge, skills, confidence to support learning in the home. Accelerated pupil progress.	Report to Governors

	existing activities for parents to work alongside their children in the classroom.						
To ensure all policies, practices, services and activities pay due regard to the Equality Act 2010.	Comprehensive use of Equality Impact Assessments. EQUIA policy	Whole school community	Mo Duffy - HT	Autumn 2017		Confidence reported by all stakeholders that only equality best practise within legislation is promoted.	Governors meetings Head teacher report Policy review