

# OXFORD GROVE EQUALITY SCHEME



Reviewed by the Governing Board on 29<sup>th</sup> November 2023

SIGNED:

**Councillor Linda Thomas and Lynda Wood**

(CHAIR OF GOVERNORS & Vice Chair)  
Mid-Point Review Autumn Term 2025

**Miss Nadine Harvey**  
(HEADTEACHER)

DATE FOR REVIEW September 2026

### Overarching statement

- In accordance with our Governing Board aims; we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- We will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

### Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation.
- ensuring that the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed.
- producing regular information for staff and governors about the plans and how they are working.
- making sure all staff know their responsibilities and receive training and support in carrying these out.
- taking appropriate action in cases of harassment and discrimination, including all forms of prejudice based bullying.

All staff are responsible for:

- dealing with any form of prejudice based incidents.
- being able to recognise and tackle bias and stereotyping.
- promoting equal opportunities and good race relations.
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender.
- keeping up to date with the law on discrimination.
- taking up training and learning opportunities.
- The Head teacher is responsible overall for dealing with reports of prejudiced-based incidents

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

### Statutory requirements

The equality objectives below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Bolton LA procedure for recording incidents involving pupils in schools.

## Equality Plan 2023-2026

### Introduction

This plan sets out how Oxford Grove Primary School will work to promote race equality.

### Impact Assessment

In regard to the general duty under the Equality Act 2010 the SLT and Governing Board regularly review and monitor procedures and policies, including the 2023-26 Equality Plan. This plan (2023-2026) addresses our specific duties under the Equality Act 2010 and forms part of our general Equality Scheme and also relates to the Bolton Council procedure for reporting racist incidents involving pupils in schools.

### Action Plan to address the General Duty to promote race equality

<b>Actions</b>	<b>How? &amp; When?</b>	<b>By whom</b>	<b>Resources &amp; cost</b>	<b>Evidence that it is completed &amp; monitored</b>
Inform school community of the existence of the Equality Plan	Publicise on school web page. Whole School Training day agenda item and place updated staff copy in staff policy file Autumn Term Inset Annual August 2024-2025 & 2026.	D.H.T. Inset Chair of Governors	Inset Training Day every year Autumn term 1 2024,2025,2026	Sample of new parents questioned that they have seen information and it is translated on the web page. Evidence of new plan on the school website when checked and approved by Full G.B. 29.11.2023.
Ensure all new staff and volunteers are aware of the procedures for recording and reporting racial incidents	Part of the Induction procedure for new staff. DHT & Business Manager to ensure that information regarding reporting racial incidents is added to the induction pack for all new staff and visitors	D.H.T. Business manager	Ongoing completion as and when new staff start at the school	Understanding by staff and volunteers of what constitutes a racist incident, and how to act in the event of one occurring in school. Evidence of procedures updated plan in the induction pack for new starters and staff made aware who to report incidents to and that incidents are reported half termly to the LA by the School Business Manager. Evidence seen by the Personnel subcommittee Autumn Term meetings each year.
Continue to develop more links with local schools within cluster	Head teacher cluster lead for inclusion for Bolton AHT lead for EYFS Inclusion award termly meetings School Links Project. .	Head teacher AHT PSHRE Leader Class teachers	Half termly inclusion from November 2023	Minutes from inclusion and engagement termly- see in school records. HT also part of IYFA panel from September 2023- half termly supporting LA with hard to place children. EYFS lead see cluster 9 meeting minutes- termly. School Links project - Overseen by Mrs Thompson restarted from 23.
Promote good relations between different ethnic groups	Promote collaborative learning throughout the school and encourage working in mixed gender, race and ability groups wherever possible to enhance good community cohesion within school.	D.H.T. & Subject leaders	Subject leader release termly including use of ppa and SLT monitoring.	Monitoring of curriculum provision through planning scrutiny, pupil interviews and lesson observation to ensure equality. Ongoing- see whole school events and monitoring framework updated termly.
Continue to provide opportunities for children to visit places of importance in multicultural society	Continue to plan trips to church, mosques, synagogues relevant to curricular theme studying.	AHT Events co- ordinator and R.E. subject leader	Time and visit cost- see cultural capital expenditure report and RE action plans each year.	RE Subject Leader to monitor through the termly. RE link governor to report on the impact of visits and curriculum to the termly curriculum committee- see events plan. .
Celebrate the different cultures within school	Assemblies, curriculum, parties (e.g. Christmas, Eid Diwali etc)	SLT PSHRE lead	Time Mrs Thompson additional release to complete school newsletter at least termly.	Head Teacher's demonstrates evidence through newsletters and whole class blogs monitored weekly with half termly newsletters published.

