



Schools' Single Equality Scheme

2016 - 2019

Haymerle School

(Including Accessibility Plan 2016/19)

- 1. Introduction**
- 2. School profile and values**
- 3. The Race Duty and Community Cohesion**
- 4. Disability Equality Duties**
- 5. The Gender Equality Duties**
- 6. Religion and Belief**
- 7. Sexual Orientation**
- 8. Age**
- 9. Southwark Local Safeguarding Children Board
Anti - bullying and Discriminatory Policy Framework**
- 10. Employment Practices**
- 11. Equality Impact Assessments**
- 12. Consultation and Information**
- 13. Setting Priorities**
- 14. Roles and Responsibilities**
- 15. Action Plan**
- 16. Reporting and reviewing the scheme and Publication**

Introduction

This Schools Equality Scheme (SES) is a combined scheme designed to meet the Race, Disability, and Gender Equality Duties, as well as the requirements of the law for Religion and Belief and Sexual Orientation. Our School Equality Scheme also includes how we will meet requirements under the Employment Equality (Religion and Belief) Regulations 2003; Employment Equality (Sexual Orientation) Regulations 2003 and Employment Equality (Age) Regulations 2006. There is also a need to address bullying and discriminatory incidents, as these issues are prevalent in race, disability, gender, and homophobic incidents.

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. They need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

School profile and values

Haymerle School located in Peckham in Southwark is a Specialist Primary Provision for Pupils with a diagnosis of Autism and complex learning needs we support pupils from the whole borough and from neighbouring boroughs and provides placements for pupils from across Southwark's diverse ethnic minority communities. Young people from many minority ethnic communities attend our school.

At Haymerle School we are committed to

- Tackling race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.
- Positively promoting race, disability and gender equality.
- Creating good relationships in the school with all groups by race, culture, gender, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.

The CSSES will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the School's short, medium and long term planning contributes towards this scheme;
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

The Race Duty and Community Cohesion

Haymerle School recognises and welcomes its responsibilities under the Race Relations (Amendment) Act 2000 (RRA). Since the 31st May 2002 we have had in place a written statement of our Race Equality Policy included in our Equal Opportunities Policy, and we have implemented the arrangements for developing a Race Equality Policy to meet the General Duty.

The purpose of our Race Equality Policy (REP) is to help us to:

- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.
- Expand access across all communities and in all areas of school activity.
- Eliminate unlawful racial harassment.
- Ensure the policy is also part of planning arrangements that the school already makes, and our actions and objectives are met through our Race Equality Action Plan (REAP).

We have developed our (REAP) for putting our REP into practice, and it is part of the School Development Plan. The REAP has clearly defined roles and explains what the school will do if the policy is not followed.

Our REAP will form part of the School Equality Scheme.

We will report on progress annually and the review of our race equality policy will be brought in line with the review for the School Equality Scheme.

Haymerle School Race Equalities Policy is included within the schools Equal opportunities policy. This policy is reviewed annually.

Haymerle School Race Equality Action Plan 2016 – 2019 is attached to the Equal opportunities policy document with priorities relating to the whole school, policy pupil progress and attendance and parent support.

Community Cohesion

From September 2007 we understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already considers this to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

At Haymerle School we

- Create a sense of shared values through having agreed policies in place to promote equal opportunities within the school and foster school ethos that values the contribution of all.
- Promote pupil sense of shared responsibility and community through the school curriculum PSHCE, RE, Geography and Literacy and through extra curricular activities that promote a positive relationship between the school and the local community.
- Promote the schools commitment to fairness and trust through school policy, school curriculum (PSHCE curriculum, schools behaviour management policy, whole school rules in place, termly monitoring of incidents) and impact and incident monitoring.
- Policies in place that support pupils and staff in recognising all members of the school community are valued and treated with respect. (Equal opportunities Policy, Behaviour management policy, Whistle Blowing Policy.)
- Regular monitoring in place to ensure that possible areas for development or improvement are identified and action plans in place to improve practice as needed.

The Disability Equality Duties

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and pupils by disability.
- Have a Disability Equality Scheme (DES).

