



Garfield Single Equality Action Plan 2016-19

Our School is committed to developing a single equality scheme that incorporates the existing Disability Race and Gender Schemes together with new actions covering Community Cohesion, Age, Religion or Belief and Sexual Orientation.

The Single Equality Scheme is a three-year strategy (which will be updated annually) involving a policy, action plan and procedures to assess the impact of our scheme. The scheme shows how our school will promote equality and community cohesion and remove discrimination in all areas of school life.

COMMUNITY COHESION / all equality strands				
Action	Resources	Lead	Link to school priority/other policy	Timescale
<p>School to parents and the community</p> <p>1. Celebrate cultural diversity through regular whole school assemblies reflecting the many faiths within the school community</p> <p>2. Encourage children to appreciate each other's cultures and talents</p> <p>3. Ensure displays in the classroom and around the school reflect and celebrate the cultural diversity of the school community- Need more display boards in school/Large photographs</p> <p>4. Ensure that a range of information events are held each year to support parents (this would always include Nursery and Reception New Parents tours and Open Evenings ; Sats Info event for yr 2 and yr 6 parents, Secondary Transfer meetings for yr 6 parents, termly parents evenings)</p> <p>5. Update the school 's website so that it provides a greater level of detail and allows the wider community to fully understand and appreciate the work the school does and its achievements.</p> <p>6, Encouraging parents and local community to volunteer in the school</p> <p>7. Senior staff in playground to greet parents and children daily.</p>	<p>Festival and faith assemblies</p> <p>International events (ie international disco)</p> <p>Festival Club</p> <p>Christmas Fair</p> <p>Summer Fair</p> <p>Language of the Month display</p> <p>Curriculum Newsletters</p> <p>Weekly Friday Flyer</p> <p>Meet the Teacher events</p> <p>Curriculum evenings</p> <p>Professionals invited to assemblies to talk about their careers</p> <p>Eco Committee events in locality</p> <p>Choir and Steel pan playing at local venues and events</p> <p>Local trips to local businesses</p> <p>Builders Depot links</p>	<p>RE Leader</p> <p>Inclusion Leader</p> <p>? Links Leader</p> <p>EMA Leader</p> <p>A.Head</p> <p>Headteacher</p> <p>Computing Leader</p> <p>Governing Body</p> <p>Music Leader</p>	<p><i>Inclusion Policy</i></p> <p><i>Equality and Diversity policy</i></p>	<p>1-4 Review termly</p>

Action	Resources	Lead	Link to school priority/other policy	Timescale
<p>Family learning</p> <ol style="list-style-type: none"> 1. Support parents to work with school in raising achievement by signposting to a range of classes and services 2. Links with Parent Support Unit and Informed Families 3. Have regular curriculum based weeks where parents are invited to work alongside children (i.e. Science, Creative, Black History, Eco Week) 4. Invite parents in to observe phonics and reading sessions in Early Years 5. Invite parents into Early Years during their child's special week for planning 6. Place 2 Be Parent Counsellor – weekly sessions available 	<p>Classes and services currently offered include: Strengthening Families Strengthening Communities (sfsc) Phonics sessions for parents Creation of a Nurture room /Quiet- Sensory Room Place 2 Be Place 2 Be parent counsellor Learning Mentor Team</p>	<p>Inclusion Leader (AHT) Parent Liaison (AHT) Children's Centre Staff Early Years Team</p>	<p>Linked directly to the wide range of services provided by the Hazelbury Hub Children Centre</p>	<p>Review Termly 1 and 2 Sfsc (2016)</p>
Action	Resources	Lead	Link to school priority/other policy	Timescale
<p>Target underachievement due to different needs of children</p> <ol style="list-style-type: none"> 1. Highlight the importance of children regularly attending school(targeted work by Attendance and Punctuality Officer) 2. Through working in partnership with parents provide opportunities to discuss any concerns/issues (i.e. Headteacher surgery/Parents Coffee mornings, work with Inclusion Leader) 3. Ensure vulnerable children's needs are met through a range of Quality First Teaching and differentiation and wave 2 and wave 3 interventions. This means that pupils will follow a more personalised curriculum 4. Ensure that referrals are made to partner agencies to get advice on supporting children in school with SEND 5.Ensure that requests are made for EHCP for 	<ol style="list-style-type: none"> 1.Rewards for good attendance (for the class and individuals) Late gate and focused work with families where attendance is a concern (including letter sent showing between poor attendance and amount of progress child is making) 2. Breakfast Club Homework club for targeted chn/families Reading Club Easter School for Year 6 SATS; Booster groups 3. Garfield has a detailed annual and termly Provision 	<p>HT and Senior Team Inclusion Leader Learning Mentor Team Attendance and Punctuality Officer</p>	<p><i>CP Policy</i> <i>Inclusion Policy</i> <i>LAC child policy</i> <i>LA Self Harm Policy</i></p>	<p>Review Termly</p>