The next Equality Plan in 2026 will build upon this plan's actions, the results of monitoring, and other information.

Signed: Councillor Linda Thomas Chair of Governors Date 29<sup>th</sup> November 2023

## Introduction

This plan sets out how the Governing Board of Oxford Grove Primary School will work to promote equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under the Equality Act 2010. It forms part of our general Equality Scheme. The school has had an Accessibility Plan since 2012 and since that date the school and LA have completed the following work:

- Had a school expansion to the two form entry which includes wheelchair access on a ground level site.
- Adaptations have included a sensory room
- Facilities include three disabled toilets.
- Ramp added to all entrance points from the playground into school for ease of access for all wheelchair users.

The Combined Action and Accessibility Plan attached to this Scheme details further planned improvements.

### **1. Ethos and Values:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Board. The review process at Oxford Grove has been delegated to the Finance and Premises sub-committee of the Governing Board.

At Oxford Grove Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Oxford Grove Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Oxford Grove Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Oxford Grove Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -
  - Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Oxford Grove Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following Oxford Grove Primary School policies, strategies and documents:

- Asset Management Plan
- Positive Behaviour and Discipline Policy
- Curriculum Policy
- Disaster Plan
- Equality Plan
- School Prospectus
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be monitored through the Governor Finance and Premises Committees.

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved **Councillor Linda Thomas Date Reviewed 29<sup>th</sup> November 2023**

## 2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents

Our objectives are detailed in the Action Plan below

## 3. Current Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with our parent conference meeting and data collection information collated termly.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are parts of the school where physical features of the school environment hamper access to the whole life of the school.

### **Curriculum**

There are areas of the curriculum to which disabled pupils could have limited access if the necessary adaptations were not put in place. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, all curriculum provision for pupils with a visual impairment. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents/carers and staff.

#### **4. Action Plan**

The Action plan will show:

- Clear allocation of lead responsibility.
- Clear allocation of resources.
- An indication of expected outcomes or performance criteria.
- Clear timescales;
- A specified date and process for review.

#### **5. Access Audit**

The school is a single storey building with wide corridors and several access points from outside. Many of our school staff are trained in the operation of the "Hoist". Training is reviewed annually.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a push button electrically operated external door and a low reception hatch, both being fully accessible to wheelchair users. There are disabled toilet facilities available in Foundation Stage, Key Stage 1 and Key Stage 2 areas of the school. We also have a gender-neutral toilet located in the main building.

The school has internal emergency signage and escape routes are clearly marked; this includes signage which indicates which escape routes are appropriate for wheelchair users.

Possible areas to be improved within the limitations of this building are:

- The outside access to the field from the Key Stage 2 playground.

#### **6. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

## Access to Curriculum

**To increase the extent to which those with a disability pupil can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Action	Timescale	Resources	Responsibility	Monitoring
Ensure ICT appropriate for pupils and staff with disabilities.	<ul style="list-style-type: none"> <li>Review accessibility of ICT.</li> <li>Prioritise new software and equipment to be purchased to support learning.</li> </ul>	Autumn Term 2023-ongoing based on needs assessment of new staff and pupils.	SENDCO, H.T. & Computing Leader. Meeting time with pupils / staff including those with identified disability and representatives and appropriate services. .	SENDCO, HT & Computing leaders	Monitored by SENDCO & HT through the SEN expenditure code. Also monitored at least termly by the finance subcommittee from November 2023.
To liaise with Parents/ Multi agency workers/ other providers to identify adaptations to provision. <i>Target new intake</i>	To identify pupils who may need additional to or different provision	Ongoing but linked to new admissions in particular within the FSU  Summer Term 2024,2025,2026	SENDCO and FSU lead to be allocated time for home visits and the completion of parent questionnaires. SENDCO to conduct follow up. Wellbeing lead to work in partnership with ACIS to support those children new to the country with places allocated at the school prior to admission.	F.S.U Leader to oversee and SENDCO to oversee supported by the Wellbeing lead.	Procedures/equipment/ ideas set in place by Sept. <b>Home visits - conducted throughout the summer term for new FSU intake- FS &amp; SENDCO to lead on this.</b> Feedback to HT and HT to ensure budget implications are resourced and reported to the finance committee termly from Autumn Term 2023.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Completed by Autumn Term 2023 and then reviewed annually where necessary.	Subject Leadership and SLT time	Head Teacher D.H.T and Subject Leaders.	All policies clearly reflect inclusive practice and procedure. Close collaborative working relationships formed with parents/ carers. Relevant policies published on the school website- reviewed annually.
To plan provision for pupils with specific medical conditions.	To liaise with Key Worker, the Health Teams, TAs, new class teacher and parents e.g. update epilepsy, Bolus Feed, epipen training for appropriate staff. Ensure Individual Health care plans and management plans are in place as part of transition arrangements.	Summer term 2 transition  SENDCO to meet 1-1 with parents of children who require Health care and management plan and share relevant documentation and advice.	8-week transition plan in place for Summer term 2 and training needs identified by SENDCO. Training organised and put in place ready for September.	SENDCO	All staff will have undertaken training and are confident and competent in fulfilling the requirements of their role. Individual Health care plans, management plans are written by the SENDCO and shared with all stakeholders. SLT have responsibility for checking termly and ensuring the SENDCO monitors and makes adjustments to plans throughout the course of the academic year should the need change. Chair of GB and SEN governor meet termly for updates.
To establish close liaison with outside agencies and parents for pupils' on-going health needs.	To ensure collaboration between all key personnel occurs in the best interest of the child. Write Management plan Risk Assessments Peeps Provision maps	Ongoing but at least termly.	Consultation and review meetings at least termly with the SENDCO.	SENDCO- supported by the wellbeing officer.	Clear collaborative working approach. Additional hours allocated to the SENDCO with non-teaching capacity to oversee close liaison with external agencies.  HT to monitor weekly as part of SLT checking tasks.
To ensure full access to the curriculum for all children.	Outside Play visits; CPD for staff and: <ul style="list-style-type: none"> <li>A differentiated curriculum with alternatives offered including in P.E.</li> <li>A range of support staff</li> </ul>	Ongoing- see website for curriculum subject time frames and extra-curricular provision.	Time Funding of additional TA staff to support lunch and break time provision CDP from trained experts.	Head teacher & SENDCO	Feedback from pupils, staff and parents. Monitoring by SENDCO and SLT.  Advice taken and strategies evident in classroom.  All children supported and accessing curriculum.



