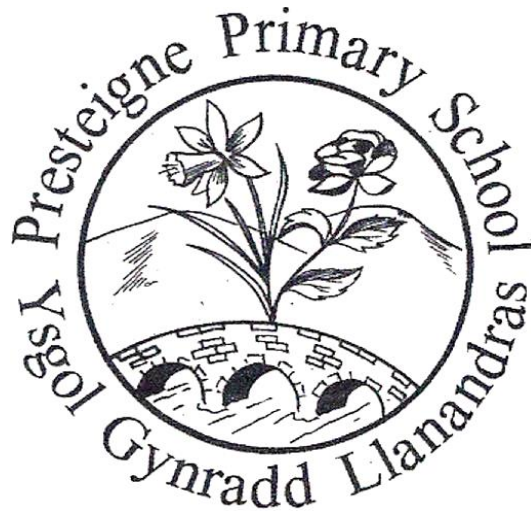


PRESTEIGNE PRIMARY SCHOOL / YSGOL GYNRADD LLANANDRAS

Equality Plan 2016 – 2020



Strategic Equality Plan agreed by Governors:

.....(Signed by Chair)

.....(Date)

Scheme due for review:.....(May, 2020)

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1. Our Distinctive Character, Values, Priorities and Aims

1.1 School values

At Presteigne Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Presteigne Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

The current number on role is 182.

National Identity/Ethnicity

- 170 pupils are British, 2 of whom are of Turkish/Cypriot ethnicity. All the above have English as their first language. No families speak Welsh fluently.
- We have 12 pupils with English as an additional language.

Free School Meals (20 children / 11%).

Of these pupils, 4 are more able and talented, 1 has significant additional learning needs, 3 are being monitored closely for attendance and none are from 'vulnerable' families (with Social Services' involvement).

FSM pupils play a full part in the life of the school and most are making good progress. All children take part in school events and activities. No child is exempt from school visits; those who need financial support for residential visits receive help from the school (in consultation with parents).

Additional Learning Needs

- 18% of pupils (33) are on the SEN register:
 - 27 on 'School Action'
 - 5 on 'School Action Plus'
 - 1 with a statement of educational needs
 - A further 7 pupils are on 'school concern'.
- 5 pupils are on the register with behavioural problems;
- 1 child has a statement due to medical needs and moderate learning difficulties; the remainder have general learning difficulties.

A majority of pupils on the SEN register are meeting their personal progress targets and the learning/behavioural targets on their IEPs.

- 49 pupils (27%) are on the school's Basic Skills register. Many receive additional learning support for the basic skills of literacy and numeracy in small intervention groups with learning support staff.
- 36 pupils (20%) are on the More Able and Talented register.

Staff and Governors

- 3 members of staff are male; out of 12 governors, 6 are female.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this Plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils
- monitor achievement data according to the various groups and action any gaps;

1.4 Setting our equality objectives (including pay objectives)

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Equality Plan (EP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of the school community and in all aspects of school plans and policies.

In setting the equality objectives for the school, we will take due regard of the Equality Act general duty to:

1. Eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act 2010;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not.

Our Equality Plan and Equality Objectives are set in the light of:

- The local authority equality objectives identified in **Appendix 2**;
- views expressed by stakeholders who have been involved in the development of the Plan;
- issues arising as a result of an analysis of pupil data, e.g. attainment data of boys v. girls;

The delivery of the Equality Plan will contribute to all of the school's actions and commitments to improve the attainment and progress of all pupils.

Our school Equality Objectives are set out in **Section 5 (p.8) and Appendix 3**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this Plan and will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on the various protected characteristics.

The governing body will:

- seek to ensure that people are not discriminated against when applying for jobs at the school;
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child is discriminated against whilst in the school;

In order to meet its reporting responsibility, the governing body will report on the progress of the Equality Plan annually, as part of its Annual Report to Parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's Equality Plan, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Equality Act 2010 and are fully informed of the school's Equality Plan and equality objectives;
- ensuring 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;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies
- ensuring that all staff are aware of the need to ensure that no child is discriminated against whilst in our school.
-

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that the school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and by maintaining awareness of the school's Equality Plan;
- striving to provide material that gives positive images based on the protected characteristics and by challenging stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents as prescribed in the LA's and school's policies, e.g. reporting of racial incidents;
- supporting the work of ancillary or support staff and encouraging them to intervene in a positive way against any discriminatory incidents

3. Information Gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also helps the school to review its performance, so it needs to be detailed enough to enable the school to measure how it is delivering on equality duties. The information also helps the school to carry out accurate impact assessments and to identify which of the school's aims have been achieved and what needs to be improved.

