

Bishop Hedley RC High School
Ysgol Uwchradd Gatholig Esgob Hedley

Strategic Equality Plan 2018-2021

Strategic Equality Plan
2018-2021



STRATEGIC EQUALITY PLAN 2018-2021

Guidance and Procedures for dealing with discriminatory incidents in schools

This policy will be reviewed every four years or following any changes in legislation.

Signed: Fr. C. Hancock Chair of Governors

Signed: S. J. Hopkins Headteacher

Date: 20/09/2018

TABLE OF CONTENTS

	Page No(s)
Introduction and Context	3
1.0 Our School	4
1.1 School Values	
1.2 Characteristics of our School	
1.3 Delivering equality	
1.4 Our equality objectives	
2.0 Responsibilities	7
2.1 Governing Body	
2.2 Senior Leadership Team	
2.3 Staff – teaching and non-teaching	
3.0 Information Gathering and Engagement	8
3.1 Purpose and process	
3.2 Information gathered	
3.3 Engagement	
4.0 Equality Impact Assessment	8
5.0 Publication and Reporting	9
6.0 Monitoring and Review	9
Appendices	10
Appendix 1 Action plan	10
Appendix 2 What is a discriminatory incident	11
Appendix 3 Recording incidents	12
Appendix 4 Guidance for dealing with discriminatory incidents	13
Appendix 5 Disability Access Plan	18

Introduction and Context

The purpose of the Strategic Plan is to describe what we are doing at Bishop Hedley Catholic High School to meet our responsibilities under the Equality Act 2010, including the Public Sector Equality Duty (general duty) and the specific duties for Wales.

The Public Sector Equality Duty requires us to consider the needs of people with characteristics protected under the Equality Act 2010. Those nine protected characteristics being:-

1. Age
2. Race
3. Disability
4. Religion or Belief
5. Gender reassignment
6. Sex
7. Sexual orientation
8. Pregnancy and Maternity
9. Marriage and Civic Partnership

Welsh language is also included in Wales.

We must recognise the need to:-

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act;
- provide equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a relevant protected characteristic and those who do not.

Having due regard for promoting and ensuring equality includes:-

- removing or minimising disadvantages experienced by people due to their protected characteristics;
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
- encouraging people with protected characteristics to participate in public life or in other activities where they participate less than other groups.

1.0 Our School

1.1 School Values

MISSION STATEMENT OF BISHOP HEDLEY HIGH SCHOOL

Working Together in Christ to develop our God-given talents

AIM 1

We aim to develop a spiritual awareness in our pupils, increasing their knowledge and understanding of gospel values as interpreted by the Catholic Church.

AIM 2

We aim to encourage our pupils to appreciate the virtues of collaboration, responsibility, self-discipline, endeavour and individual judgement.

AIM 3

To develop a curriculum with balance, depth, breadth and continuity, which is relevant and meaningful to the pupil, at different stages of his or her development; and responsive to his or her needs and interests, as well as to the demands of employers, colleges, universities and examining bodies.

AIM 4

To seek the continuing co-operation and support of our Parents, Priests, Parishes and Communities.

AIM 5

To ensure that Bishop Hedley High School recognises and encourages talent of all kinds and endeavours to stretch the intellectual and creative capacity of the individual pupil and member of staff.

AIM 6

Bishop Hedley High School aims to maximise the potential of an individual pupil so they can be effective citizens and laity.

Our school is opposed to all forms of prejudice and discrimination and recognises that pupils have different needs, requirements and goals.

We will promote good relations and mutual respect within and between our pupils, staff, governors and the parent, carers and guardians of our pupils, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for and dependents or any other reason which cannot be shown to be justified.

The school recognises that Wales and the United Kingdom have diverse societies made up of people from many different backgrounds. It is important that all children and young people are adequately prepared to live in such a diverse society.

