

Beehive Lane Community Primary School - Equalities Objectives and Action Plan - Date of Publication April 2012 (2 Yr timescale for plan; annual monitoring)

Objective, please give an end date/time scale to each action	Which protected group(s) will this most affect/influence	How will we know we have achieved this objective?	Lead and other key players	Actions, please give an end date/time scale to each action	Annual Red/Amber/Green rating
<i>Encourage more speakers to come into school from ethnic minorities to discuss different cultures and beliefs</i>	<i>Race</i>	<i>We have had a range of speakers from different cultures and countries into school to talk to the children. The children will speak in an informed and positive way about other cultures and countries</i>	<i>Senior management team, (SMT) RE Subject Leader Governors</i>	<i>Act on advice following RE Review April 2013. Outcome from Essex R.E. Review. Spiritual, Moral, Social and Cultural provision is highly effective.</i>	<i>Green</i> <i>Hindu speaker Year 4 2014.</i> <i>Mosque visits and Iman talks 2012/13</i> <i>/14.</i> <i>Polish, Romanian and Turkish</i> <i>Parent presentations and talks to children;</i> <i>Moulsham High input on analysing Islam and Christianity;</i> <i>Sikh element in Year 2 and 6 - studied role play and drama</i>

<p><i>Publish Equality scheme, Behaviour and Anti-bullying policies on website</i></p>	<p><i>All</i></p>	<p><i>Parents and children will have easy access to the schools policies that show zero tolerance towards discrimination</i></p>	<p><i>Office Manager, SMT</i></p>	<p><i>Develop website April 2012</i></p>	<p><i>RED</i> <i>All policies now on new website (April 2014)</i></p>
<p><i>Narrow gaps in reading attainment of pupils from low income families</i></p>	<p><i>FSM</i></p>	<p><i>FSM children make good progress in reading</i></p>	<p><i>SMT, Literacy Governor</i></p>	<p><i>Achievement for All, Targeted use of Pupil Premium Funding Intervention Groups. Dyslexia screening. Parent initiatives September 2012</i></p>	<p><i>Amber</i> <i>Success at end of KS2, reading results 2013. Progress of FSM families in line in Year 1 - 4 and 6 (2013)</i> <i>Ongoing objective of Pupil Premium</i></p>

<i>Update anti-bullying and behaviour policies to ensure harassment due to sexual orientation is recognised as bullying and will incur serious sanctions</i>	<i>All</i>	<i>Update Anti-bullying and behaviour policies to ensure parents and children are aware of schools zero tolerance towards discrimination</i>	<i>SMT</i>	<i>July 2012</i>	<i>RED</i> <i>Updated and on Website</i>

12. Beehive Lane Community Primary School - Equalities Objectives and Action Plan - new Actions w.e.f April 2014 (2 Yr timescale plan to 2016; yearly monitoring)

Objective Please give an end date/timescale to each action	Which protected group (s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions. Please give an end date/ timescale to each action	Annual Red/Amber/ Green rating
<i>Encourage even greater range of speakers to come into school from ethnic minority groups to discuss different cultures and beliefs</i>	<i>Race Religion Cultural</i>	<i>We have had a range of speakers from different cultures and countries and want to encourage people from groups that have not been well represented before.</i>	<i>SMT, R.E. subject leader Governors</i>	<i>Visitors Programme Monitor</i>	<i>Amber: New RE curriculum in place from Sep 2015; Range of parents and speakers / visitors from different cultures - Polish, Turkish; Mosque visits and meeting Imam; Christianity - church visits and vicar in school; Hindu visitor focus on Diwali; Polish group with LSA; engagement with Eastern European extended families visiting school - Romanian, Polish relations; Detailed study in school of Sikh and Jewish religions (esp with topic links); wide range of festivals and cultural themes in assemblies; JAPANES E WEEK - VISTORS AND WEEK OF ACTIVITIES AND LEARNING INCLUDING LANGUAGE TUITION, CULTURAL EXPERIENCES Spring 2015.</i>
<i>Monitor progress of</i>	<i>EAL and Ethnic Minority</i>	<i>These children</i>	<i>SMT</i>	<i>Effective provision management mapping to</i>	<i>Amber Close monitoring and stringent scrutiny of all children's progress and group analysis - termly</i>

<p><i>EAL and Ethnic Minority Group.</i></p>		<p><i>will achieve as well as or better than their peers.</i></p>		<p>meet individual educational and social needs - stringent monitoring every half term.</p>	<p><i>vulnerable group scrutiny (governor and HT monitoring Committee): Success with very good progress by EAL and Minority groups</i></p>
<p><i>Monitor Progress of Pupil Premium children</i></p>	<p><i>Pupil Premium Children</i></p>	<p><i>These children will achieve as well as or better than their peers.</i></p>	<p><i>SMT and Governor Pupil Premium Scrutiny Committee</i></p>	<p>Effective provision management mapping to meet individual educational and social needs - stringent monitoring every half term.</p>	<p><i>Amber</i> <i>Stringent analysis of achievement of disadvantaged children (PP, SEN and adopted from care.</i> <i>Impact: excellent progress of these groups both academically, socially and attendance.</i></p>

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<i>To deepen children's understanding of a wide range of religious beliefs, customs, culture and practice</i>	<i>Race; Religious and cultural groups</i>	<i>Children experience and are able to elaborate on their understanding of Sikhism and Judaism through visitors/ visits</i>	<i>Senior management team, (SMT) RE Subject Leader Governors</i>	<i>Arrange visits and visitors -focus: Sikhism and Judaism (2 Year cycle 2016-8)</i>	<i>Green</i>
<i>To maintain and deepen understanding of a wide range of religions in school</i>	<i>Race; Religious and cultural groups</i>	<i>Children deepen and master knowledge and understanding of a range of cultural and</i>	<i>Senior management team, (SMT) RE Subject Leader Governors</i>	<i>Assembly and class/ pupil group sessions with visitors (and visits) from major faith groups (including Hindu, Christian, Muslim)</i>	<i>Green</i>

		<i>religious practices and beliefs.</i>			
<i>Monitor achievement of disadvantaged children and ensure highly effective provision</i>	<i>Socially and economically disadvantaged (inc Pupil Premium, adopted from care)</i>	<i>These children make excellent progress and close any gaps in attainment with the other children.</i>	<i>Senior management team, (SMT) Governors vulnerable children scrutiny committee</i>	<i>Termly review, monitoring of progress and planning of provision for these children; termly stringent scrutiny and challenge by HT and governors including specialist Governor Committee</i>	<i>Amber</i>
<i>Continuation: Monitor achievement of EAL and Ethnic Minority Group.</i>	<i>EAL and Minority groups</i>	<i>These children will achieve as well as or better than their peers.</i>	<i>SMT</i>	<i>Effective provision management mapping to meet individual educational and social needs - stringent monitoring every half term; Termly review, monitoring of progress and planning of provision for these children; termly stringent scrutiny and challenge by HT and governors including specialist Governor Committee</i>	<i>Amber</i>