<p>children who need extra support</p> <p>6. Ensure that information is gathered and analysed through the annual School Performance Review looks at key vulnerable groups. A plan of action should then be implemented year on year to close the gap.</p> <p>5. Learning Mentors work alongside targeted children in class or in supportive small groups.</p> <p>6. Follow up meetings with parents where a child's behaviour is cause for concern (linked to Garfield's Behaviour Policy). This is to avoid possible exclusions and work constructively to support the child and the family. Behaviour Support Service is also sometimes involved.</p> <p>7. Ensure staff are trained in Attachment Theory</p> <p>8. Ensure CP Lead and LAC Lead in place</p> <p>9</p>	<p>Map.</p> <p>Current interventions to close the gap of vulnerable groups include:</p> <ul style="list-style-type: none"> ○ Letters and Sounds daily additional session ○ Springboard, ○ Individual reading, ○ Numicon ○ Dyslexia/Dyscalculia screener ○ Dylexia support <p>4. Learning Mentor Team expanded</p> <p>5. Behaviour Support Service liaison</p> <p>6. Place 2 Be and Place 2 Talk</p> <p>7. Attachment Theory Staff Meeting Training</p> <p>8. LAC Leader attend LA Training</p> <p>9. Inclusion Team attend training in</p> <ul style="list-style-type: none"> ○ Self Harm ○ Eating Disorders Training 			
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Action	Resources	Lead	Link to school priority/other policy	Timescale
<p>Ethnic Minority Achievement Children are assessed on capability in English on entry and termly thereafter</p> <p>Buddies are allocated to support children in home language ICT is used to translate so children can be more included EMA TA runs Early English Project</p> <p>ESOL Classes Support parents in learning English as an additional language</p> <p>Ensure that parents where English is a Second Language have access to interpreters for parents evenings and a translation service for end of year report.</p> <p>Young Interpreters Scheme of buddies for children who are new to English</p>	<p>Sign post parents to ESOL classes at Local Colleges</p> <p>Early English Project Resources</p>	<p>EMA Leader EMA TA Achievement Leaders</p>		
Action	Resources	Lead	Link to school priority/other policy	Timescale
<p>Global Links Implement elements of sustainable schools framework Develop national and international links with other schools</p>	<p>Staff meeting time Build links with other schools in UK initially Topics involving finding out about countries overseas</p>	<p>Curriculum Leader</p>		<p>Summer 2017</p>

RACE				
Action	Resources	Lead	Link to school priority/other policy	Timescale
<p>Promote equality of opportunity:</p> <p>1. Monitor take up of clubs etc. Encourage under-represented groups.</p> <p>2. Seek views of pupils & parents with guidance from LA; follow up if inequality is reported</p> <p>3. Continue to extend resources for teaching children who are new to English</p> <p>4. Build up resources for curriculum units, to increase access to English eg visual aids, pictorial vocabulary. Add to central stock.</p> <p>5. Monitor the ethnic profile of pupils receiving interventions?</p> <p>6. Monitor the attendance of parents/carers at consultation meetings by ethnicity and other equality strands. Ensure they are notified that they can bring a friend or relative to interpret. In cases where this is not possible, provide interpreters. Monitor the take up of parents requiring interpreters and gain their feedback.</p> <p>7. Arrange translation app on website so all content can be translated</p>	<p><i>Use Pearson Phoenix data package to support analysis</i></p> <p>Books IWB resources</p>	<p>1. David Newson (AHT)</p> <p>2. HT, SLT and governors</p> <p>3. EMA Leader 4. EMA Leader/ Assistant Head (Curriculum) Resources Manager 5. EMA Leader/Inclusion Leader</p> <p>DHT/ Inclusion manager / EMA Leader</p>	<p>Inclusion policy Extended Services Policy</p>	<p>Termly monitoring</p>
<p>Eliminate unlawful discrimination: Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Monitor, follow up as necessary.</p>	<p>Ensure key staff attend Safer recruitment training and keep up to date with changes in law and practice</p>	<p>HT, SLT and governors</p>		<p>Ongoing Review Termly</p>
<p>Eliminate racist harassment: Promote harmony and follow up any harassment. Use assembly and the curriculum to build harmony & understanding and to challenge racism and harassment and equality for all</p> <p>Ensure clear procedures to report concerns Ensure immediate follow up of racist incidents</p>	<p>Circle Time, PHSCE Leader SEAL activities Multi- cultural week/month Philosophy for Children sessions</p>	<p>All staff</p>	<p><i>Inclusion Policy More</i></p>	<p>Ongoing Review Termly</p>