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the school curriculum. (Evident in Schools Accessibility)
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. (Evident in Schools Accessibility Plan 2016 -19)
- Improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled. (Evident in Schools Accessibility Plan 2016 -19)

At Haymerle School

Pupils have been involved in developing the scheme

- through teacher observation of pupils needs in relation to their enjoyment and participation in the school curriculum and extra curricular activities
- through monitoring pupils behaviour (Via incident book monitoring) as part of termly monitoring.
- pupils feedback and comments during lessons e.g. PSHCE lessons on 'Topical Issues'
- pupils comments and participation in whole school events (Open days, parties, community activities e.g. fund raising etc)

Guidance - schools are not required to do anything under the scheme that is unreasonable or impracticable.

The Gender Equality Duties

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

At Haymerle School

- We monitor pupils annual progress in relation to their gender. Subject and senior managers monitor pupils data closely and are aware of their responsibility to monitor individual pupils progress in relation to gender as well as other areas of Equalities monitoring

Where necessary individual targets will be put in place relating to individual pupils or group of pupils where monitoring identifies any possible issues to be addressed relating to gender.

- Issues of gender stereotyping are addressed throughout the school curriculum with teachers aware through school policy and through the school curriculum of their responsibility to promote positive images on men and women and celebrate the achievement of all.
- Through relevant school policies issues relating to domestic violence are addressed e.g. Issues of how to treat each other and how others should treat us are met in the schools PSHCE curriculum, in the schools rules and behaviour management policy. The schools safeguarding policy provides clear guidance for staff regarding concerns about issues of domestic violence.
- The schools e safety policy and equalities policy provides support and guidance for staff regarding how to manage situations where pupils may access images where women may be demeaned or objectified accidentally. The school seeks to promote positive attitudes to women throughout the curriculum and will work individually with children where it is felt they have had access to material that is not acceptable. This will be done on an individual basis with the support of the pupils parents and differentiated according to each childs individual level of learning disability

Religion and Belief

Our school recognises the need to consider the actions outlined by the Equality Act 2009 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

At Haymerle School

The following policies and learning activities in place to promote equality for people based on their religion, belief and non belief

- Equal opportunities policy
- RE Policy
- RE Curriculum (Southwark agreed Scheme)
- PSHCE Policy
- PSHCE Curriculum

Sexual Orientation

Our school recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

At Haymerle School

The following policies and learning activities in place to promote equality for people based on their sexual orientation.

- Equal opportunities policy
- PSHCE Curriculum
- Equalities statement in all policies

Age

The School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

The following policies and learning activities in place to promote equality for people based on their age

- Equal Opportunities Policy
- Relevant HR Policies including Respect at Work Policy
- PSHCE Curriculum
- Equalities statement in all policies

Anti-bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We submit data regarding bullying and discriminatory incidents to the Children and Young People's Service in Southwark Council.

At Haymerle School we will ensure our commitment to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation through

- Recording and monitoring of incidents on the grounds of race, disability, gender, religion or belief and sexual orientation
- Reporting incidents in line with Southwark procedure (e.g. participation in termly monitor of racial incidents)
- Annual review of relevant policies including Haymerle School Anti Bullying policy and Equal opportunities Policy.
- Staff training as appropriate and policy review in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment including policy review and staff discussion.

Employment Practices

We ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

At Haymerle School we ensure that we observe and implement the principles of equal opportunities in employment, specifically;

Adopted Southwark policy on Recruitment, selection and Induction of Staff

Whole School Policy in Place for Staff Performance Management

Monitoring in place with regard to

- Selection and recruitment
- Selection for redundancy, restructuring, redeployment and retirement
- Training and development
- Promotion
- Performance appraisal
- Award for pay, bonus and allowances
- Grievance
- Disciplinary
- Harassment
- Discrimination

Workforce monitor reviewed by personnel committee - recommend action to FGB as appropriate

Regular Human Resources Audits conducted by Southwark HR to support and develop good practice.

Equality Impact Assessment

We review key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation.

At Haymerle School the Senior Management team and Curriculum Committee will assess the impact of current policies and procedures as being relevant to meeting the duties set out under race, gender, disability and religion or belief legislation.

