



Fawkham CE Primary School
Policy for Single Equality Scheme

January 2020

Fawkham CE Primary School

Single Equality Scheme Policy

*The work of our school, underpinned by our core Christian Values:
Respect, Caring, Friendship, Honesty, Forgiveness and Responsibility*

DREAM, BELIEVE, ACHIEVE AT FAWKHAM CEP SCHOOL

We value diversity and promote equal opportunities for all.

Introduction

This Single Equality Scheme brings together Fawkham C E Primary School's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community. Our scheme includes pupils, staff, governors, parents and carers and all those within our extended community, such as neighbouring schools and learning organisations. This scheme is essential for achieving the five outcomes of the Every Child Matters framework and the objectives of the Kent Children and Young People's Plan. We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

Our Values and Visions

Our Fawkham Family ensures that we, as an inspirational community following the light of God, strive for excellence to achieve our full potential. Our nurturing and enthusiastic environment allows all learners to feel empowered and celebrate uniqueness through the guidance of our core Christian values.

In child speak:-

Our Fawkham Family helps everyone to:-

- Work together
- Follow in the footsteps of God
- Try our best
- Feel safe, happy and confident
- Know that we are all special and different

We aim to provide a safe, caring, well-ordered environment in which learning can take place and where each child is valued as an individual.

To achieve this, Fawkham C E Primary School will help pupils to:

- develop lively, enquiring minds.
- acquire knowledge and skills relevant to adult life.
- use language and mathematical concepts effectively.
- develop a sense of awe and wonder for their spiritual world (although we must allow children to express a preference NOT to acknowledge a spiritual belief).
- understand that people come from different backgrounds and cultures, and respect the fact that they may hold different views.
- show respect for others, and demonstrate good manners.
- understand the world in which they live.

- be proud of their own achievements and appreciate the achievements of others.
- form strong, supportive relationships with other children and adults, both in Fawkham and the wider world.
- Have opportunities to meet and mix with others from the local community.
- know the difference between right and wrong and make the right choices.

Our Profile

Fawkham C E Primary School caters for 4 to 11 year olds with a single form entry which serves a village community with lower than average deprivation. There are few children eligible for free school meals. Most children are from white British families, and very few have English as an additional language. The percentage of children with special educational needs is 4%, which is below the national average. There is one pupil with a physical disability.

The Fawkham workforce census enables us to collate data on staff relating to gender, race and disability. All staff vacancies are filled using the application forms which contain requests for information relating to ethnicity, gender and disability. There are 15 members of staff employed at Fawkham. One employee is male. There are no registered disabled staff. All staff are white British.

What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover, Governors, staff, pupils and people using the services of Fawkham, such as parents. It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way. We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and Action Plan. This will be reviewed by the Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

Meeting our Duties

Under the statutory duties all schools/Academies have responsibilities to promote race, disability and gender equality.

Race Equality

The general duty to promote race equality means that we must have due regard and a strong desire to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with Racist Incidents

The following procedure is to be followed if a pupil is the victim of a racial incident:

- Investigate the incident and take appropriate action to offer support to the victim.
- If necessary meet with the pupil's parents/guardian to discuss the matter and explain the action taken. The service of an interpreter/translator may be needed at the meetings.
- Record the incident on a Racial Incident Monitoring Form.

Dealing with the Perpetrator/ Dealing with Pupils as Perpetrators

The following procedure is to be followed if a pupil is believed to be behaving in a racially discriminatory way:

- An appropriate member of staff should intervene and take immediate action, for example, separating the victim from the perpetrator.
- Any racist behaviour should be challenged immediately and openly. The perpetrator to be told that his/her behaviour is unacceptable and will not be tolerated.
- The incident should be reported to the Headteacher and he/she should decide whether any further action needs to be taken, including informing the parents/guardian of the relevant pupils.
- The Racial Incident Monitoring Form to be completed.

Dealing with Members of Staff as Perpetrators

All members of staff are required to abide by the School's Equal Opportunities Policy. Substantiated racial discrimination by any member of staff towards a pupil may be considered as misconduct and the perpetrator may be subject to disciplinary action. In the event of such an allegation being made against a member of staff, the Headteacher or his/her nominee to investigate the allegation in accordance with the relevant Disciplinary Procedures.

