



# **HENDREDS SCHOOL**

## **EQUALITY REVIEW**

**July 2016**

**In the following report we review the equality objectives as set out in the Equality Policy of our school.**

**The red text states the specific actions taken by the school in order to ensure our objectives were met.**

	Aims	Actions
1. Teaching and Learning	<ul style="list-style-type: none"> <li>• To ensure that our teaching staff take into account the learning needs of all our pupils through work schemes and lesson planning in order to improve <u>attainment</u></li> <li>• To enable staff to relate to children what constitutes <u>prejudiced behaviour</u> and instil the confidence to challenge it appropriately.</li> <li>• To make staff and pupils aware of the importance of language and to ensure the use of non-discriminatory language in all our literature.</li> <li>• To use materials which reflect a range of cultural backgrounds with awareness to stereotyping.</li> <li>• To ensure all staff has solid knowledge of what constitutes discriminatory behaviour and the confidence to challenge it.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual training session with all teaching staff focussing on issues related to equality and cohesion. <b>Issues relating to equality and cohesion are discussed regularly with staff.</b></li> <li>• Annual training session with all members of staff on discriminatory behaviour and ways to challenge it. <b>Discriminatory behaviour and ways to challenge it are discussed on a regular basis through curriculum coverage and staff meetings,.</b></li> <li>• Termly visits by the teaching and learning governors reviewing available teaching material, school displays and the general delivery of lessons with reference to equality and cohesion. <b>Both teaching governors have visited the school on a termly basis reviewing the quality of teaching in terms of equality and cohesion among other aspects.</b></li> <li>• Continuous monitoring of <u>attendance</u> as well as <u>attainment</u> within staff meetings as well as through the Curriculum and Parents Committee once a term. <b>Monitoring of attendance and attainment has been done (and continues to be done) on a daily basis in staff meetings, termly sub-committee meetings and FGB meetings (see minutes).</b></li> <li>• Provision of education visits and extra-curricular activities that reflect all pupil groupings and those of the wider world. <b>Enriched curriculum includes residential field trips, visits to Oxford; Collective Worship Programme, Judo.</b></li> <li>• SMT will identify INSET needs and plan for any necessary training. <b>MO Consultancy. Ongoing for several SEND pupils.</b></li> </ul>

<p>2. Employment</p>	<ul style="list-style-type: none"> <li>• To clarify with all staff as to what constitutes a violation of the Equality Act 2010 and to instil the confidence to challenge such behaviour appropriately.</li> <li>• To remove or minimise any barriers to teaching related to the <u>protected characteristics</u>.</li> <li>• To set employment policy criteria which do not discriminate against staff.</li> <li>• To ensure the school development plan and management strategies comply with the Equality Act 2010 and reinforce a culture of integration and cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual training session with all staff on their rights under the Equality Act 2010 <b>Staff aware.</b></li> <li>• Familiarise all governors with their rights and duties under the Equality Act 2010. <b>Governors have been made aware.</b></li> </ul>
<p>3. Accessibility</p>	<ul style="list-style-type: none"> <li>• To ensure equality of access for all pupils and prepare them for life in a diverse society.</li> <li>• To create a physical environment that is accessible to all..</li> <li>• To create an academic environment that is accessible to all.</li> <li>• To ensure that all pupils can participate in out-of-school activities including field study trips, theatre visits, etc.</li> <li>• To provide written information for pupils or parents/carers with disabilities in a form which is user friendly and appropriate to their needs within a reasonable time frame.</li> <li>• To set admissions policy criteria which do not discriminate against pupils.</li> <li>• To provide physical aids to access education through SEN framework when it relates to a particular pupil.</li> <li>• To provide adequate planning and provision of physical aides to education through planning duty.</li> <li>• To ensure that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, staff information and training.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly visit by the Health and Safety governor reviewing the site with a view to maintain and improve accessibility. <b>Health and Safety governor has visited regularly throughout the year, reviewing relevant issues.</b></li> <li>• Regular meetings of SMT and SEN governor to ensure adequate provision of access to the curriculum by disabled pupils. <b>Done. See SEND Report.</b></li> <li>• Raising awareness of disability of the whole school staff through a programme of training when individual need arises. <b>Done.</b></li> <li>• Weekly staff meetings where individual attainment is closely monitored and possible adjustments are being discussed. <b>Done</b></li> <li>• Parents for whom English is not their first language being met by either a member of staff or an appointed governor to establish their needs, helping them and their children access all necessary information.</li> </ul>