Engagement is based on information gained through collaboration with people who the school considers represent one or more of the protected groups and who have an interest in how the school carries out its functions. In addition, the school also formally consults with stakeholders e.g. people from one or more of the protected groups who have an interest in the way the school carries out its functions. 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.

3.2 Types of information gathered

The wide range of information gathered to support planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, and governors following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected groups, if possible and appropriate. This helps the school to develop and monitor the Equality Plan. Comprehensive and sensitive efforts are made to collect accurate information in line with data protection requirements, in addition to the school's duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views are actively sought and incorporated in a way that values their contribution;
- 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;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- 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.

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

- At our school, questionnaires were given out to all parents/carers, staff and governors.
- Pupil questionnaires were given to pupils in Year 2,3 4, 5 and 6.
- Our policy for Equal Opportunities ensures that the views of all stakeholders will be treated with equal respect and used to inform our school's objectives.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance with the specific duties of the Equality Act 2010, we will continue to assess the impact of all new policies and plans prior to them being implemented. Similarly, we will assess the impact of existing policies and plans whenever they are reviewed. The results of any such assessments will be addressed, where possible. Impact assessments are incorporated into the school's planned review and revision of every policy.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

- a. To ensure the diverse needs of all our pupils are met;
- b. To ensure effective partnership working and communication of policy and practice to parents;
- c. To improve provision at break-times and lunchtimes to improve the well-being of pupils;
4. To improve communication with parents of EAL children.

We have action plans covering all relevant protected characteristics outlined in **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 Development Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of its Equality Plan on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and Reporting

The school provides a copy of its Equality Plan and action plans to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the Equality Plan and the values underpinning it.

The school reports annually on the progress made towards fulfilling its equality objectives and the impact of the Equality Plan itself on the school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report to Parents.

All data collected will be used solely for the purpose of analysing trends by protected groups in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identity of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitoring and Review

As part of our responsibility to monitor the Equality Plan, we commit to:

- revisiting and analysing the information and data used to identify priorities for the Equality Plan and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected groups, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the Equality Plan informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidence based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

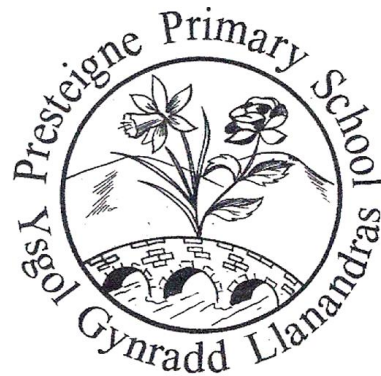
We will undertake a full review of our Equality Plan by 30th April 2020.

Presteigne Primary School / Ysgol Gynradd Llanandras

Equality Plan 2016–2020

Appendices

Appendix 1	Protected Characteristics
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Protected Characteristics under the Equality Act 2010

- Age*
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

* Schools do not have to consider the protected characteristic of **Age** when providing education to pupils or when providing benefits, facilities or services to them. This exception does not apply in relation to other functions, for example when acting in its capacity as an employer.

Local Authority Equality Objectives

The Council has developed seven Equality Objectives, the first of which relates to education

Objective 1 - Close attainment gaps in education

The *Is Wales Fairer?* report identified this as one of the seven key challenges that needs to be addressed in Wales over the next 5 years to help improve equality and human rights.

Powys County Council's engagement exercise gave very specific and detailed information in relation to each protected characteristic and each domain.

Disabled, older, transgender, Lesbian Gay and Bisexual (LGB) and Black and Minority Ethnic (BME) people are considered to have the worst education experiences. LGB and BME people reported significantly worse experiences of education than other respondents thought they would have. Comments highlighted issues with prejudice and access.