Dealing with Members of the Public as Perpetrators

Racially motivated conduct by members of the public needs an immediate response. The following procedure is to be followed in cases of racially discriminatory conduct by a member of the public:

- The incident to be reported to the Headteacher as soon as possible.
- The police to be informed if the incident is of a magnitude that warrants such action (e.g., damage or threat of damage to person or property).
- The Racial Incident Monitoring Form to be completed; the Chair of the Governing Body should be informed of the incident as appropriate.

Dealing with the Impact on the School and the Community

- Racist graffiti or slogans should be reported and removed as soon as possible.
- Racist literature, badges and insignia should be confiscated. A clear explanation setting out the reasons why the property has been confiscated should be given. The confiscated property may be handed to the police in criminal proceedings or returned to the pupil or his/her parents at an early opportunity. It is not open to a teacher to deliberately destroy a confiscated item unless it is necessary in the immediate interests of safety.
- If the incident has caused damage or is seen as a threat of damage to a person or property, it may be appropriate to call a special meeting either with staff only, or with pupils as well, to discuss what has happened.
- It may be appropriate to develop a training programme to help pupils as well as teachers to deal with racial incidents.

Disability Equality

The general duty to promote disability equality is owed to all disabled people, which means that we must have due regard and a strong desire to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility and Fawkham C E Primary School has an **Accessibility Plan** which is reviewed regularly.

Gender Equality

The general duty to promote gender equality means that we must have due regard and a strong desire to:

1. Eliminate unlawful discrimination and harassment.
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. Fawkham C E Primary School will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its community.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Age, Sexual Orientation, Religion and Belief

We must ensure that we do not discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Consultation and Involving People

Legislation states it is important that minority groups are involved in the formulation and development of equality schemes and action plans. To ensure that the views of all groups (particularly potentially disadvantaged groups) are considered, we have sought comments from pupils, staff, Governors, parents and carers, and our wider Fawkham community in creating the Single Equality Scheme and Action Plan.

Impact Assessment

All policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the Equality Action Plan. A full report of outcomes will be sent to the Governors annually.

Review

Views on our progress towards meeting the targets identified in the Action Plan will be sought from pupils, parents, staff, Governors and community members. The Action Plan will be reviewed annually and revised accordingly.

Commitment to Action

The Headteacher has overall responsibility for ensuring the implementation of this scheme. See also the School Development Plan.

Governors will:

- Regularly review the Single Equality Scheme and all other policies.

- Provide leadership and ensure the accountability of the Principal and senior staff for the communication and implementation of School policies.
- Ensure that all Governors have received appropriate training to undertake their roles.
- Highlight good practice and promote it throughout the School and wider community.
- Provide appropriate role models for all managers, staff and pupils.

The Headteacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures.
- Consult pupils, staff and parents in the development and review of the policies.
- Ensure the effective communication of the policies to all pupils, staff and parents.
- Ensure that managers and staff are trained as necessary to carry out the policies.
- Oversee the effective implementation of the policies.
- Hold line managers accountable for effective policy implementation.
- Provide appropriate role models for all managers, staff and pupils.
- Highlight good practice from individual managers, staff and pupils.
- Provide mechanisms for the sharing of good practice.
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
- Ensure that Fawkham carries out its statutory duties effectively.

All staff: teaching and non-teaching will:

- Respond to consultation requests, including, as appropriate, creating opportunities for pupils and staff to share their comments, suggestions and feedback.
- Implement Fawkham's equality scheme and other policies, leading by example and raising issues with line managers which could contribute to policy review and development.
- Behave with respect and fairness to all colleagues, pupils and parents, carrying out the letter and spirit of Fawkham's equality scheme.
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents.

Action Plans

A portfolio of Action Plans are appended

These include;

- Accessibility Action Plan
- Race Equality Action Plan (inc. Faith and belief)
- Gender Action Plan

All schools need to have a Race Equality Action Plan, Disability Equality Scheme and Gender Equality Scheme. This scheme and the accompanying action plans set out how the governing body will meet the three equality requirements.

If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the scheme to be explained to you in your language please contact the school office. If you have any comments about our scheme please contact us.

Inclusion Manager: Miss Mandy Bridges

Governor for LAC: Cllr Penny Cole

This policy will be reviewed regularly and updates given to Governors, in line with any new information and guidance that becomes available.

Reviewed by: Miss Mandy Bridges (Inclusion Manager 2020)

To be reviewed: January 2023

Signed.....Date.....
(Chair of Governors)

Signed.....Date.....
(Headteacher)

Appendix 1

Gender (sex)

Duties under the Equality Act 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sex.
- Promote equality of opportunity between women and men.