	including trained teaching assistants <ul style="list-style-type: none"> <li>• Multimedia activities to support most curriculum areas</li> <li>• Specific equipment sourced from occupational therapy and Sensory Support Service <i>includes hearing and *visually impaired services</i></li> <li>• Additional break and Lunchtime provision for adult staff where appropriate.</li> <li>• Additional staff allocated to support after school clubs to enable children to have full access to additional enrichment provision.</li> </ul>				
To review attainment of all SEND pupils.	SENDCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly + Termly Office administrator additional time for processing financial accountability linked to provision map.	Assessment and Tracking data. Provision map	SENDCO & Intervention leader TA team	Conducted Termly October, February and July Assessments Points throughout the year. Progress made towards Provision map targets Provision mapping shows clear steps and progress made Financial accountability is recorded for each child. Updated by DHT as part of the termly meeting with SEN link Governor- see curriculum minutes from Autumn Term 2023. See Governor annual strategic overview.
To ensure adequate challenge for our most able pupils .	Appoint specialist team of teachers to promote challenge for pupils including the most able. Booster groups/ 1-1 tuition where needed.	Ongoing provision reviewed by Subject leaders	Specialist Language teacher Specialist Vocal coach Specialist djembe instructor Specialist brass tutor Sport Coach After school Clubs Third Space online learning Additional Teaching provision throughout the school. LBQ Summer school Holiday Club After school booster.	HT	Achieving above national average attainment benchmark results by the end of KS2 outcomes and demonstrating progress over time as being above national average.  Monitored for impact by SLT and standards committee in partnership with subject leaders and the curriculum committee. See subject leaders action plan and SDP 2023-24, 2024-25+2025-26 reviewed termly with link governor. See standards minutes and termly action plan review summaries for each area shared with curriculum subcommittee at least termly from Autumn Term 2023.
To promote the involvement of those with a physical disability discussions/activities and to consequently take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Features such as sticky</li> </ul>	See events overview- Autumn Spring Summer	Financial budgets allocated to each curricular area from G cost centres and provision recorded linked to spend in the action plan produced by SENDCO or subject leader.	All subject Leaders SENDCO CDP Co-coordinator	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms and written into the wider curriculum provision. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.  Also see live-updated CDP training record from staff linked to physical disability pupils. Review PEEP risk assessments.

