

Henleaze Junior School



Equalities Plan Appendices

Table of Contents

APPENDIX A	2
WHAT IS A DISCRIMINATORY INCIDENT?	2
TYPES OF DISCRIMINATORY INCIDENT.....	2
APPENDIX B – HJS EQUALITIES ACTION PLAN 2023-24	3
APPENDIX C – HJS ACCESS PLAN 2023-24	7

Appendix A

What is a discriminatory incident?

Harassment on grounds of protected characteristics, which include race, gender, disability, sexual orientation, or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

‘any incident which is perceived to be racist by the victim or any other person’.

This definition can be applied to any other protected characteristics.

Types of discriminatory incident

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Appendix B – HJS Equalities Action Plan 2023-24

Objective	How will the objective be achieved? SDP actions	Who is responsible for implementing?	What are the timeframes?	Early success indicators SDP Indicators
<p>Belong</p> <p>We will redesign our approach to PSHE to focus more on relationship building and belonging through more effective use of Circle Time.</p> <p>We will ensure that communications between school and home about children's needs, strategies to meet them and progress made are appropriate and effective.</p>	<p>1.3 Train teachers in leading Circle Time sessions and compile a bank of Circle Time games for them to draw on and contribute to. Introduce Class Books as an alternative method of recording to current Jigsaw exercise books.</p> <p>Monitor impact of Circle Time through Head/Deputy's pupil conferencing sessions</p> <p>Establish protocol for informing parents that their child is on the register and what this means for their child. Create a 'Welcome to SEND at HJS' information leaflet, including an explanation of the Pupil Support Plan process and what to expect (and what not to expect) in terms of support and communication. Include Bristol context.</p>	<p>JP/HJ</p> <p>Sh Jo</p>	<p>Jan '24</p> <p>Dec '23</p>	<p>School Development Priority KPI 1.3</p> <p>School Development Priority KPI 3.2</p>

HENLEAZE JUNIOR SCHOOL EQUALITIES SCHEME

<p>Provide staff with CPD on EAL provision and assessment</p> <p>Build relationships between children in different year groups</p> <p>Re-launch the staff Wellbeing Team and engage whole staff voice through survey</p>	<p>Clarify protocols around SEND Parents Consultation evenings</p> <p>Establish a series of SEND Parents Coffee Mornings jointly with HIS</p> <p>Establish whole school procedures for induction of new EAL arrivals and in-class support for new to English pupils. Embed simplified Bell Foundation assessment framework to enable us to track progress.</p> <p>‘Vertical’ enrichment afternoons to take place with children arranged in Teams.</p> <p>Peer mentors established to support the personal development of both the younger and older child within the mentoring relationship</p> <p>Establish a Wellbeing Team comprising members of the different school work groups through open invitation. Research, discuss, design and deliver a Staff survey.</p>	<p>SM</p> <p>SM</p> <p>SM</p> <p>JP</p>	<p>Mar '24</p> <p>Apr '24</p> <p>Ongoing to Jul '24</p> <p>Nov 23</p>	<p>School Development Priority KPI 4.4</p> <p>School Development Priority KPI 4.6</p> <p>School Development Priority KPI 3.4</p> <p>School Development Priority KPI 4.5</p>
<p>Respect</p>		<p>SM</p>	<p>Nov '23</p>	

HENLEAZE JUNIOR SCHOOL EQUALITIES SCHEME

<p>We will relaunch existing approaches to behaviour management with a greater focus on inclusion and belonging.</p> <p>Integrate the 'Zones of Regulation' we use with SEND children into the whole school 'Inner Chimp' SEMH curriculum to create a joined-up approach which fosters inclusion and belonging</p>	<p>Embed the use of class tally charts or individual behaviour plans for children for whom the tally chart is not appropriate. Establish 'Five star days' contributing to Golden Time to promote positive behaviour in line with the key school rules.</p> <p>Train staff, children and lunchtime supervisors in 'Zones of Regulation' as a tool for developing emotional self-awareness and regulation, linking this to the concept of how 'in charge of our chimps' we are at different times. Train staff, children and lunchtime supervisors in use of 'chimp in charge' tool as whole-school intervention for reflecting on dysregulated behaviour</p>	<p>JP</p>	<p>Ongoing to Jul '24</p>	<p>School Development Priority KPI 3.3</p> <p>School Development Priority KPI 3.5</p>
<p>Inspire</p> <p>We will develop teachers' and subject leaders' use of Insight to closely monitor progress and attainment, especially that of pupils with SEND and the 'first 20%'.</p> <p>We will establish a process for referring children to the SEND team and criteria for including children on the SEND register.</p>	<p>Train teachers/LSAs to use pre-Key Stage standards to track progress of SEND pupils. Explore use of Insight to track interventions.</p> <p>Identify and define criteria for inclusion on the SEND register for each of the 4 areas of need. Re-establish the SEND referral system, with SENDCO Surgeries to discuss referrals. Where children</p>	<p>SM</p> <p>Sh Jo</p>	<p>Dec '23</p> <p>Feb '24</p>	<p>School Development Priority KPI 2.2</p> <p>School Development Priority KPI 3.1</p>

