

Beehive Lane Community Primary School - Review of Equalities Objectives and Action Plans to date 2012-14; 2014-16; 2016-18

- 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</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</i>	<i>Green</i> <i>Hindu speaker Year 4 2014.</i> <i>Mosque visits and Iman talks 2012/13 /14.</i> <i>Polish, Romanian and Turkish</i> <i>Parent presentations and talks to children; Moulsham High input on analysing Islam and Christianity;</i> <i>Sikh element in Year 2 and 6 - studied role play and drama</i>

		<i>cultures and countries</i>		<i>highly effective.</i>	
<i>Publish Equality scheme, Behaviour and Anti-bullying policies on website</i>	<i>All</i>	<i>Parents and children will have easy access to the schools policies that show zero tolerance towards discrimination</i>	<i>Office Manager, SMT</i>	<i>Develop website April 2012</i>	<i>RED</i> <i>All policies now on new website (April 2014)</i>
<i>Narrow gaps in reading attainment of pupils from low income families</i>	<i>FSM</i>	<i>FSM children make good progress in reading</i>	<i>SMT, Literacy Governor</i>	<i>Achievement for All, Targeted use of Pupil Premium Funding Intervention Groups. Dyslexia screening. Parent initiatives September 2012</i>	<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></p>	<p><i>All</i></p>	<p><i>Update Anti-bullying and behaviour policies to ensure parents and children are aware of schools zero tolerance towards discrimination</i></p>	<p><i>SMT</i></p>	<p><i>July 2012</i></p>	<p><i>RED</i></p> <p><b>Updated and on Website</b></p>

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
<p><i>Encourage even greater range of speakers to come into school from ethnic minority groups to discuss different cultures and beliefs</i></p>	<p><i>Race Religion Cultural</i></p>	<p><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></p>	<p><i>SMT, R.E. subject leader Governors</i></p>	<p><i>Visitors Programme Monitor</i></p>	<p><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; JAPANESE WEEK - VISITORS AND WEEK OF ACTIVITIES AND LEARNING INCLUDING LANGUAGE TUITION, CULTURAL EXPERIENCES Spring 2015.</i></p>

<p><i>Monitor progress of EAL and Ethnic Minority Group.</i></p>	<p><i>EAL and Ethnic Minority</i></p>	<p><i>These children will achieve as well as or better than their peers.</i></p>	<p><i>SMT</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>Close monitoring and stringent scrutiny of all children's progress and group analysis - termly 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>

Beehive Lane Community Primary School - Equalities Objectives and Action Plan - Date of Publication April 2016 - 2018 (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>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>Actions changed to embed new RE curriculum 2016 and lesson plans 2017 to ensure high standard of teaching and learning, including focus on Sikhism and Judaism. Excellent progress in this regard. High standard of learning and understanding evident (see RE leader for details) Visitors and visits scheduled in for Sikhism and Judaism in next plan to build on this success.</i>
<i>To maintain and deepen understanding of a wide range of</i>	<i>Race; Religious and cultural groups</i>	<i>Children deepen and master knowledge 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>Church visits; assemblies from local vicars; Easter church activities; Carol service and Christmas at church; Reverend Sheldrake assemblies in school; Islam workshops (visitors); Year 2 Mosque visit; Year 6 Humanist visiting speaker / workshop;</i>

<p><i>religions in school</i></p>		<p><i>understanding of a range of cultural and religious practices and beliefs.</i></p>			<p><i>Whole school 'Values Week' in Autumn 2017 with wide range of religious stories from major faiths / values underpinning project work by all the children - shared with whole school community.</i></p> <p><i>RE lessons across the year groups in selected areas: Rev Sheldrake.</i></p> <p><i>Chinese new year visitor - deeper understanding achieved of festival, customs and practices achieved.</i></p> <p><b><i>Impact:</i></b> <i>Excellent impact in deepening learning experience and understanding evident for children. Excellent supplement of teaching subject expertise by visitors led to deep understanding of different faiths, beliefs and cultures; tolerance and understanding embedded.</i></p> <p><i>British and school values, main religious festivals are main themes of school assemblies which has broadened and deepened children's understanding;</i></p>
<p><i>Monitor achievement of disadvantaged children and ensure highly effective provision</i></p>	<p><i>Socially and economically disadvantaged (inc Pupil Premium, adopted from care)</i></p>	<p><i>These children make excellent progress and close any gaps in attainment with the other children.</i></p>	<p><i>Senior management team, (SMT) Governors vulnerable children scrutiny committee</i></p>	<p><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></p>	<p><i>Close detailed monitoring and targeted intervention teaching groups, group support and individual programmes of disadvantaged children.</i></p> <p><b><i>Impact Overall highly effective:</i></b> <i>excellent progress and attainment gap closed by the end of Year 6 for disadvantaged children. Full details in</i></p>

					<i>Governor Vulnerable children Committee termly minutes.</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 Close monitoring and stringent scrutiny of all children's progress and group analysis - intervention as appropriate on individual, group, differentiation or teaching group basis. Termly vulnerable group scrutiny (governor and HT monitoring Committee): Success with very good progress by EAL and Minority groups</i>