EIAs that will be carried out between 2016 and 2019

Curriculum Statement

Admissions Policy

Anti Bullying Policy

Equal opportunities Policy (Including REAP)

Behaviour Management (Including Incident Monitoring)

Attendance Policy (Attendance Monitoring)

Recruitment, Selection and Induction Policy and procedures (Including monitoring data)

Parents day Attendance Data monitoring and impact

Exclusion (Policy and data monitoring)

Accessibility Plan

Pupil Progress

Consultation and Information

At Haymerle School in deciding upon our Equalities Scheme objectives we have involved Stake holders in the following ways using appropriate data from a wide range of relevant sources including:-

- a. pupil behaviour and incident monitoring
- b. pupils care and behaviour plans
- c. feedback from pupils in lessons and focus groups
- d. parental attendance figures at open days and events
- e. parental feedback from questionnaires
- f. parental feedback from review meetings
- g. parental feedback from courses and parent support group meeting
- h. parent governor feedback
- i. staff meetings
- j. attendance data
- k. staff monitoring data
- l. consultation with lead governor
- m. consultation with curriculum committee
- n. consultation with whole governing body
- o. Annual Workforce Monitor

Data and monitoring

Assessment data (comparative data re pupil progress)

Attendance data (pupil, parents meetings, behaviour monitoring, incident monitoring-exclusions, racist incidents etc)

Stakeholders will continue to be consulted on current and future action planning.

Equality Scheme Objectives

At Haymerle School we have formulated and specific, measurable objectives using evidence collected and consultation in relation to gender, race, disability, religion or belief and sexual orientation.

We recognise that it is the actions resulting from a policy statement such as this is what makes a difference.

Every three years accordingly we will agree an action plan within the framework of the overall school improvement plan and whole school processes of self evaluation, setting out the specific objectives we shall pursue. The objectives which we identify will take account national and local priorities and issues as appropriate.

We will keep our equalities objectives under review alongside the REAP and Accessibility plan and report annually on progress towards achieving them

Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

At Haymerle School

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The head teacher is responsible for making sure that all staff are aware of their responsibilities and are given appropriate training and support: and for taking appropriate action in the case of any unlawful discrimination.

A senior member of staff has day to day responsibility for co-ordinating and implementing this policy

All staff are expected to

1. promote an inclusive and collaborative ethos in their classroom
2. deal with any prejudice – related incidents that may occur
3. plan and deliver curricula and lessons that reflect the principles embedded in this policy
4. support pupils in their class and across the school for whom English is an additional language
5. Keep up to date with equalities legislation relevant to their work.

Action Plan 2016 to 19

	Current	Target	Actions	Responsibility	Deadline	Review
<u>Promoting Equality of Opportunity of Service users</u>	Equalities statement in policies	Raise whole school commitment and understanding of SES Update statement over policy schedule 2016 /19	SES updated, review and adoption by GB SES circulated to staff and discussed in staff meeting/s Updated policy on website New policies under review to have up to date Equalities Statement Include as part of review cycle	Senior managers and Integrated learning Co-ordinators	July 2016 Annual update to committee Personnel and curriculum 2016 - 19	Policies reviewed by Governors on 3 year cycle Targets reviewed with staff annually
	Whole school curriculum includes opportunities for promoting Equality of opportunity. Whole School assemblies promote positive attitudes.	Ensure that the curriculum is planned to incorporate the principles of equality set out in the SES	Review RE, PSHCE, Humanities provision across key stages Make changes in light of findings Ensure coverage across the school Share / focus on good practice at staff meetings and Phase group meetings SES / Equality focused activity / celebration per term as whole school event that promotes positively issues relating to equality. Monitor parent participation at coffee mornings, parent training sessions, formal meetings and social events.	Class teacher to plan and Integrated learning Co-ordinators to Plan a calendar identifying EQOps links across the S.O.W. Parent Support Adviser to promote events with parents and report monitoring outcomes to SLT	TBC July 2018 Report to Curric Com 2016 /19	Report to Curriculum committee Publish attendance and identify targets to improve as needed
	Current	Target	Actions	Responsibility	Deadline	Review
<u>Eliminating Discrimination</u> (Link: Equal Opps Policy, Racial Equalities Action Plan and Accessibility Action Plan)	Policies in place Monitored to identify needs. Returns to LA	Evaluate and develop systems for information gathering in order to meet general duties Maintain Nil / low return re incidents relating to discrimination. Extend monitoring of incidents if needed.	Increase capacity of admin team to take on responsibility of monitoring and reporting Review information gathered on admissions forms Review communication needs and options with parents Annual monitor of staff information – workforce Termly monitor of pupil incidents Termly Monitor of pupil attendance by ethnicity and Gender Annual monitor of pupil progress (Gender, ethnicity, FSM, Pupil Premium)	Admin Team SMT	Ongoing	Yearly review by Governing Body Termly review via committee