From 6 April 2007, the Equality Act 2006 requires the governing body to promote equality of opportunity between women and men (including boys and girls) and to publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties. The Governing body will revise and review the plan every 3 years and report on progress annually.

There are no specific duties or requirements on schools in relation to gender reassignment, beyond the requirement not to discriminate in terms of employment of staff.

Disability

Duties under Part 5A of the DDA 2005 require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under

Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Duties in Part 4 of the DDA 1995 require the governing body to plan (The Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Race

Duties under the Race Relations (Amendment) Act 2000 require the governing body to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- promote good relations between people of different racial groups

To meet this requirement the governing body will

- produce a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity.
- assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually
- record racist incidents and report them to the local authority on a regular basis.

The school will contact the local authority for advice on the format, process and frequency of reporting as required.

Religion or Belief and Sexual orientation

Duties under the Equality Act 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sexual orientation.
- Eliminate unlawful discrimination and harassment on the grounds of religion or belief.

There are no specific duties or requirements on schools to publish a Scheme relating to religion, beliefs or sexual orientation.

Appendix 2

KEY LEGISLATION

Equality strand Legislation

Age Employment Equality (Age) Regulations 2006

Equality Act 2006

Disability Disability Discrimination Act 1995, as amended

Special Educational Needs and Disability Act 2001

Disability Discrimination Act 2005

Gender (sex) Sex Discrimination Act 1975, as amended

Equality Act 2006

Gender (reassignment) Sex Discrimination (Gender Reassignment)

Regulations 1999

Equality Act 2006

Race Race Relations Act 1976, as amended

Race Relations (Amendment) Act 2000

Equality Act 2006

Duty to promote community cohesion

Religion or belief Employment Equality (Religion or Belief) Regulations

2003, as amended

Equality Act 2006

Sexual orientation Employment Equality (Sexual Orientation) Regulations

2003, as amended

Equality Act 2006

Appendix 3

Equality

Schools have a duty to promote equality of opportunity for all students and staff, regardless of their sexual orientation, race, religion or disability. This promotion of equality should be enshrined in school policies on equal opportunities, behaviour and the curriculum.

Disability

Equality and the curriculum

Equality in the school workforce

The Gender Equality Duty

Race equality

Religion

Gender (sex)

Duties under the Equality Action 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sex.
- Promote equality of opportunity between women and men.

Disability

Duties under Part 5A of the DDA 2005 require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment,

to the provision of services and to education. The Disability Equality Duty brings together schools

responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Duties in Part 4 of the DDA 1995 require the governing body to plan (The Schools Accessibility Plan)

to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Race

Duties under the Race Relations (Amendment) Act 2000 require the governing body to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- promote good relations between people of different racial groups

Religion or Belief and Sexual orientation

Duties under the Equality Action 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sexual orientation.
- Eliminate unlawful discrimination and harassment on the grounds of religion or belief.

What does the duty mean for religion or belief equality?

When carrying out their duties schools are required to have due regard of the need to:

- Eliminate unlawful discrimination and harassment on the grounds of religion or belief.
- The Employment Equality Regulations 2003 currently offers protection against discrimination on the grounds of religion or belief in the workplace. With the addition of the new powers granted by the Equality Act 2006, it will become unlawful (subject to certain exemptions) to discriminate on the grounds of religion or belief in the following areas:
- The provision of goods, facilities and services,
 - The disposal and management of premises,
 - Education
 - The exercise of public functions.

What does the duty mean for sexual orientation equality?

When carrying out their duties schools are required to have due regard of the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sexual orientation.
- The Employment Equality (Sexual Orientation) Regulations 2003 currently offers protection against discrimination on the grounds of sexual orientation in the workplace. With the addition of new powers introduced by the Equality Act 2006, it will become unlawful (subject to certain exemptions) to discriminate on the grounds of sexual orientation in the following areas:
- The provision of goods, facilities and services,
 - The disposal and management of premises,
 - Education
 - The exercise of public functions

Fawkham CE Primary School
Single Equality Scheme Action Plan 2020- 2023

Actions to support our Single Equality Scheme are also contained in our Development Plan, Accessibility Plan, Gender Plan and Race Equality Plan as indicated.

