

## Benedict Biscop CE Academy Single Equality Action Plan 2018-20

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)
To ensure the building and site of Benedict Biscop has reasonable adjustments made to accommodate the needs of a wheel chair user.	Addition of hoist to medical room when needed.	Make necessary adjustments to meet all needs.	Sept 2020	Headteacher, Governors, Architect, Physiotherapist, Class teacher, Support staff.
To ensure lights are lowered and sockets are higher, as new building alterations are actioned to comply with DDA.	Discuss with Diocese and electricians before work is actioned.	Everyone able to access electric lights and sockets	Ongoing	Headteacher, electricians/Diocese/Architect
To ensure disabled toilet facilities are increased as school increases in size.	Additional disabled toilet for older children.	Make necessary adjustments to meet all needs.	Sept 2020	Headteacher, Governors, Architect.
To include changing provision within the EYFS – specifically for nappies.	To purchase changing mat, wipes, to engage in a contract for disposal of nappies.	Make necessary adjustments to meet all needs.	Sept 2019	Headteacher, EYFS staff.
To ensure adult relationships are positive across the school and behaviour is modelled to all pupils	Expectation of high standards across the school is modelled by all. Constant reinforcement by new SLT and middle leaders	Everyone feels valued and safe Behaviour is exemplary and a high level of respect pervades the school	Ongoing	All staff, monitored by SLT
To ensure that all staff are trained in Team Teach.	Headteacher to engage training on June 3 <sup>rd</sup> for all staff. Ensure recording procedure is clear and level of accountability is rigorously monitored. Ensure recording is confidential and is held within the headteachers office and CPOMS. Parents are informed when it is necessary to use the strategies.	Increasing number of pupils in school with challenging behaviour are supported. Less incidents of violence towards staff and pupils.	December 2018 December 2018 December 2018	Headteacher – internal supervision termly, All staff, Parents, Governors

<p>To consider de-escalation strategies and implement as appropriate.</p>	<p>Inclusion manager to complete questionnaire and gain staffs' understanding. Consult with external behaviour support and provide training. Lead CPD sessions with all staff.</p>	<p>Less incidents of violent behaviour.  2 pupils currently at risk from exclusion are supported.  All children are enabled to learn.</p>	<p>December 2018    July 2019</p>	<p>SLT, inclusion manager, all staff, Governors</p>
<p>To provide Treetop Training for all staff.</p>	<p>Book external trainers.</p>	<p>Staff increasingly aware of triggers of behaviour to minimise incidents and support mental well-being.</p>	<p>July 2020</p>	<p>SLT, inclusion manager, all staff, Governors</p>
<p>To ensure all racist incidents are recorded and followed through</p>	<p>All staff be vigilant and record incidents to SLT Policies are adhered to. Staff and Governors attend PREVENT training.</p>	<p>Everyone feels valued and safe. No escalation or reoccurrence. Racism is not tolerated and the message is clear to the community and beyond</p>	<p>Ongoing</p>	<p>SLT</p>
<p>To ensure all bullying is recorded and acted upon</p>	<p>All staff be vigilant and record incidents to SLT Policies are adhered to. School Council work towards Rights respecting award Gold. To ensure all staff are trained in RP. To further embed RP across the school.</p>	<p>Everyone feels valued and safe. No reoccurrence. Pupils and staff feel safe in school and comfortable in sharing information and concerns. Develop link with RP accredited school to encourage further pupil voice and mental well-being.</p>	<p>Ongoing  July 2020.</p>	<p>SLT, Governors, all staff, Gemma Clark – School Council</p>

<p>To continue to build upon curriculum provision ensuring through PSHCE aspects of social behaviour is exemplified</p>	<p>Class teachers ensure provision is made through cross curricular approaches to develop all aspects of social behaviour New curriculum introduced 2015-16] Room to Talk established 2016 New Personal development curriculum introduced 2016, embedded further 2018 and reviewed [Intent, implementation, impact] to ensure staff have a high focus on implementation throughout the curriculum.</p>	<p>Children learn to be tolerant of differences and celebrate diversity. Ensure British values are explicit Mental well being high on agenda Pupils say that they feel supported and listened to. School supporting range of complex needs which previously would have been referred externally.</p>	<p>Ongoing</p>	<p>All staff Subject leaders</p>
<p>To improve mental health and well being of all pupils.</p>	<p>Formally recognise this as a factor facing some of the pupils. To ensure all pupils are supported appropriate to their needs.  To develop resilience through the curriculum by creating can do culture. To work with parents to increase independence of pupils.  To develop awareness of attachment issues [particularly in relation to Looked after and Adopted pupils]</p>	<p>SENDCo and ASST SENDCo to access Mental Health First Aid training and conferences to raise awareness. To source counselling services for school for individual pupils. To formally identify pupils at risk of neglect due to mental health issues of parents To further develop Room to talk using principles of Place to be.</p>	<p>Ongoing</p>	<p>SENDCo/ asst SENDCo  Engage counselling services  Designated persons/ Looked After Lead Teacher  Early help services  Safeguarding First  Class teachers</p>

<p>To support an increasing number of pupils in school where home issues impact on their wellbeing and welfare.</p>	<p>To develop a programme of identification, in school referral, support          To engage with all parents to ensure confidence in provision increases.          To raise awareness of all staff of nature of difficulties. [attendance, homework, bullying incidents, older sibling responsibility, vulnerable families,]          INDUCTION of new pupils to be starting point for family referrals [eg nappy training/ settling / separation]</p>	<p>Support those families in need due to mental health issues of parents, Domestic violence and alcohol/drug abuse.          To introduce a system of referral within school to intervene at an early stage before need to refer to CAMHS etc          To continue to participate in CAMHS pilot programme.</p>	<p>Ongoing</p>	<p>HT/Gov Body          All staff          Early help services          Office finance staff.          Children's services.          Link with Sunderland Food Bank</p>
<p>To develop greater awareness of the challenges of online safety for both staff and pupils.</p>	<p>Engage in external training for staff and governors to raise awareness.          Monitor the impact of our current curriculum v number of incidents.          Level 1 safeguarding training for all staff. [Sept 2018]</p>	<p>Reduce stress caused by inappropriate use of online activity.          Ensure safety of pupils and staff.          Less incidents of pupil challenge through online activity.</p>	<p>2018-2019</p>	<p>HT/Gov Body          All staff          Alan Earle          Safeguarding First          Community police</p>