	Current	Target	Actions	Responsibility	Deadline	Review
<u>Eliminating Harassment</u>	<p>Policies are in Place</p> <p>equal opportunities,</p> <p>Staff code of Conduct,</p> <p>Harassment, whistle blowing)</p> <p>Monitoring of incident book</p> <p>Monitoring of Exclusions</p>	<p>Nil return of bullying/ harassment/ racial incidents</p> <p>identified through monitoring of relevant books</p> <p>Re introduce staff well-being questionnaire to raise awareness of staff needs and views re management of</p>	<p>On-going cycle of policy review by Governing body – see HT reports</p> <p>On-going cycle of policy review by Staff</p> <p>Key policies highlighted to new staff during induction</p> <p>Identify suitable staff questionnaire (staff well-being?) to introduce</p>	<p>SLT</p> <p>Curriculum committee</p>	<p>3 year review by Curriculum Committee 2016 -2019</p> <p>Annual update with staff 2016 - 2019</p>	<p>Feedback to curriculum committee and FGB as appropriate (HT reports)</p>
<u>Promoting Positive Attitudes</u>	<p>Equal Ops Statement in curriculum policies.</p> <p>Pupils work celebrates in class and around the school.</p> <p>Pupils success celebrated in good work assembly and end of term awards</p>	<p>Ensure all parents / carers are encouraged to participate in the education of their children and in the life of the school</p> <p>Information to parents is available in used friendly format (awareness of additional support needs, translation, ICT access)</p> <p>Increase attendance at parent support and training meetings</p>	<p>Improve use of ICT to promote positive images of the pupils work and activities with parents/ carers / visitors.</p> <p>Promote local offer (school and Southwark)</p> <p>Introduce opportunities for parents to work with pupils</p> <p>Provide images and information celebrating the good work for each half term.</p> <p>Improve systems for recording and monitoring attendance and attitudes to school meetings and even</p>	<p>ICT Manager working with class teachers and link Governor.</p> <p>Admin and PSA</p> <p>Class teachers</p> <p>Class teachers</p> <p>Admin</p>	<p>2016 -19</p> <p>Termly</p> <p>Half termly</p> <p>Termly</p>	<p>Named Governor to liaise with Assistant head teacher</p> <p>Link Governor to feedback to GB at committee as appropriate.</p>
<u>Encouraging Participation in Public Life</u>	<p>Secondary transfer management to support parents and pupils</p> <p>Links with Secondary Schools to facilitate parents meetings / visits</p> <p>Speech Bubbles project with mainstream links</p> <p>Access to library and local shops</p> <p>Participation in national events and celebrations</p> <p>Links with outside agencies to support curriculum</p>	<p>Increase pupils access to learning opportunities beyond the classroom and with mainstream education</p> <p>Develop Secondary link activities to better facilitate transition to an appropriate placement and better support pupils, parents and receiving school in this process</p> <p>Extend number of opportunities for pupils at Haymerle School to access local facilities</p> <p>Increase mainstream links / work with outside agencies for pupils in Key Stage 1</p>	<p>Extend use of garden resource and outside spaces</p> <p>Class teachers (in Ys 5 and 6) collaborate on joint (Upper key stage 2 phase group) activity with secondary colleagues – gardening, cooking etc.</p> <p>Increase opportunities for pupils to meet and engage with staff and students from other schools (Art projects Gardening projects Drama projects)</p> <p>Extend gardening project to encourage greater links with wider community.</p> <p>Extend Speech Bubble Project 2016-19</p>	<p>Lead teacher and Link Governor,</p> <p>Class teachers supported by PSA and SLT as needed.</p> <p>HT working with lead teachers / staff and Class teachers</p>	<p>July 2019</p> <p>July 2019</p> <p>July 2019</p>	<p>Parent questionnaire,</p> <p>Feedback to PSA.</p>