HENLEAZE JUNIOR SCHOOL EQUALITIES SCHEME

<p>We will train staff to develop quality first teaching that helps all pupils remember content long term, that focusses on Ordinarily Available Provision in order to support the learning of pupils with SEND in particular and which continues the work we did last year on EAL provision.</p>	<p>meet the criteria, the SENDCO will support the CT writing the first Pupil Support Plan Define next steps for children who do not meet the criteria for inclusion on the SEND register</p> <p>Conduct an audit of all the areas of expectation in the OAP, identify strengths and areas for development, and create an HJS 'inclusive teaching guide' to support teachers to deliver this</p> <p>Monitor delivery of OAP through lesson observations, learning walks, planning scrutiny, book looks and pupil conferencing.</p>	<p>Sh Jo/SM</p>	<p>Ongoing to Jul '24</p>	<p>School Development Priority KPI 4.3</p>
<p>Create</p> <p>Our main development focus will be on Reading. We will map the curriculum and define our expectations regarding progression of skills from Y3 to Y6, and review our plans accordingly. In the core curriculum, we will also focus on greater depth writing.</p>	<p>Early Reading: work with Infants to progress 'Unlocking Letters and Sounds' into KS2. Review any significant differences between ULS and RWI already in use. Consider and action any implications. Draw up a curriculum map and skills progression document for reading. Review and record texts being used in each year group. Research and recommend a whole school approach to teaching comprehension skills.</p>	<p>MG</p>	<p>Feb '24</p>	<p>School Development Priority KPI 1.1</p>

Appendix C – HJS Accessibility Plan 2023-24

Objective	How will the objective be achieved? SDP actions	Who is responsible for implementing?	What are the timeframes?	Early success indicators SDP indicators
Increasing the extent to which disabled pupils can participate in the school's curriculum	<p>We will establish a robust process for referring children to the SEND team and clear criteria for including children on the SEND register.</p> <p>Identify and define criteria for inclusion on the SEND register for each of the 4 areas of need.</p> <p>Re-establish the SEND referral system, with SENDCO Surgeries to discuss referrals. Where children meet the criteria, the SENDCO will support the CT writing the first Pupil Support Plan</p> <p>Define next steps for children who do not meet the criteria for inclusion on the SEND register.</p>	Sh Jo	Feb '24	School Development Priority KPI 3.1
Improving the physical environment in order to increase the extent to which disabled pupils can use facilities and services offered by the school.	<p>OT and physio involvement commissioned as appropriate.</p> <p>Pupil Support Plans will specify improvements to the physical</p>	Sh Jo	Ongoing to Jul '24	Disabled pupils will be able to access facilities and services offered by the school

HENLEAZE JUNIOR SCHOOL EQUALITIES SCHEME

Objective	How will the objective be achieved? SDP actions	Who is responsible for implementing?	What are the timeframes?	Early success indicators SDP indicators
	environment required over and above the OAP.			
Improving the delivery to disabled pupils of information which is readily available to pupils who are not disabled.	<p>Ensure that an ongoing focus for teacher development is on quality first teaching for pupils with SEND through effective delivery of the Ordinarily Available Provision</p> <p>Conduct an audit of all the areas of expectation in the OAP, identify strengths and areas for development, and create an HJS 'inclusive teaching guide' to support teachers to deliver this</p> <p>Monitor delivery of OAP through lesson observations, learning walks, planning scrutiny, book looks and pupil conferencing.</p>	Sh Jo/SM	Ongoing to Jul '24	School Development Priority KPI 4.2
Improving access to information for parents who require different forms of communication.	<p>We will ensure that communications between school and home about children's needs, strategies to meet them and progress made are appropriate and effective.</p> <p>Establish protocol for informing parents that their child is on the register and what this means for their child.</p>	Sh Jo	Dec '23	School Development Priority KPI 3.2

HENLEAZE JUNIOR SCHOOL EQUALITIES SCHEME

Objective	How will the objective be achieved? SDP actions	Who is responsible for implementing?	What are the timeframes?	Early success indicators SDP indicators
	<p>Create a 'Welcome to SEND at HJS' information leaflet, including an explanation of the Pupil Support Plan process and what to expect (and what not to expect) in terms of support and communication. Include Bristol context.</p> <p>Clarify protocols around SEND Parents Consultation evenings.</p> <p>Establish a series of SEND Parents Coffee Mornings jointly with HIS.</p>			

The following people have been involved in reviewing our accessibility plan:

- The governing body for the school (the Trustees)
- Senior leadership of the school
- Teaching staff
- Non-teaching staff
- Parents
- Young people
- Others _____