Target	Actions	Timescale	Success criteria
All stakeholders know what the Single Equality scheme is and how it will be implemented here at Fawkham CEP School	Publish and promote the Equality Plan through the school website, newsletter and staff meetings. All staff and governors are aware of this plan through governors meetings and staff meetings. Parents made aware in Term 4 newsletter. Staff made aware in staff meetings.	Approved by Governors January 30 th 2020 Published on website by Feb 1 st 2020	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Action Plan
All groups of children achieve equally well	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils Achievement data analysed three times a year – December, April and July and results acted upon	December April July	Analysis of teacher assessments and annual data demonstrates the gap is narrowing for equality groups
Increase in pupils' participation, confidence and achievement at all levels and within all lessons	Ensure that the curriculum promotes role models that pupils positively identify with, which reflects the school's diversity in terms of race, gender and disability	Ongoing	Notable increase in participation and confidence of targeted groups
Increase in pupil participation, confidence positive identity – monitor through all aspects of school life	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Ongoing	More diversity reflected in school displays across all year groups
School pupil led leadership groups – School Council, Leading Lights, Play Leaders Etc, Team, Reading Ambassadors, E-Safety Ambassador representation, class assemblies, worship monitors/prefect groups and any fund raising groups monitored by race, gender, disability	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.	Ongoing	More diversity in membership of all groups
To ensure that all parents can access school information Ensure that all parents who have weak literacy skills are able to read the letters	Ensure that the school website is updated on a weekly basis Ensure that all SEN info is easily accessible and inline with the Code of Practice Ensure that individual parents who are known to have literacy difficulties have a link person – usually office staff – to share key information and aid completion of forms	Ongoing	All parents feel that they are able to access school information and that support is there is needed.
To take into account the views of all parents, pupils and staff when reviewing policies and procedures	Pupil, parent and staff views sought through meetings, questionnaires, surveys etc	Ongoing	Pupils, parents and staff respond to requests for information. Views are taken into account when policies and procedures are reviewed
Communications are improved so that information is more accessible	Improve range of communications used e.g. newsletter, website, Parent Mail 2	Ongoing	Information can be accessed through a range of means

Other relevant policies include:

Anti-bullying Policy ,Special Educational Needs Policy ,Gender Equality Policy, Racial Equality Policy, Equal Opportunities Policy, Recruitment & Selection Policy ,Teaching & Learning Policy, Pay & Reward Policy, Learning Environment & Display Policy, PSHE/Citizenship Policy, Monitoring the Quality of Education and Curriculum Statement

Written By Miss Mandy Bridges – Inclusion Manager

Fawkham CE Primary School

Gender Action Plan 2020- 2023

Target	Actions	Timing/Dates	Success Criteria	Who is involved
Tracking vulnerable groups of children at pupil progress meetings including looking at gender issues.	Hold regular school based review staff meetings	December, April and July to inform pupil progress meetings	Any differences in male/ female performance identified and addressed	All teachers HT
When analysing 'Analysing School Performance' look to see if there are any Gender differences then consider actions to be taken	Analyse the data in a staff meeting and produce a report for staff and governors IF issues arise discuss ways of addressing them.	Autumn Terms	Any differences in male/ female performance identified and addressed	All teachers HT
Monitoring observations – monitor the responses asked from Boys / Girls – is it an appropriate ratio?	Incorporate a sub category into lesson monitoring proformas when leadership team monitoring takes place Address trends in feedback to teachers	Ongoing	Future practice informed	Leadership Team Coordinators
Role Play areas – ensure role play areas portray non stereo typed behaviours	EYFS teacher to undertake self-assessment Leadership monitoring to incorporate	Ongoing	Pupils are not subconsciously pushed into stereotypical roles	Leadership Team
Access to clubs · Girls join football · Boys join dance & netball Make it clear that all clubs are open to Boys and Girls	HT to ensure Boys and Girls are equally welcomed	Ongoing	Pupils work / play alongside each other	Leadership Team CR (PE Leader)
Follow trade unions guidelines in ensuring the development of gender equality objectives for example, in recruitment and Performance Management.	Guidelines are adhered to.	Ongoing	Enhance involvement mechanisms to increase understanding of the views.	School Leadership Team and Resources Committee of the Governing Body
Improved monitoring and feedback systems to give more focused and robust analysis of gender in relation to performance.	Monitor Bullying and Racist incident reporting and exclusions for gender issues. Annually Tracking progress data to have a focus on gender analysis	Termly	Strengthen monitoring and feedback systems in relation to gender equality. Strengthen analysis of information and processes for reporting on monitoring and feedback.	MB All CTs

