

St Michael at Bowes Single Equality Action Plan Autumn 2018



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	Impact
<p>School to parents and the community</p> <ol style="list-style-type: none"> 1. Celebrate cultural diversity 2. Encourage children to appreciate each other's cultures and talents 	<p>RRS action plan. Children have positive self image. Their work displayed around the school celebrating their languages and cultures. Good response from children for holiday home learning about their country. Many postcards sent from their holidays. Annual family supper event where children and families dress in national costumes and share a range of traditional food/dance and music. World map showing country of origin of both children and members of staff.</p>
<p>Family learning</p> <ol style="list-style-type: none"> 1. support parents to work with school in raising achievement 2. Have regular curriculum based weeks where parents are invited to work alongside children (i.e. Maths, Science, Creative and Black History) 	<p>Workshops focusing on different curriculum subjects e.g. Maths and specific groups for Turkish families run by staff. Close links with Broomfield School and transition. Good turn out for events, parents/carers very supportive. Community Fete during the summer term 2018 was extremely successful. Parenting group sessions. Parents given opportunities to share ideas and experiences and come up with solutions. Training volunteers in how to effectively read 1:1 with children.</p>
<p>Targeted underachieving ethnic groups</p> <ol style="list-style-type: none"> 1. Highlight the importance of children regularly attending school 2. Through working in partnership with parents provide opportunities to discuss any concerns/issues 3. Ensure vulnerable children's needs are met through being in a nurturing environment with mentoring support and by following a more personalised curriculum 	<p>Breakfast Club numbers are up with regular attendance of about 31 children. Vulnerable children are supported and encouraged to attend. School attendance has slightly risen this academic year from 96.33% to 96.4% which is good using OFSTED criteria. 96%+ is considered outstanding.</p> <p>Focused children are regularly seen by the Learning Mentor. An additional Mentor from Tottenham Hotspur also supports our vulnerable children 1 day per week.</p> <p>Successful before and after school boosters were run for Year 6 children and this has had a positive impact on their results.</p> <p>Thirteen children were given a Kindle White to encourage reluctant readers. This club has proved to have a positive impact their reading comprehension skills.</p>
<p>Global Links</p> <p>Implement elements of sustainable schools framework</p>	<p>International learning opportunities that the children experienced this year include Black History Month.</p>

RACE	
Action	Impact
<p>Promote equality of opportunity:</p> <ol style="list-style-type: none"> 1. Monitor take up of clubs etc. Encourage under-represented groups. 2. Seek views of pupils & parents with guidance from LA; follow up if inequality is reported 3. Continue to extend resources for teaching children who are new to English 4. Build up resources for curriculum units, to increase access to English eg visual aids, pictorial vocabulary 5. Monitor the ethnic profile of pupils receiving interventions 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: 	<p>60% of children attend a range of after school clubs. Resources have been purchased to support N2E children. (Refer to Inclusion report in HT's summer 2018 report to Governors)</p> <p>Language resource boxes for N2E children have been provided</p> <p>Attendance at consultation evening is always above 96%. Interpreters are provided for families who are unable to bring a friend.</p>
<p>Eliminate unlawful discrimination: Continue to ensure all statutory duties are carried out. Ensure fair employment practices.</p> <p>Any discriminatory incident to be formally recorded and reported termly to London Borough of Enfield</p> <p>Regular annual review of the policy, following consultation/discussion with stakeholders</p> <p>Curriculum enrichment activities – visit to places with a variety of cultural and ethnic backgrounds</p> <p>Pupil progress meetings with HT/DHT/AHT and teachers to assess children's progress, identify any barriers to learning that may have been created by race, gender, disability (SEND & academically higher attainers) and background and then plan and carry out interventions as appropriate. These interventions are then to be monitored under the same process</p>	<p>Three staff/governors have attended Safer recruitment training and are clear of the procedures necessary to ensure there is fair employment practice</p> <p>Children interact with people from different backgrounds and build positive relationships, including links with different schools and communities</p> <p>Displays of children's work in classrooms and corridors demonstrates their understanding of diversity in terms of race, gender and ethnicity</p> <p>The regular termly children centred review meetings held to review progress, monitor interventions and set new targets has ensured that children make progress due to appropriate interventions</p> <p>Children participate in a range of cultural events throughout the year and in so doing have improved awareness and understanding of different communities e.g. Diwali, Christmas, Yom Kippur</p> <p>All children are given the opportunity to make a positive contribution to the life of the school</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	Ongoing. Every year Anti bullying/racism week to highlight issues. Children are respectful towards each other and work well together.
Promote good relations between different ethnic groups: 1. Involve parents in leading activities and sharing diverse experiences 2. Ensure resources are free of racial bias 3. Provide extra-curricular activities	RRS committee, parents carrying out pupil questionnaire. Contributing to decision and ideas how all children and parents can be included. When activities /events are run the ethnic groups are taken into account e.g. PTA quiz night, children's Home learning competition
Other actions required: Review curriculum content-ensure diverse experiences are represented eg contributions of different ethnic groups to art, history, science etc. Monitor ethnicity of children who attend Thinking Club for inappropriate behaviour and those who are excluded. Monitor rewards.	Curriculum provides diverse experience for all children. Thinking club- mainly boys very few girls. It is not dominated by one particular ethnic group.

GENDER	
Action	Impact
Analysis of all pupil achievement and performance by gender: Analyse tracking sheets and targets	Generally, there are no significant differences between boys and girls. Refer to HT reports to governors and annual Achievement reports for more data.
Range of gender friendly teaching styles and strategies: Planning to include a variety of styles to meet the needs of boys and girls	Ongoing. Planning ensure children have the opportunities to present work in a variety of way, which addresses children's individual needs.
If all things been equal recruitment of more male staff to ensure more equitable balance:	At present 5 male teaching staff and 1 teaching assistants. Too few males applying for posts within the school.

DISABILITY EQUALITIES	
Action	Impact
Review accessibility plan: Ensure access for all needs represented in our community	Inclusion Manager reviewed plan. Reviewed risk assessment for wheelchair use as the playground has now been covered with Astro Turf All children with a disability understand fire notices and have their own bespoke evacuation plan that is annually updated Continue to ensure that visitors indicate if they will need assistance during an evacuation (as indicated on visitor badges)
Analysis of all pupil achievement and performance by disability: Analyse tracking sheets and targets	Refer to HT reports to governors and annual Achievement reports for data. Generally, SEN children make good progress.

Training: Staff training on SEN linked to disability	Inclusion Manager, Speech and Language Therapists, Occupational Therapist, Educational Psychologist and the school nurse have delivered training this academic year providing staff with strategies to use in the classroom and when on trips. Training this year has included strategies to support children who are on the autistic spectrum.
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ALL EQUALITIES	
Action	Impact
Staff and governing body representation of community make-up: Recruit members that reflect the community	Good cross section of governors.
Range of citizenship projects/activities: Sponsor a variety of charities	Ongoing. Money has been raised through non-uniform, red nose, water aid and sports relief days and also donations.
Monitoring of behaviour and exclusions	Ongoing. Refer to HT reports to governors