In our school, we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos in which children and young people and staff feel valued and secure;
- building self-esteem and confidence in our children and young people, so that they can use these qualities to influence their own relationship with others;
- having consistent expectations of children and young people and in their learning;
- removing or minimising barriers to learning, so that all children and young people can achieve;
- ensuring that our teaching takes into account the learning needs of all children and young people through our schemes of work and lesson planning;
- identifying clear procedures for dealing quickly with incidents of discriminatory behaviour;
- making children and young people and staff confident to challenge prejudiced and aggressive behaviour; and
- challenging stereotypes and promoting positive images.

1.2 School Characteristics

Local area:

Pupils:

LRB Classes: The school does not possess a LRB base.

1.3 Delivering equality

a) Making adjustments

The school has a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. The school will ask disabled pupils whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases, a disabled pupil may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

The school can only refuse to deliver support or adaptation if the school can prove that the service is 'unreasonable' or 'impractical'. However, this can only apply to particular and unforeseen circumstances.

The school can take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an under represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

b) Curriculum and resources

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people to examine their lives and personal identity. This is in the light of people's experiences, which are both similar and different to them. The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Merthyr Tydfil.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

c) Training

We will make sure that all people involved with the school know our equality commitments and their personal duty under it. We will provide suitable training for all staff and pupils. Where there are issues or potential issues e.g. social tensions, we'll continue to address matters through the curriculum and where it's needed use targeted external interventions, for example Show Racism the Red Card.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

d) Employment

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people, the school cannot succeed. We will create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in Merthyr Tydfil and Wales. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy that ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels

e) Visitors and contractors working on site

Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on equality and incidents of a discriminatory nature.

f) Communication

We will communicate with all members of the school community and visitors to the school in an accessible way, using interpreters and information formats appropriate to needs. We will consider the views of the school community and organisations and represent the interests of protected groups when planning and setting priorities.

g) Feedback

We like getting feedback about the school. We need people to tell us how we are doing. If you have a concern or complaint please let us know. You can tell a teacher or school employee, telephone, write or email us. If you would like to make an appointment with a relevant person, we will arrange it and feel free to bring along a friend or colleague for support.

When we deal with a concern or complaint, we will do our best to keep people involved and informed of what is happening and check that everyone is happy with the process. Advocacy and personal support is available for children and young people who need it.

1.4 Our equality objectives

Our objectives are:

EQUALITY OBJECTIVES

Objective 1	To continue to embed a productive, safe, inclusive learning environment in school that encourages all students including those with protected characteristics to maximise their learning potential.
Outcome	Attendance remains in Quartile 1
Protected Characteristics/Other Equalities Issues covered	Disability Gender reassignment Marriage and Civil partnership Pregnancy and maternity Race Religion or belief Sex Sexual orientation Welsh language in Wales
Links to other strategies and plans	Attendance Policy; Discipline for learning Policy
Evidence Base	Attendance data
Success Measure/Performance Indicators	Reduction in levels of absence
Timetable	Termly report to LA Annual report to governing body.
Stakeholders	Pupils, school staff, governing body, parents

Objective 2	To continue to ensure the gender achievement gap remains narrower in all performance indicators than local national and family averages.
Outcome	KS3 – best outcomes BHHS received. However issue with boys’ reading. KS4 Issue with attainment of boys in English.
Protected Characteristics/Other	Disability Gender reassignment

Equalities Issues covered	Marriage and Civil partnership Pregnancy and maternity Race Religion or belief Sex Sexual orientation Welsh language in Wales
Links to other strategies and plans	Learning and Teaching/ Curriculum /School Improvement Plan
Evidence Base	SSSP, Ffynnon data
Success Measure/Performance Indicators	Gender issues considered at Senior Leadership Team meetings and Departmental meetings
Timetable	English/Literacy plans for 17/18
Stakeholders	Pupils, school staff, governing body