Target	Actions	Timing/Dates	Success Criteria	Who is involved
Continue to conduct Diversity Impact Assessments on new and existing policies and major service changes in line with legislation	Carry out review of policies in line with School Development Plan.	Ongoing	All new policies appropriately impact assessed for gender equality Rolling programme in place to undertake impact assessments on existing policies and with a process for review	All subject Leaders
Flexible working patterns	Flexible working patterns to be considered when recruiting e.g during advertising and when current staff encounter changes in their personal lives.	Ongoing	Ensuring every employee will be given the opportunity, where possible and subject to service needs, to work in a flexible manner. Flexible working will be open to males and females alike. Increase, if required, number of part-time roles within all scales including higher level grades, to ensure females/carers have access to senior roles Exit interviews show no identification of gender issues	MB & Chair of Personnel and Staffing
Reducing the educational attainment gap between boys and girls.	Use findings of commissioned research to reduce attainment gap between boys and girls Use Raise Online data	Annually	Ensure that Action Planning addresses findings in results in order to counterbalance any gender issues.	SLT
Our Curriculum on offer reflects the interests of both boys and girls and promotes gender equality.	Children will be engaged in their work and will appreciate the diversity within our society, particularly regarding gender.	Ongoing	Regular impact assessments will ensure that topics and resources promote gender equality.	SLT
All children are given equal opportunities and encouragement to participate in all tasks and activities regardless of gender.	Monitoring during classroom observations, when choosing participants for clubs, performances, etc	Ongoing	No child is discriminated against when participating in school activities.	MB
Our PSED duties are fulfilled.	Make all stakeholders aware of our commitment to the PSED	Ongoing	Take account of our Public Sector Equality Duty through the review of our Equality Action Plans.	MB

Written By Miss Mandy Bridges– Headteacher

**Fawkham CE Primary School
Racial Equality Action Plan 2020- 2023**

Target	Actions	Timing/Dates	Success Criteria	Who is involved
Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Body	Miss Bridges / 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?	Annual return to KCC Termly report to governors	Identify, respond and report racist incidents as outlined in the Policy. Report the figures to the Governing body / Local Authority on a termly basis.	CTs TAs HT Governors
Investigate and invite where possible members of non-Christian religions to talk to the children	Generate list of useful contacts within our community Make contact to discuss arrangements and book as necessary	Ongoing throughout the year	Visits from people from other religions and cultures expand the children's knowledge and understanding.	HT SMSC leader - MB
Continue to buy a healthy number of multi-cultural texts for the library and the classrooms and encourage children to read them	Utilising Learning Resources budget to fund next purchases of library books, ensuring a proportion of the new books feature and celebrate multi-culturalism	Ongoing throughout the year	Library and classroom libraries feature an even greater diversity of multi-cultural texts.	Literacy leader – NGW/SH
Ensure themed days and weeks that in part support racial equality take place and represent the variety of cultures in Britain today.	List with staff the possible activities for the week and plan them in various staff meetings Inform parents and make any necessary arrangements and bookings Carry out weeks and review effectiveness	March 2020 Book Week	Theme weeks in part lead to a greater awareness of the variety of cultures in Britain today	HT All other staff
Annual reviews of Behaviour policy, including Anti-Racist policy.	Race Equality Policy published and linked to relevant school policies.	Autumn 2019	School identifies action to be taken to tackle discrimination and to promote equality and good race relations across the whole area of school activities	HT DH
All new and existing policy, procedures and practices to undergo race equality impact assessment on pupils, staff and parents, in particular the attainment levels of pupils from different racial groups.	As part of the Governor review and organisation of policies, the FGB will assess impact on race equality. Consultation with key stakeholder/s will form part of this review.	Thrice yearly.	To enable the school to address the needs of diverse groups at risk of disadvantage, promote good relations between diverse communities, and set priorities accordingly	HT Teachers Governors
Celebrate cultural events throughout the year to increase pupils' awareness and understanding of different communities	Plan lessons linked to Eid, Diwali, Chinese New Year, Christmas etc Worship	Ongoing	Increased awareness of different communities shown in all areas of school life	CT HT

