



Chestnut Lane School

## **Appendix B**

### **Equalities and Cohesion Development Plan**

#### **November 2017**

This plan outlines the ongoing development of this area at Chestnut Lane School. Equalities and Cohesion forms a major part of the day to day life of the school and therefore it would be wrong to place a timeframe on each one of the action points as that would imply that work in that specific area was only being developed in that window of time. Evaluation of the plan will form part of the Head teachers report to governors.

This year our specific objectives are:

1. To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.
2. To investigate and analyse the gap between boys and girls in Literacy and Maths at 'expected' and 'exceeding' at the end of Early Years.
3. To continually consider how well the school ensures equality of opportunities for all its pupils and staff.

These objectives will be evaluated by the Head, the Teaching and Learning Committee and the governor with responsibility for equalities.

	<b>ISSUE</b>	<b>ACTION</b>	<b>OWNER</b>	<b>EVALUATION</b>
1.	<b>Eliminating discrimination, promoting equality and celebrating diversity</b>	Celebrate diversity/equality  Celebrate achievement  Promote positive attitudes towards disabled people  Promote positive attitudes towards people of different ethnic groups/religion etc  Involve pupils, parents and staff  Promote high expectations  Communicate behaviour expectations  Ensure that it seeks applications for school places and jobs from all sections of the community	All Staff & governors	Through broad & balanced curriculum and special events.  Well Done assembly & rewards  Assemblies and pupils celebrating special festivals.  All involved & encouraged to celebrate each other's and their own ethnic group  High expectations from all.  Assemblies. Team talk before trips Celebrate positive feedback. Rights Respecting work across all year groups  Person specification adhered to when selecting staff

	<b>ISSUE</b>	<b>ACTION</b>	<b>OWNER</b>	<b>EVALUATION</b>
2.	<p><b>Preventing and dealing effectively with bullying and harassment</b></p> <p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment.</p>	<p>Communicate to pupils, parents and staff its zero tolerance to all forms of bullying and harassment</p> <p>Ensure that incidents are reported and addressed swiftly and effectively</p> <p>Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc. (ANT System allows this recording &amp; monitoring)</p> <p>Friendship Weeks are organised each November.</p>	<p>Head, staff and office</p> <p>H&amp;S coordinator</p> <p>Head and Chair of Governors</p>	<p>Zero tolerance is communicated but work in this area must not stop</p> <p>Incidents are reported quickly. Children know to 'Tell the teacher'. Staff A-Z reflects this</p> <p>ANT system is used.</p> <p>Parents are invited to share the work their children have done which means parents are aware of our approach to anti bullying.</p>
3.	<p><b>Listening to pupils, staff, parents and others</b></p>	<p>Hear the student voice</p> <p>Actively seek staff views and listen to staff concerns</p> <p>Seek the views of parents</p> <p>Ensure it encourages, enables and hears the full range of views including those with disabilities</p> <p>Identify areas in which the school needs to operate differently to capture all the views it needs.</p> <p>Teachers greet parents and children at the gate each morning and say goodbye at the end of the day.</p>	<p>PSHE coordinator &amp; Governor</p> <p>Head</p> <p>PRWG</p> <p>Equalities coordinator and governor</p>	<p>Pupil voice exercises are common place. School council particularly active in this</p> <p>Exit interviews conducted to check there are no common concerns</p> <p>Parent questionnaire conducted. Changes where possible are implemented. Whole school communication involved</p> <p>Continue to investigate ways to improve communication.</p> <p>Teachers are visible and can take information from parents without having to go through formal procedures.</p>

	<b>ISSUE</b>	<b>ACTION</b>	<b>OWNER</b>	<b>EVALUATION</b>
4.	<b>Developing the Curriculum</b>	<p>Ensure that all subject areas reflect cultural diversity and respect for others</p> <p>Use RE/PSHE/Citizenship as models for best practice in developing an inclusive curriculum</p> <p>Use multi cultural resources to ensure pupils enhance their understanding of different religions and cultures</p> <p>Make use of positive role models in the classroom to develop the self esteem of vulnerable groups and the respect of all for diversity within the community</p>	<p>Equalities coordinator and all staff</p> <p>Equalities coordinator</p> <p>Equalities coordinator and staff</p> <p>Equalities coordinator and staff</p>	<p>SMSC logos highlight our work</p> <p>RE –Agreed syllabus in place</p> <p>New RE resources were purchased to reflect a broader spread of religions &amp; cultures. Any new purchases are selected with multi-cultural approach in mind</p> <p>Work in this is reflected in our curriculum plans</p>
5.	<b>Equalising opportunities</b>  Recognising that some of the groups covered in this policy are likely to be economically disadvantaged	<p>Ensure school uniform is affordable</p> <p>Avoid putting parents under unnecessary financial pressure</p> <p>Promote the take-up of extra-curricular opportunities</p> <p>Ensure that the school charging policy is appropriate</p> <p>Monitor take-up of extra-curricular opportunities</p>	<p>Head and GB</p> <p>Head</p> <p>Head</p> <p>Finance committee</p> <p>Head</p>	<p>Use of School fund to support families. Staff encourage parents to purchase cheaper items of clothing from supermarkets.</p> <p>School fund used to pay for most trips, visits or special events</p> <p>PPG offered for payment for clubs, as is school fund</p> <p>Reviewed annually</p> <p>Ongoing</p>
6.	<b>Informing and involving parents and carers</b>  Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible	<p>Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs. We have communication books in all classes, workshops are organised as are topic meetings.</p> <p>Encourage parents to let the school know if they have a particular disability or other need</p> <p>Encourage parents to discuss their concerns</p> <p>Ensure that parents understand how well their child is progressing</p>	<p>PRWG</p> <p>Head</p> <p>Head</p> <p>All staff</p> <p>All staff</p>	<p>Email, text messages, phone available, answer machine.</p> <p>Headteacher stands on the step, open door policy. Headteacher attends PA functions &amp; meetings</p> <p>Starter pack (Healthcare Form) &amp; application form</p> <p>On newsletter. Through Parent Survey.</p> <p>Pupil progress sheet for consultations</p> <p>Pupil progress sheet for consultations</p>