Objective 3 – SIP priority 2	To become a person centred community
Outcome	To utilise person centred planning techniques across the curriculum, systems and processes to ensure excellent pupil outcomes, with a specific focus on ethos and well-being for all members of the school community. To effectively provide opportunities for vulnerable groups of young people.
Protected Characteristics/Other Equalities Issues covered	Race Disability Gender reassignment Marriage and Civil partnership Pregnancy and maternity Religion or belief Sex Sexual orientation Welsh language in Wales
Links to other strategies and plans	ALN plans; Learning and Teaching/ Curriculum /School Improvement Plan
Evidence Base	Ffynnon, SSSP, Schools Analysis
Success Measure/Performance Indicators	<ul style="list-style-type: none"> • A celebration of the ethos of the school through the review of the Mission Statement, ensuring it is effective for the next stage of the school's development and is pupil led. • Person centred planning (PCP) across the school is consistent with equity • To implement the Central South Wales Secondary Pledge over the course of the next five years • To utilise PIXL Edge for the nurturing of Pupil well-being and PSE •
Timetable	2 – 5 years
Stakeholders	Pupils, Parents, Staff

We have action plans for the objectives (Appendix 1). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross-referenced with the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

2.0 Responsibilities

2.1 Governing Body

The Governing Body has set out its commitment to equality and diversity in this plan.

It is the Governing Body's role to

- ensure the school is fully inclusive to pupils, staff, parents, carers and visitors, and is responsive to their needs based on their protected characteristics
- ensure that people are not discriminated against when applying for jobs at our school on any grounds
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils
- welcome all applications to join the school, whatever a child's individual or family background
- ensure that no child is discriminated against whilst in the school

2.2 Headteacher/Senior Management Team

It is the Headteacher's role to

- implement the School's Strategic Equality Plan and she is supported by the Governing Body in doing so
- ensure that all staff are aware of the School's Strategic Equality Plan, and that teachers apply these guidelines fairly in all situations
- that all appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities
- promote the principle of equalities when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- treat all incidents of unfair treatment and any incidents of bullying due to discrimination, with due seriousness

2.3 Staff – Teaching and support staff

Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

All staff will

- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the School's Strategic Equality Plan.
- strive to provide material that gives positive images and challenges stereotypical images.
- challenge any incidents of prejudice, whether that is racism, homophobia, disability-related or other, and record any incidents, drawing them to the attention of the Headteacher.

3.0 Information Gathering and Engagement

3.1 Purpose and Process

The collection of information is crucial to supporting us to

- decide what actions to take to improve equality and eliminate discrimination within the school community
- review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties
- do accurate equality impact assessment and identify which of the school's aims have been achieved and what we need to do better.

3.2 Information gathered

To develop our equality objectives, we have reviewed and identified issues arising from the analysis of

- Pupil attainment and progress data relating to different protected groups
- Exclusions data analysed by group
- Records of bullying and harassment on the grounds of any equality issue
- Information about how different groups access the whole curriculum and how they make choices between subject options
- Sports and activities choices of all groups
- Uptake of enrichment activities by group
- Views expressed by our School Council
- Views expressed by our Governing Body
- Outcomes of activities promoting community engagement and community cohesion
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage
- Parent questionnaires
- Pupil questionnaires
- Data on the recruitment, development and retention of employees
- Feedback from external assessors – LEA and Consortium representatives, Estyn, WIZEARD

As well as information in

- Merthyr Tydfil CBC Strategic Equality Plan
- National reports – How Fair is Wales, All Wales Survey of Bullying 2009
- The Wellbeing of Future Generations Act.

3.3 Engagement

Engagement is based on the information gained about representation of different groups.

We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community

To choose objectives for our school we consulted with the following:

- Staff
- Parents
- School council
- Children / young people
- Governors

4.0 Equality Impact Assessment

An Equality Impact Assessment is a way of identifying what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of their protected characteristics or the Welsh language.

Where equality impact assessments have been done, they will influence changes to policy and the review of the Strategic Equality Plan.

Governors, the Head Teacher, Senior Leadership Team and all staff will refer to the following checklist to ensure the school is fair and inclusive in all its activities and learning opportunities:-

- Equality Impact Assessment is integral to all planning within the school including the School Improvement Plan
- A review is undertaken of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination
- The proposals meet the diverse needs of our school community
- The proposals meet the specific needs of all stakeholders (i.e. pupils)
- Potential risks are identified of unlawful discrimination and opportunities to promote equality
- The implications of the proposed activity, change or policy are discussed with stakeholders to identify potential risks

5.0 Publication and Reporting

The School's Strategic Equality Plan is available in Welsh, and is available in other languages and formats on request.