Written By Miss Mandy Bridges– Headteacher

Fawkham CE Primary School

Accessibility Action Plan 2020- 2023

Target	Actions	Timing/Dates	Success Criteria	Who is involved
<ul style="list-style-type: none"> o To provide suitable facilities for all pupils staff and visitors to school and site o To ensure that the outside areas in EYFS are safe and provide the correct environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Visual inspections; written record, discussion and recommendations to governing body. . <input type="checkbox"/> Review the impact of all Interventions. <input type="checkbox"/> To ensure staff are aware of the changes to LIFT referrals. 	Ongoing	All children doing well – their needs are being met. Will continue with this support throughout the school.	HT CTs Caretaker
<ul style="list-style-type: none"> To review provision and plan for change. o To provide best possible care for all children with Medical and Educational needs. o Risk assessments completed and in place – regularly updated. o Ensure all care plans are correctly displayed. 	<ul style="list-style-type: none"> <input type="checkbox"/> To ensure that the outside areas are kept safe for physically disabled child . <input type="checkbox"/> To ensure that the correct staff are trained and employed to support the child – through supporting physio therapy <input type="checkbox"/> To ensure that the education provided is fully inclusive. <input type="checkbox"/> Staff employed to support children 	Ongoing	All children doing well – their needs are being met. Will continue with this support throughout the school.	HT CTs Caretaker
<ul style="list-style-type: none"> To have an individual medicine sheet for each child that needs medicine in school. o To upload all medical information onto SIMS 	<ul style="list-style-type: none"> <input type="checkbox"/> To discuss individual needs as they arise with parents and agencies. <input type="checkbox"/> Ensure that there is lunch time supervision and activities for the children to engage with. <input type="checkbox"/> Ensure all staff are aware during staff meeting of any pastoral issues- these, and safeguarding, will be discussed each week <input type="checkbox"/> To send home the allergy and alternative menus from the Kitchen each term. To encourage parents to attend lunches and to meet with the kitchen staff. 	Ongoing	All children with an allergy are displayed in the Kitchen /Staffroom, and hallway. Those with high allergy needs have an individual Health Care Plan	HT CTs TCS
<ul style="list-style-type: none"> Test reliability of wheelchair ramp with servicing if necessary 	<ul style="list-style-type: none"> Set up regular schedule to check safety and reliability Ensure servicing takes place if needed 	March 2020	Wheelchair access ramp readily retrievable and effective and safe	Caretaker

Target	Actions	Timing/Dates	Success Criteria	Who is involved
Ensure all structural change/improvement allows equality of access for physical disability.	Ensure key personnel are up to date with latest legislation.	Ongoing	New-build work, refurbishment work will improve access and comply with legislation. Evidence of inclusion and progression.	HT Governors
To use visual prompts to relay instructions, timetables, behaviour expectations	Class teachers and TAs to make resources. Materials from SEN resources	Ongoing	Children will access information more readily/effectively. There will be a bank of resources	TAs CT
To present suitable images of disabled people. To ensure suitable information books available in library to inform pupils.	Regular audit of books and resources to monitor for inclusive images and representations of disabled in society – we order books with this in mind. Raise awareness with children of the need to include all, also to inform children of disabilities through story and information books.	Ongoing	Children will be fully integrated in the school curriculum at their level Books used and raised awareness. Vulnerable groups register in place..	NGW/SH as literacy and library leader ALL staff
For pupils with Severe and Complex needs to access the curriculum.	Identify the children Produce IEPs with SMART targets that outline provision being made Care plans for those that need it written and shared with parents	Ongoing	Pupil's needs will be fully catered for. Ensure that there are sufficient resources and technology to allow for access to the curriculum.	CR SENCO CTs HT
Consider procedure for dealing with temporary disabilities if necessary	Informal decisions made on supporting for children with broken limbs etc. when incidents arise Liaise with parents and implement medical advice Discuss individual needs as they arise with parents and agencies.	Ongoing	Children who have temporary disabilities are able to access the same things as all other children in school including the building and the National Curriculum	CR SENCO CTs HT
Early identification of children with poor physical co-ordination dyspraxia etc. (Gross motor skills). BEAM programme	Some pupil's follow the programme for BEAM to enhance gross motor control. All year R are screened Regular updates and training for TAs All children to be involved in a two term programme before referral made to external agencies	Ongoing	BEAM scheme considered, discussed, planned for and used to benefit pupils To continue to use BEAM to screen and support pupils. To continue programme in Year 1 and 2 and if necessary into KS2 for some pupils. To use BEAM + with older children with coordination problems.	NF – KS2 HT - Reception EM – KS1

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