1. Close the attainment gap by raising standards of children receiving free school meals, children with special educational needs and Gypsy Traveller children

Actions to fulfil this objective

- Support schools in improving the quality of teaching and learning through specific, bespoke menus of support
- Provide advice and guidance to schools on effective use of the Pupil Deprivation Grant to raise the performance of pupils eligible for free school meals
- Support schools in ensuring that Personal Education Plans for Looked After Children are of good quality, ensuring effective use of the LAC Pupil Deprivation Grant
- Roll out the Person Centred Planning approach to ensure pupils with special educational needs have appropriate targets for improvement
- Monitor the performance of vulnerable groups, identifying any underperformance against benchmarked information and signpost to good practice

Actions to fulfil this objective

- Review support for children and young people with emotional, social and mental health issues
- Roll out the `Thrive` programme, particularly in secondary schools, to develop behaviour support in relation to improved attendance and attainment
- Develop phase 2 of the ERW sponsored `Attachment Aware Schools` programme to aid staff in schools to understand and develop alternative strategies to support emotionally damaged pupils to remain in school and achieve

Objective 1 will be judged successful if the following outcomes are met or exceeded

		Actuals		Targets		
		Academic Year 2014-15		Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18
		Powys	Wales	Powys	Powys	Powys
Foundation Phase	Percentage of pupils in receipt of FSM attaining the FPh Indicator	79.2%	75.1%	80.0%	81.0%	82.0%
	Percentage of pupils in Local Authority care attaining the FPh Indicator	50.0%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
	Percentage of pupils at school action/ school action+/Statement attaining the FPh Indicator	62.9%	57.8%	64.0%	65.0%	66.0%
	Percentage of Gypsy Traveller pupils attaining the FPh Indicator	100%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
Key Stage 2	Percentage of pupils in receipt of FSM attaining the CSI	74.5%	75.1%	77.0%	78.0%	79.0%
	Percentage of pupils in Local Authority care attaining the CSI	57.1%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
	Percentage of pupils at school action/ school action+/Statement attaining the CSI	65.5%	61.2%	67.0%	68.0%	69.0%
	Percentage of Gypsy Traveller pupils attaining the CSI	0.0%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
Key Stage 3	Percentage of pupils in receipt of FSM attaining the CSI	77.3%	65.9%	77.0%	78.0%	79.0%
	Percentage of pupils in Local Authority care attaining the CSI	77.8%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
	Percentage of pupils at school action/ school action+/Statement attaining the CSI	67.0%	55.2%	68.0%	69.0%	70.0%

	Percentage of Gypsy Traveller pupils attaining the CSI	0.0%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
Key Stage 4	Percentage of pupils in receipt of FSM attaining Level 2 inclusive	35.6%	31.6%	38.0%	39.0%	40.0%
	Percentage of pupils in Local Authority care attaining Average Wider Points Score	368	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
	Percentage of pupils at school action/ school action+/Statement attaining Level 2 inclusive	30.0%	23.3%	23.0%	25.0%	26.0%
	Percentage of Gypsy Traveller pupils attaining Level 2 inclusive	100%	n/a	Due to very low numbers it is not appropriate to set Local Authority targets		
Permanent Exclusions	Number of pupils permanently excluded per 1,000 pupils in primary schools (pupils aged 5+)	0.1	n/a	0.0	0.0	0.0
	Number of pupils permanently excluded per 1,000 pupils in secondary schools (pupils aged 5-19)	1.2	n/a	0.3	0.3	0.3
Fixed Term Exclusions	Percentage of days lost for primary schools (pupils aged 5+)	0.013%	n/a	0.010%	0.010%	0.010%
	Percentage of days lost for secondary schools (pupils aged 5-15)	0.083%	n/a	0.082%	0.081%	0.080%
	Percentage of 15 year old pupils leaving full-time education without a recognised qualification	0.1%	n/a	0.2%	0.2%	0.1%
	Percentage of 15 year olds in Local Authority care leaving full-time education without a recognised qualification	0.0%	n/a	0.0%	0.0%	0.0%

Presteigne Primary School/Ysgol Gynradd Llanandras

Equality Plan 2016 – 2020 Equality Objectives and Action Plans

Equality Objective 1

To ensure the diverse needs of all our pupils are met and that there is equality of opportunity for the protected characteristics.