The school prospectus includes a reference to the SEP and the values underpinning it. The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

The full Equalities Policy is:

- available to all staff;
- published in the staff handbook;
- published on the school's website;
- brought to the attention of all non-LA contractors or service providers, who are made aware of their need to comply with the policy and are asked for their own Equalities; and
- brought to the attention of parents and available on request for parents, visitors and members of the wider community.

An Equalities Summary is:

- sent to all job applicants;
- published in the school prospectus;
- displayed around the school premises; and
- available on request for visitors and members of the wider community.

6.0 Monitoring and Review

We are responsible for monitoring the Strategic Equality Plan and as such will:-

- Revisit and analyse information and data used to identify priorities for our equality objectives
- Undertake an annual review of progress against our equality objectives.
- Undertake a full review of our Strategic Equality Plan by July 2021.

Appendix 1 Action Plan

Equality and diversity is a normal part of the school's everyday business. This action plan sets out the school's main equality projects. There may be more or different work needed as opportunities arise. The action plan is aligned with the School Improvement Plan.

	What we are going to do	Responsible person	Planned Outcome	Deadline	Monitoring process	Actual outcome and date
Equality objective 1	To continue to embed a productive, safe, inclusive learning environment in school that encourages all students including those with protected characteristics to maximise their learning potential.	S Hopkins	Attendance remains in Quartile 1	May 2019	Monthly reports to Head teacher; Termly reports to Governors	
Equality objective 2	To continue to ensure the gender achievement gap remains narrower in all performance indicators than local national and family averages.	Subject Leaders of Maths/English/Science	National performance indicators are at least in the higher 50% of comparable schools.	September 2019	Fortnightly meetings with RD Report to SLT	
Equality objective 3	To utilise person centred planning techniques across the curriculum, systems and	S. Hopkins	Pupils lead review of mission statement of school. Staff are trained by E Jones to utilise the PCP	July 2018	Termly updates for pupils and staff	

	processes to ensure excellent pupil outcomes, with a specific focus on ethos and well-being for all members of the school community. To effectively provide opportunities for vulnerable groups of young people.		toolkit for themselves and pupils			
Communication	To consult with governors, staff, school council and parents	S. Hopkins	Engagement with and ownership of the equality plan	February 2019	Yearly report to governors; termly report of SIP	
Training	Pupils trained in delivering review of mission	S Hopkins/ R Davies	Pupils enabled to lead stakeholders in review	September 2018	Report to Governors	
Complaints and comments						
Anti-bullying and good relations						

Appendix 2 What is a discriminatory incident?

The most obvious forms of such incidents in schools are of course physical or verbal bullying of other pupils or staff, but discriminatory behaviour may not always be accompanied by such overt expressions of prejudice or intolerance. Such behaviour may also take the form of deliberate and continued ignoring of someone, not allowing someone to join in with games at lunchtimes, not sharing and other more covert exclusionary practices. The MacPherson Report (1999), which dealt with racism specifically, noted that racism *“in its more subtle form ... is as damaging as in its overt form”*. The Stephen Lawrence Inquiry Report, again focusing on race issues specifically, defined a ‘Racist Incident’ as: *“Any incident, which is perceived to be racist by the victim or any other person”*.

This definition when used for one issue such as racism, or in the wider context of discrimination, empowers both the victim and/or any other person who perceives an incident to be discriminatory to report it. This broad and non-prescriptive definition is designed to ensure that more incidents are reported as under-reporting of such incidents has been recognised as a serious problem in dealing with discrimination.

Appendix 3 Recording Incidents

The recording of these incidents in schools is of particular importance in order to tackle negative behaviour at an early stage. Schools have specific duties to:

- eliminate unlawful discrimination;
- promote equality of opportunity; and
- promote good relations between people of different groups.