<p>Promote good relations between different ethnic groups:</p> <p>1. Involve parents in leading activities and sharing diverse experiences</p> <p>2. Ensure resources are free of racial bias</p> <p>3. Provide extra-curricular activities</p>	Continue to build resources with positive images and stories of key ethnic groups	Marion Samuel Inclusion Leader Class teachers and leaders of special projects EMA Leader		Review Termly
<p>Other actions required: Review curriculum content-ensure diverse experiences are represented eg contributions of different ethnic groups to art, history, science etc.</p> <p>Monitor rewards.</p>		Asst Head (Curriculum)		Review Termly

GENDER				
Action	Resources	Lead	Link to school priority/other policy	Timescale
<p>Analysis of all pupil achievement and performance by gender: Analyse tracking sheets and targets</p> <p>Annual Whole School Performance Review also looks at gender and attainment and achievement</p>	Staff meeting time Booklet sharing key info given to parents	Assessment leader Link Seniors		Termly analysing of data
<p>Range of gender friendly teaching styles and strategies: Planning to include a variety of styles to meet the needs of boys and girls</p> <p>Ensure that there are opportunities in staff meetings to discuss teaching and learning styles that may support girls and boys</p>	Staff meetings Staff reference library	Senior team Class teachers Subject Leaders	Inclusion Policy Equality and Diversity Policy	
<p>If all things been equal recruitment of more male staff to ensure more equitable balance:</p>		HT and governors		Review annually

DISABILITY EQUALITIES				
Action	Resources	Lead	Link to school priority / other policy	Timescale
Review accessibility plan: Ensure access for all needs represented in our community Need to contact the Local Authority for an up to date accessibility plan	<i>Lift available indoors accessing all floors Disabled toilets x4 Hall accessible for Community events Outdoor lift needs to be working</i>	Headteacher / Sch Business Manager	<i>New school building 2016</i>	?
Analysis of all pupil achievement and performance by disability: Analyse tracking sheets and targets <i>Termly analysis of SEN children linked to disability and incidents of Level 4 /exclusion rates</i>		Assessment leader /D.Head /A Head (Inclusion)		Review Termly
Training and Support for children with SEND Ensure staff have training on SEN linked to disability Ensure Children with additional needs have a risk assessment which is shared with key people All children on SEND register have a Learning Support plan which is reviewed termly with staff and parents Ensure Children with EHCP's have 1:1 support where necessary Ensure governor training for SEN Link governor to feed into the governing body	<i>Inset day every Sept Induction training for new staff Attachment training ASD training for all staff 2016-17 Specific training to support children such as manual handling Invite professionals in/liaise with professionals to provide support and advice for staff Care Plans and risk assessments for children with additional needs</i>	A .Head (Inclusion Leader) Welfare Leader All staff	SEND Policy Inclusion policy School development Plan	<i>Summer 2012 and review annually</i>

ALL EQUALITIES				
Action	Resources	Lead	Link to school priority / other policy	Timescale
Staff and governing body representation of community make-up: Recruit members that reflect the community		SLT		Review annually
Range of citizenship projects/activities: Sponsor a variety of charities Junior citizenship scheme	<i>School Planner Charities set for the Year in advance</i>	PSHE leader SLT		Review Termly
Monitoring of behaviour and exclusions: <i>Head's report to Governors gives detailed analysis on Level 4's (serious incidents) and internal and external exclusions. This is also is analysed over time.</i>	<i>Head's Report to Governors</i>	D.Head /AHT(Inclusion Leader)	<i>Behaviour Policy Inclusion Policy</i>	Review Termly