Our Research:

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups. Poverty, as measured by a pupil having free school meals, is also perceived to be an indicator of a pupil's likelihood to fulfil his/her potential.

Local information from Presteigne Primary School demonstrates that there is no gap between ethnicities and that pupils who have free school meals are amongst the more able and talented group as well as the additional learning needs group.

Pupils with disabilities play a full role in the life of the school and usually meet individual progress targets.

Information from Engagement:

70% of parents feel that the school is effective in recognising the needs of individuals and feel that pupils are treated fairly (30% believe the school is fairly effective).

72% of governors are confident that the concept of equality has been recognised at the school (28% fairly confident). The governors believe the school includes pupils and has programmes in place to develop understanding of diversity e.g. Golden Time, 72% of governors do not know of any pupils from any of the protected characteristics groups who face specific barriers at the school (28% not sure).

All parents who responded agreed that their children do not experience any special difficulties in taking a full part in lessons and activities.

All parents feel that there are no social or physical barriers to themselves, their children or anyone they know.

Data Development:

We need to monitor the effectiveness of the SEP and Equal Opportunities Policy through future engagement with stakeholders. This is likely to be in the form of questionnaires. Data from these will be collated and used to ascertain the effectiveness of current practice and policy. Performance of children eligible for FSM and EAL will be monitored and compared to other appropriate groups.

This objective will be judged to be successful if...

- There is evidence to demonstrate that the school has continued to focus on ensuring equality of opportunity for the protected characteristic groups.
- The diverse needs of all pupils, including FSM and EAL, are met;
- The diverse needs of parents are met.

- The children are safe, are not discriminated against, have their best interests protected, have the things they need to survive and develop and have a say in decisions that affect their lives.

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review deadline
1.1	Review of Equal Opportunities Policy	A Faulkner Governors	None	May 2016	May 2019
1.2	Identify opportunities for diversity and equality training for school governors and staff	A Faulkner A Lancett	None	May 2016	Ongoing- identifying new opportunities for training.
1.3	Attend training on 'Enabling Children's and Young People's Rights'. Staff Training on UNCRC.	A Faulkner A Lancett	Course run by University of Wales- Children's Rights (UNCRC)	June 2016	July 2018
1.4	Continue to ensure 'pupil voice' groups remain a strong element of school leadership.	A Faulkner	None	June 2016	July 2017

Equality Objective 2

To ensure effective partnership working and communication of policy and practice to parents.

Our Research:

The school has recently reviewed and comprehensive policies are in place, including the Positive Behaviour Policy and the Anti-Bullying Policy. Presently, these are available to parents should they request them. Copies have been sent to parents previously. Although parents feel that we communicate effectively with them, the school needs to ensure that parents are aware of policy and can access information relating to policy easily. The school has an on-going programme of policy review. All policies are written in consultation with staff and governors.

Information from Engagement:

54% of parents who responded felt that they were unsure about whether the school's procedures relating to anti-bullying are effective. Feedback suggests that this is largely down to the fact that they have not needed to make reference to it. 46% of respondents felt happy with the procedures. 27% of parents were not sure if the school's approach to equality is comprehensive and effective. 73% of parents felt that it was. 100% of parents felt that the school is welcoming to them and their children.

Data Development:

We need to monitor the effectiveness of the Anti-bullying, Equality and Positive Behaviour Policies. These need to be easily accessible to parents. Effectiveness of this objective will be assessed through future engagement with parents and other stakeholders, in the form of questionnaires. Data/feedback from these will be collated and used to ascertain the effectiveness of current practice and policy.

This objective will be judged to be successful if...

- All parents know where they can access information and school policies;
- There is a common understanding of the schools' policies and procedures;
- All parents are confident that the school's policies are comprehensive and effective.