Schools strategic equality plans should include guidelines for tackling discrimination and schools should have a procedure in place for recording and logging any such incidents. The attached pro forma (Appendix 5) should be used by schools to record each discriminatory incident. Schools must complete this pro forma on a termly basis ('nil' returns are also required) and return to: Sarah Bowen, Inclusion Manager, Unit 5 Pentrebach, Merthyr Tydfil, CF48 4TQ, or electronically to Sarah.Bowen@merthyr.gov.uk. This form will provide a summary of all recorded incidents during the preceding term. Schools should make immediate contact for advice and/or support following any serious incident.

All returns will be treated as confidential, bearing in mind the need to involve partner organisations in certain cases where intervention may be required, eg the Police.

It is recommended that an annual report is made to the governing body in the Autumn Term containing information on any incidents during the previous academic year. Such a report would include details of any action(s) taken and would demonstrate the school's commitment to the creation of an inclusive and non-discriminatory learning environment. Naturally such a report would be anonymised. This annual report should also include a review of progress against the Equality Objectives of the school.

Appendix 4 Guidance for dealing with discriminatory incidents

These notes are intended to assist schools in dealing with discriminatory bullying, harassment or victimisation, which must be addressed because their existence can have damaging effects: on the quality of life of the victims and those who know them; and on the quality of the education offered in schools.

The effectiveness and openness with which a school deals with such complaints has been shown to be one factor in raising the achievement of children and young people from, or perceived to be from, any of the minority groups covered by legislation. It is therefore hoped that this document will contribute to the continuing development of the inclusive ethos and culture that secures a quality educational experience for all.

Dealing with these incidents should be part of a broader whole school response to any form of discrimination. Responding to these incidents appropriately is crucial, but not sufficient in itself to deal with discrimination. Schools have a responsibility to educate children to respect themselves and others, to challenge discrimination and stereotyping and to understand and value diversity. This is best achieved by developing anti-discrimination approaches in the taught curriculum and through the wider ethos of the school.

This guidance is a starting point from which schools are encouraged to develop their own strategic equality plans and to make the necessary links with their anti-bullying and other relevant policies.

In dealing with discrimination in any of its forms, schools need a clearly defined code of practice which is known to children, parents and carers, staff and governors. This should involve clear explanations of why certain behaviour is unacceptable and how such behaviour will be dealt with.

The code of practice should be set within a whole school approach to equality and diversity and should be developed by all schools.

It is particularly important to deal with all discriminatory incidents in schools as they can have a detrimental effect upon the quality of the education and to ensure that such behaviour and attitudes are not continued into young people's adult lives.

A whole school approach to equality of opportunity will encompass:

- the aims, attitudes and values of the school;
- the learning environment;
- resources and materials;
- language;
- bullying and harassment;
- staffing and staff development;
- partnerships with parents;
- the taught curriculum and organisation of learning;
- extra-curricular provision; and
- provision for children and young people from a variety of backgrounds, eg travellers/refugees/asylum seekers, ethnic minorities, those with disabilities, those who are Looked After, those with same sex parents and those for whom English is not their first language.

This whole school approach should be set out in a policy statement, which applies to the whole school community (see suggested policy Appendix 1).

Action or behaviour that may constitute a discriminatory incident

All discriminatory incidents need to be recognised and dealt with in schools; any occurrence of such an incident must not be ignored. A firm but supportive initial response to an incident may prevent escalation.