	Current	Target	Actions	Responsibility	Deadline	Review
Taking Steps to meet disabled peoples needs (Link Accessibility Plan)	Pupils have access to a broad and balanced curriculum and a wide range of facilities.	Ensure action is taken to enable all pupils to achieve their potential	Monitor vulnerable groups achievement and progress	-Integrated learning Co-ordinators and Phase leaders.	2016 -19	Report to Curriculum Committee each year Link Governor to support.
	Pupils have access to SALT supporting their statement /EHCP delivery.		Identify under performing groups			
	2 days LA 2 days school funded Pupil Premium link to 1 day	Extend pupils access to appropriate assistive technologies	Set targets and identify intervention needed	AHT working with Integrated learning Coordinators and Phase leaders. Work with relevant outside agencies.		
Pupils have access to OT supporting their statement /EHCP delivery.	Monitor and evaluate intervention					
2 days school funded Pupil Premium link to 1 day	Improve access for pupils/ others with disabilities to nature garden and allotment space	Staff training to raise capacity to provide appropriate support and interventions	ICT manager	2016 -2019		
Music Therapy – 1 day Pupil premium		Facilitate access to appropriate support – Therapeutic, behaviour, family support/ social services intervention				
		Secure external feedback through autism accreditation of our strengths and areas for development in successfully offering interventions that are meeting individual pupils specific needs	Link with similar schools to share knowledge and expertise / experience.	2016 -2019		
		Staff training to improve use of appropriate assistive technologies.				
		Replace IWB with touch screen over phased project.				
		Roll out use of Tablet / iPad technology to support 1. Communication 2. Curriculum access	Lead teacher working with appropriate class teachers	2016 -2019		
		Facilitate pupil access to appropriate computers in the classroom (touchscreen with integrated computer to minimise distractions)				
		Upgrade Sensory room to better meet the needs of pupils with ASC				
		Provide pupils and visitors with safe and appropriate access to School garden / allotment				

Monitoring and reporting – to be published on Website

	Target 2015/16	Target 2016/17	Target 2017/18
Promoting Equality of Opportunity of Service users	75%attendance at Parents meetings	80%attendance at Parents meeting	85%attendance at Parents meetings
Outcome			
Eliminating Discrimination	Nil return in incident / monitoring regarding racist Incidents and report to LA. Increased service user awareness of SE Scheme and action plan 50%	Nil return in incident / monitoring regarding racist Incidents and report to LA. Increased service user awareness of SE Scheme and action plan 70%	Nil return in incident / monitoring regarding racist Incidents And report to LA. Increased service user awareness of SC scheme and action plan 90%
Outcome			
Promoting Positive Attitudes/ Encouraging Participation in Public Life	70% pupils in key stage 1 access learning in wider community (Asda or Library) 80%pupils in key stage 2 access learning in wider community (Asda and Library)	80% pupils in key stage 1 access learning in wider community (Asda or Library) 85%pupils in key stage 2 access learning in wider community (Asda and Library)	90% pupils in key stage 1 access learning in wider community (Asda or Library) 90%pupils in key stage 2 access learning in wider community (Asda and Library)
Outcome			
Taking Steps to meet disabled people's needs	All pupils achieve 85% of their end of year targets	All pupils achieve 85% of their end of year targets	All pupils achieve 85% of their end of year targets

Reporting and reviewing the scheme and Publication

In line with the requirements of the Scheme we will produce an annual report on progress and review and revise the Schools Equality Scheme every three years.

The Schools Equality Scheme is a published as a separate document and is available on request.

Haymerle School Single Equality Scheme will be available for parents / carers and other interested parties via the schools website or on request.

The school governors will delegate reviewing progress against objectives to the appropriate to committees responsible for specific areas e.g. premises or curriculum. The Full governing Body will review the Action plan annually. Reviews of the Scheme will inform the school setting any new priorities and new action plans for the next Scheme.

Parents will receive a copy of the schools action plan and the school will report on progress towards action plan targets through the school profile annually at the end of each school year and through the school newsletter through out the year.