

Bournville School Equalities Action Plan 2016-2019

Objective	Action(s)	Who is responsible for the action(s)?	Deadline for action(s)	Cost(£)	Success Criteria	Who is responsible for measuring the success?	Deadline for evaluation
Ensure effective systems to communicate the school's equality duties are embedded.	The equalities plan and equalities policy are placed onto the website, and staff, students and parents are informed.	All	April 2017	Nil	All actions completed.	JPD	April 2017
To ensure that all pupils make at least good progress including vulnerable groups and individuals.	Termly data reports and data meetings will include the progress and achievement of all vulnerable groups, and in particular vulnerable individuals, with interventions targeted to raise their achievement.	SXY	Termly	Nil	No significant gaps between the progress of vulnerable students and their peers nationally or in school.	SXY	Termly

LEAD: JPD

DATE: 16.03.17

FOCUS: Safeguarding Lead

REVIEW DATE: July 2019

Bournville School Equalities Action Plan 2016-2019

To develop a wide-range of opportunities within the school's curriculum to address equalities issues.	A broad and balanced curriculum, including differentiated pathways at KS3 and KS4, will allow all students to access an appropriate curriculum	SXY	Annually	Nil	No significant gaps between the progress of vulnerable students and their peers nationally or in school.	SXY	Annually - Sept
	and receive support where required. PSHE and / or Guidance lessons will allow opportunities for students to discuss equalities issues.	HP	Annually	Nil	Reviews of provision and student surveys show that students are aware of equalities issues.	HP	Annually - July

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Bournville School Equalities Action Plan 2016-2019

<p>To ensure that disabled pupils are fully represented.</p>	<p>Ensure all students are given opportunities to apply for positions on the student council and student leadership team, and encouraged to do so.</p> <p>Ensure all students are able to access student voice activities.</p>	<p>JET</p>	<p>Ongoing</p>	<p>Nil</p>	<p>SEND students are represented on the student council and leadership team</p>	<p>JET</p>	<p>Annually at the point that students apply for positions, and at each opportunity for student voice.</p>
<p>To ensure the academy environment promotes diversity.</p>	<p>Posters around the school site promote diversity and inclusion</p> <p>Appropriate steps taken to ensure that students, parents and visitors with disabilities are able to access the school site.</p>	<p>HP</p> <p>JET / JB</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>TBC</p> <p>TBC</p>	<p>Actions completed.</p> <p>All students, parents and visitors are able to access as much of the school site as possible</p>	<p>HP</p> <p>JET</p>	<p>Annually - July</p>

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To ensure that all pupils are encouraged to make a positive contribution to the life of the academy.	Teach students about difference and diversity and the impact of stereotyping, prejudice and discrimination throughout the curriculum but primarily in PSHE and the form time programme.	HP	Ongoing	Nil	The majority of staff and students promote and demonstrate whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.	HP (staff/student voice)	June 2017
	We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.	HP	Ongoing		The majority of lessons include activities that promote SMSC for students.	SXY/HP Work scrutiny	Termly
	All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through the school council, as ambassadors and fundraising	JET	Ongoing		The majority of students participate in activities which make a positive contribution to school life.	JET/KDD	Termly

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To ensure we respond promptly and appropriately to all incidents of racist behaviour, victimisation and harassment.	Procedures in place to deal with any such actions, with a bullying log to record them. The bullying log to be reviewed	JPD and Pastoral Teams	Sept 16	Nil	Bullying log, student voice, staff voice and parent view show that incidents are dealt with appropriately and promptly	JPD	Annually - July
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	regularly to pick up on any patterns in incidents or repeat offenders.						
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To ensure all children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies.	In form time/assemblies celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Black History Month, International Women's Day, Eid, and Christmas.	HP	Annually	N/A	Regular opportunities for students to appreciate their own culture and celebrate the diversity of other cultures is provided.	HP (student voice)	Annually - June.
	Ensure that the assembly programme promotes role models that young people positively identify with and which reflects diversity in terms of race, gender and disability.	HP	Annually	N/A	All staff promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.	HP	Annually - June
	Ensure that Educational Visits and extra- curricular activities including DofE, are offered to students with SEND and that they are encouraged to take part, with appropriate support where required. Provide trips and experiences for students (e.g. CBSO trip Y7, theatre visit Y8, art gallery Y9).	JET	Ongoing	N/A	No student is discouraged or unable to take part in activities, as evidence through participation rates and student voice.	JET	Annually - June
		JET/KDD	Ongoing	Approx £41,000 annually	Majority of students take up experience.	KDD	Termly

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	Talented students receive instrumental tuition free of charge.				A significant number of students take up the free tuition.	KDD	Fortnightly
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<p>To ensure extended school activities such as breakfast and afterschool clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.</p>	<p>A range of lunch time and after school activities are offered. These are all free and pupils with talent are encouraged by the subject teacher to participate in these activities.</p> <p>Pupils who cannot stay after school are offered alternative specialist opportunity in music by the peripatetic team.</p> <p>Analysis towards the end of each term to see the numbers of groups.</p> <p>A questionnaire to tutor groups to establish more detail re. participation.</p>	KDD	Sept 16 and annually	Nil	<p>PP is equal pro rata to up-take by non PP.</p> <p>The diversity of the school is reflected in the up-take of extra-provision as a whole.</p>	KDD	Termly
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