	<b>ISSUE</b>	<b>ACTION</b>	<b>OWNER</b>	<b>EVALUATION</b>
		<p>Explain how parents can help their child at home</p> <p>Explain how parents and others can help in school</p> <p>Encourage parents to join the PA and/or governing body</p>	<p>Head</p> <p>Head</p>	<p>Offered to parents at the beginning of the year and is ongoing.</p> <p>Parent governors are elected on to the Governing Body when a vacancy occurs. Parents' Association positions go on newsletter/website</p>
<b>7.</b>	<p><b>Welcoming new pupils and helping them to settle in effectively</b></p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year</p>	<p>Ensure a happy start to the school at normal times</p> <p>Ensure that extra help is given to pupils who find change of school challenging</p> <p>Ensure well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school.</p>	<p>Head and staff</p> <p><b>SENCO</b></p> <p>Head, Bursar and GB possible in advance of starting at the school.</p>	<p>New parents meeting &amp; preschool visits</p> <p>Transition support offered</p> <p>School site is accessible Advice is sought from specialist teaching services.</p>
<b>8.</b>	<p><b>Addressing the full range of learning needs</b></p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve</p>	<p>Ensure curriculum is relevant</p> <p>Ensure appropriate teaching styles and classroom organisation</p> <p>Planning is based on earlier learning</p> <p>Marking policy promotes learning for all</p> <p>Track pupil progress and Identify under- performing</p> <p>Promote and maintain higher attendance - strategies and monitoring</p> <p>Develop provision management to establish effective analysis and development of interventions</p>	<p>Head and teaching staff</p> <p>Head and Assessment coordinator</p> <p>Head</p> <p>Head &amp; GB</p> <p>SENCO</p>	<p>Pupils contribute ideas to new curriculum</p> <p>Constantly reviewed through peer and headteacher observations</p> <p>Evidence from sheets used</p> <p>Policy is annually reviewed</p> <p>Headteacher &amp; Governors work with staff</p> <p>Only leave of absence due to exceptional circumstances is authorised Letters sent to parents if there is a cause for concern</p> <p>Senco – proactive when reviews &amp; updating intervention packages</p>

	<b>ISSUE</b>	<b>ACTION</b>	<b>OWNER</b>	<b>EVALUATION</b>
9.	<p><b>Supporting learners with particular needs</b></p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs</p>	<p>Prepare Personal Education Plans to focus on learning priorities</p> <p>Ensure language support is available as required</p> <p>Support students through tutoring/mentoring schemes</p> <p>Provide Homework support</p> <p>Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.</p> <p>Gaps identified in training needs. The results of the analysis are reflected in school development plan</p>	<p>SENCO and class teacher</p> <p>Equalities coordinator Head</p> <p>Class teachers</p>	<p>Have used Polish interpreter before. Need to make contacts for other languages if and when necessary.</p> <p>LSAs target children at 8:40am who do not read regularly at home.</p> <p>Specialist teacher training always encouraged</p>
10.	<p><b>Making the school accessible to all</b></p>	<p>Meet the needs of pupils, staff and others with physical disabilities</p> <p>Meet the needs of pupils, staff and others with other disabilities</p> <p>Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities</p>	<p>Head and GB</p> <p>Head and GB</p> <p>Head and GB</p>	<p>All classrooms are accessible as is the main building Disabled toilets in each block</p> <p>No pupil is excluded from any activity</p>
11.	<p><b>Ensuring fair and equal treatment for staff and others</b></p> <p>Recognising that the school needs to ensure that policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school</p>	<p>Ensure non-discriminatory recruitment and employment practices</p> <p>Encourage the development of all staff</p>	<p>Head and Pay and Personnel committee</p> <p>Head and GB</p>	<p>Will be reviewed by Pay &amp; Personnel committee</p> <p>NQT programme of training PM targets – 3rd target = personal development LSA training &amp; meetings Midday meetings Office staff attend forums and updates</p>

	<b>ISSUE</b>	<b>ACTION</b>	<b>OWNER</b>	<b>EVALUATION</b>
<b>12.</b>	<p><b>Encourage participation of under-represented groups</b></p> <p>Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups</p>	<p>Recruit governors representative of the pupil population and/or community</p> <p>Encourage the widest participation in Parents Association (PA) activities</p>	<p>Head and GB</p> <p>Head</p>	<p>Parent governors reflect pupil population</p> <p>Through newsletters and PA communications</p>
<b>13.</b>	<p><b>Monitoring and Evaluating the policy</b></p> <p>Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.</p>	<p>Report to governors</p> <p>Report to parents and pupils</p> <p>Train all staff and governors</p> <p>Consult pupils, parents and staff on how the policy is working and how it could be improved</p> <p>Monitor and review practice</p> <p>Requirement to report on disability aspects in school prospectus</p> <p>Report on all aspects of inclusion via website, newsletter etc.</p>	<p>Head</p> <p>Head</p> <p>Equalities coordinator and governor</p> <p>Head</p> <p>Head and school administrator</p> <p>Head</p>	<p>HT report to governors x 3 terms</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Website includes prospectus info</p> <p>Ongoing</p>