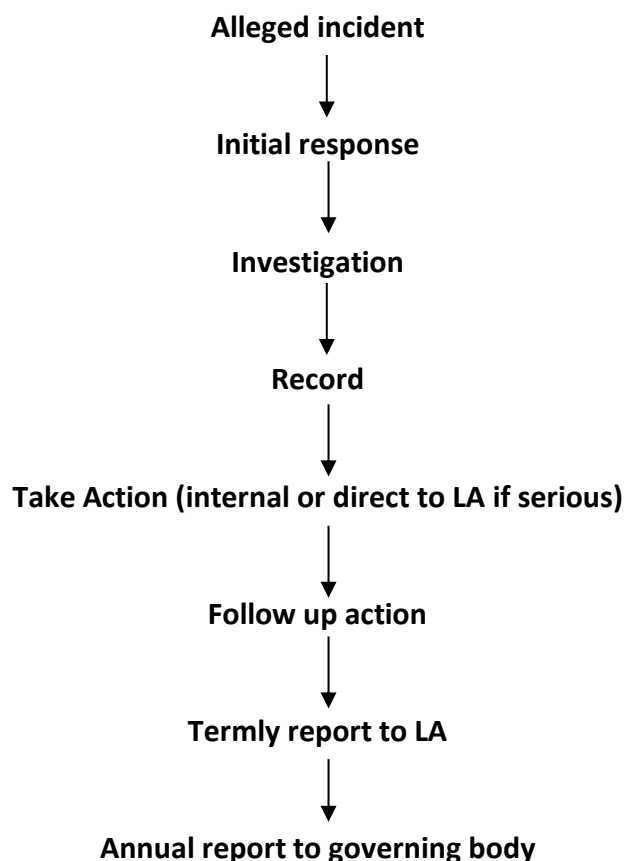
- incitement of others to behave in a discriminatory way;
- physical assault against a person or group;
- derogatory name-calling, insults, jokes and language;
- graffiti;
- provocative behaviour such as wearing offensive badges or insignia;
- bringing discriminatory materials such as leaflet, comics, magazines or computer software into school;
- using any electronic systems to threaten, harass and discriminate;
- verbal abuse and threats;
- discriminatory comments in the course of discussions in lessons;
- attempts to recruit other pupils and students to discriminatory organisations and groups;
- ridicule of an individual for perceived differences;
- refusal to co-operate with other pupils because of their perceived difference;
- discrimination by association;
- sexual harassment;
- discrimination in connection with recruitment, employment and performance review of staff; and
- discrimination in connection with the recruitment of governors.

Responding to incidents

How an incident is dealt with will depend on the seriousness of the situation, the age and understanding of the children involved, and the context. All incidents need to be acknowledged, investigated and talked through, whatever the age of the children.

Very young children may not understand the terms they use but may recognise their power to provoke or upset. It is important to explain to young children why the language is hurtful and why it should not be used. Parents of young children should be dealt with sensitively and encouraged to assist with the procedure. Staff should not downplay the feelings of victims by stating that the perpetrator 'did not mean it', the perpetrator must take responsibility for the outcomes of their behaviour.

When an incident is reported or discovered schools should follow their internal procedures. The processes should incorporate the following steps:



Initial response

Responding to these incidents is the responsibility of all members of staff. Possible responses to an incident include:

- acknowledgement of the incident;
- treat incident seriously;
- respond immediately;
- reinforce the school's policy;
- support for the victim and express understanding and concern for what happened to them;
- explain both to the child/children responsible and to any onlookers what is unacceptable about the incident;
- report incident to Headteacher and/or nominated person.

With the perpetrator(s)

Contact the parents of those involved to explain what happened, what you are doing about it and how it relates to your school policy.

- Consider what the most appropriate action should be. In the case of first offences or of very young children, encouraging the perpetrator to acknowledge and apologise for what has happened is often the most effective way to mend relationships and prevent reoccurrence. Repeat offences or more serious actions will require further sanctions in line with the school's bullying policy.
- Correct any misconceptions that may be revealed.

Record and report

All reported incidents should be recorded using the example recording form (Appendix 2).

- A note of what happened, the outcome of the investigation and what actions were taken should all be kept on record. This record enables the school to monitor incidents and is vital should an incident need to be followed up at a later date.

- The summary report form must be completed and sent to the local authority at the end of each term.
- Contact the local authority immediately if you need further advice or support. In the case of serious incidents advice and support can be co-ordinated quickly in order to prevent reoccurrence.
- Depending on the severity of the issue in an assault situation, consideration should be given to contacting the Police to conduct a joint investigation with the local authority.
- Report annually to governing body in the autumn term. Advise of incidents in previous academic year; include details of actions taken; and report progress against school's *Equality Objective Targets* (see example Page 10).