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review deadline
2.1	Review of Equal Opportunities Policy, Anti-Bullying and Positive Behaviour Policy	A Faulkner Governors	None	May 2016	May 2017 (see 1.1)
2.2	Review of the Home-School Agreement. It will detail how stakeholders can access information and policy.	A Faulkner All Staff	None	October 2016	Autumn 2019
2.3	Policies on school's website. Newsletters to remind stakeholders where they can obtain information and policy. Paper copies available on request.	A Faulkner All staff	None	May 2016	May 2017

Equality Objective 3

To improve provision at break times and lunchtimes to enhance the well-being of all pupils.

Our Research:

Pupils enjoy break times and lunchtimes. However, there is often an over-reliance on ball sports such as football. Not all pupils want to play football and can feel left out. Lunchtimes are 1hr 15 mins for FP pupils and 1 hr for KS2 pupils. This is a long time for those children who may not be able to engage with their peers and activities. We aim for 100% of our pupils to feel happy and confident during these times. Activities/play zones and an effective buddies system will support this.

Information from Engagement:

7% of children felt that there are physical and/or barriers that prevent them from accessing the school environment. Feedback indicates this is because they sometimes have difficulties in their friendship groups and, that on occasions, they feel left out. 10% of pupils were unsure and 83% felt that there were no barriers.

79% of pupils felt that the school deals very well with bullying; 19% ok; 11% were not sure.

Data Development:

Through future engagement with pupils and pupil voice groups, we will be able to assess the success of the zones and buddies system. The views of pupils and staff, including lunchtime supervisors, will determine how effective these developments have been.

This objective will be judged to be successful if...

- All children feel happy and confident and continue to develop positive relationships with their peers;
- Zones are set up, with guidance from the school council.
- An effective buddies system provides a support network to pupils who may find aspects of playtime challenging.
- Issues relating to this are a regular agenda item for the school council meetings; this will be shared and explored in staff meetings.
- Regular meetings with lunchtime staff ensure that information regarding pupil welfare is exchanged; lunchtime staff will feel informed and aware of developments.

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review deadline
3.1	Work with school council to develop an effective buddies system and activity 'zones' on the playgrounds.	S Coxshall A Faulkner	Buddy bench Zone signs Play equipment	June 2016	ongoing
3.2	Provide a range of extra-curricular clubs at lunchtimes and after school.	A Faulkner	equipment	September 2016	July 2017
3.3	Ensure circle time tackles issues relating to friendships and that children know how to deal with such as issues.	A Faulkner	Jenny Mosley resources	June 2016	ongoing
3.4	Establish effective communication between teaching staff, support staff and lunchtime supervisors.	A Faulkner S Cook	none	May 2016	ongoing
3.5	Maintain a calm and happy canteen environment	A Faulkner S Coxshall	Jenny Mosley resources Golden Table	September 2016	December 2016

Equality Objective 4

To improve communication with parents of EAL pupils

Our Research:

6.66% of our pupils have English as an additional language (EAL). Communication between school and the families has on occasions been problematic as the parents speak little or no knowledge of English. Despite this, the school has worked hard to ensure that communication between school and the families is maintained. EIG monies have been used to support the learning of English by the children.

Information from Engagement:

Governor and parent responses on the questionnaire indicate a desire to continue to improve communications and thus ensure that all families, regardless of ethnicity, feel welcome and able to access all aspects of school life.

Data Development:

The effectiveness of this objective will be assessed through future engagement with parents and other stakeholders, in the form of questionnaires. Data/feedback from these will be collated and used to ascertain the effectiveness of current practice and policy.

This objective will be judged to be successful if...

- Communication between school and EAL families is strengthened;
- Newsletters are translated and sent home with the English version;
- Staff translate information letters as appropriate.

Actions:

	Description	Lead Responsibility	Resource Implications	Start date	Review deadline
1.1	Translate letters for parents of children who have English as an additional language. This will involve liaising with these parents (periodically) to check levels of accuracy (parents to understand that translations may not be 100% accurate)	A Faulkner	Google Translate	June 2016	July 2017
1.2	Ensure that all staff are translating letters for parents of children who have English as an additional language.	All Staff	Google Translate	June 2016	June 2017
1.3					

Appendix 4

School Accessibility Plan

[INSERT]