Further Action

To ensure that the response to individual incidents is embedded in a whole school approach:

- Reinforce school approach through assemblies, circle time, tutor periods and the curriculum.
- Monitor incidents to identify trends and issues of concern.
- Present evaluations to staff and to governors to ensure regular discussion and development of good practice.
- Use the school council to involve children and encourage the reporting of incidents.

An allegation of discriminatory behaviour on the part of any member of staff is a serious disciplinary matter and will be a matter for consideration by the Governing Body.

Incidents outside School

There may well be occasions when incidents outside school, or involving outside perpetrators are brought to the attention of the Headteacher. Schools have the right to discipline pupils for their behaviour outside the school gates where the pupils are in the charge of staff or it is reasonable for the school to regulate the pupils' conduct.

This rule of law has been clarified and put on a statutory basis by section 90(2)(a) of the Education and Inspection Act 2006.

Tension within the School

It is important that teachers are sensitive to signs of possible victimisation of individuals or groups of children, even where there is no identifiable incident.

Similarly, all behaviour which can be seen as possibly reflecting tension within the school as a whole should be monitored eg where small groups of children form isolated groups within the playground or classroom; any serious concerns should be reported to relevant partner organisations.

Discriminating Incidents Recording Form Example

Pupil Name	Warning		Parent Informed	Class teacher & parent discussion	Warning	Headteacher letter/loss of privileges	Warning	Headteacher, Class teacher & Parent meeting /discussion of sanctions
	1	2						
Joe Bloggs	10.01.16	25.02.16	16.02.16	20.02.16	19.03.16	21.02.16	24.03.16	30.03.16 Discussion with parent, possible full time exclusion

Pupil Name	Gender		Year Group	Date of Incident	Date investigated & by whom	Outcome & Actions	Insert type & motivation of bullying
	Male	Female					
Joe Bloggs	✓		7	16.02.16	20.02.16 Mrs Thomas Class Teacher	Bullying confirmed. Bullying not confirmed. Actions agreed and listed here.	Type options:- Verbal/Physical/Cyber/Indirect Motivation options:- Racial/Sexual Orientation /Gender/Disability/Other Type = Motivation =
							Type = Motivation =
							Type = Motivation =
							Type = Motivation =

OR

Pupil Name	Gender		Year Group	Date of Incident	Date investigated & by whom	Outcome & Actions	Type of bullying – choose an option	Motivation for bullying – choose an option
	Male	Female						
Joe Bloggs	✓		7	16.02.16	20.02.16 Mrs Thomas Class Teacher	Bullying confirmed. Bullying not confirmed. Actions agreed and listed here.	Verbal Physical Cyber Indirect	Racial Sexual orientation Gender Disability Other

Appendix 5

Disability Action Plan

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
SHORT TERM	Availability of written material in alternative formats/sizes	Provide written material in larger format.	Greater accessibility to written documentation	Implement immediately	Delivery of information to those with disability improved
SHORT TERM	Improve access to all areas	Place handrails in Phase 3 toilets	Will enable easy access to all toilet areas	January 2020	Accessibility to the school increased.
SHORT TERM	Review current policies in order to ensure that they allow for accessibility, i.e. -Curriculum -Inclusion -S.E.N. -Equal Opportunities	Amend and update these key policies as appropriate with a view to improving their content	Clear understanding by all of the role of policy making in improving accessibility	Policies are reviewed on an annual basis	Improved access to the curriculum and wider opportunity for all

MEDIUM TERM	Training/advice for teachers and associate staff on differentiating the curriculum	Audit and review current procedures and draw up an appropriate training plan	Teachers are more able to more fully meet the requirements of pupils needs in accessing the curriculum		Increase in access to the National Curriculum
MEDIUM TERM	Improve visibility in tunnel	Paint steps with fluorescent paint	Classrooms more accessible to visually impaired children/adults	Termly	Physical accessibility of school increased
LONG TERM	Improve access to the building and facilities.	Paint yellow strips on steps on all staircases	Improved access to school and associated facilities	Financial year 19/20	Physical accessibility of school increased

Date of last review: Autumn 2018

Date of next review: Autumn 2020