	<ul style="list-style-type: none"> <li>keys and filter keys to aid disabled users in using a keyboard</li> <li>Teacher microphones linked to hearing aids</li> <li>Giving alternatives to enable disabled pupils to participate successfully in lessons within the mainstream school.</li> <li>Creating positive images of diversity and equality within the school so that pupils grow into adults who have some understanding of the needs of all different people.</li> </ul>				See lesson observation overviews and evidence of termly subject leader learning walks and feedback. See monitoring matrix 2023-24, 2024-25, 2025-26. .
Create effective learning environments	<ul style="list-style-type: none"> <li>Continue to ensure all classrooms and resources are organised in accordance with pupil need.</li> <li>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> </ul>	Termly reviewed in curriculum meetings with Governing board.	Financial budgets allocated to each curricular area from G cost centres and provision recorded linked to spend in the action plan produced by SENDCO or subject leader.	All subject Leaders SENDCO CDP Co-coordinator	SENDCO through lesson observations and sampling lesson planning  Leadership Team and Governors through learning walks. See GB strategic overview for 2023-24, 2024-25 & 2025-26.
Access to wider curriculum Increase participation in school activities.	<ul style="list-style-type: none"> <li>Audit participation in extra-curricular activities and identify any barriers.</li> <li>Ensure school activities are accessible to all students.</li> <li>Investigate TA flexibility to cover extracurricular activities if needed.</li> </ul>	Half- termly when club requests are received by the school	Governors to identify contingency budget for TA cover for extracurricular activities if needed.	All subject Leaders SENDCO CDP Co-coordinator	DHT and well-being lead/ Subject Leader or club leader to track increased participation and report through action plan on the impact of the provision. Termly see internal records.  P.E. subject leader to produce a report published on the school website. Evaluated 2023-24, 2024-25, 2025-26.

**To improve the physical environment of the school in order to maintain access for all stakeholders.**

Target	Action	Timescale	Responsibility	Monitoring
Increase site access to meet diverse needs of pupils, staff, parents and community users as the school expands.	<ul style="list-style-type: none"> <li>Review personal evacuation plans and Pupil Based-Risk assessments</li> <li>Expand additional parking space for disabled parents and parents of disabled children .</li> <li>Expand school main entrance area onto the yard.</li> </ul>	Autumn Term 2023-ongoing	Head teacher & DHT	Finance and premises sub-committee termly through health and safety learning walks led by Chair of Finance. See Finance Committee minutes.
Improve physical environment of school environment	Reorganisation / Refurbishment of school /Utilisation of rooms. The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings, maintain and enhancement the sensory room. .	Ongoing	Head teacher	Governing Board Learning walks-termly. See Governor strategic overview for events calendars.
Ensure visually stimulating environment for all children	Regularly updated displays in classrooms and inviting role play areas.	Ongoing	TA 4 team under the leadership of the SENDCO	SLT learning walk and SIP Termly visit. Report findings presented as part of the HT report termly to the full G.B link SIP report.
To make the school play area more accessible and user friendly for pupils with mobility, sensory and social difficulties	Ensure all ramps to ease access around the school grounds making the school play area more accessible when any area is updated.	Renewed Autumn Term & Spring Term 2024	Head teacher & School Business Manager	Finance and premises sub-committee termly through health and safety learning walks led by Chair of Finance.

### Improve the delivery of information to pupils and parents

Target	Action	Timescale	Responsibility	Monitoring
Improving Communication and Information Sharing  Availability of documents in alternative formats.	<ul style="list-style-type: none"> <li>Large print and audio formats etc as required.</li> <li>Monitor uptake of documents in alternative formats</li> <li>Review accessibility of newsletter and letters for parents.</li> <li>Homework information available as information sheets in alternative formats in home school homework books.</li> </ul>	Autumn Term 2023- website and other supported by Liz Thompson	Class Teachers &	SLT Parent open mornings for curriculum areas. Newsletters and parent notice boards. Adapted training for parents on how to gain information required- including translation services.
To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> <li>Records passed up to each class teacher.</li> <li>End of year class teacher meetings</li> <li>Annual reviews</li> <li>IEP meetings</li> <li>Medical forms updated annually for all children</li> <li>Individual Health Care Plans</li> <li>Personal Emergency Evacuation Plans</li> <li>Pupil based risk assessments</li> <li>Individual Management Plans</li> </ul> <p>Significant health problems –children's photos displayed for all staff to see and info kept in separate file on securely stored folder.</p>	Ongoing	SENDCO Business Manager Office Administrators	Deputy Head Teacher  Each teacher/staff member aware of disabilities of children in their classes- SENDCO updated halftermly.
In school record system to be reviewed and improved where necessary. GDPR compliance (Records on Sims/ network/ protected	<ul style="list-style-type: none"> <li>Record keeping system to be reviewed.</li> </ul>	Ongoing	SENDCO Business Manager Office Administrators	SLT Head teacher and Deputy Head Teacher. Waheed Khalid- GDPR lead from September 2023 in partnership with Liz Thompson.

**The next equality plan** in 2026 will build upon this plan's actions, the results of monitoring, and other information.

Signed: **Councillor Linda Thomas** Chair of Governors **Date Reviewed 29.11.2023**

# Gender Equality Plan 2023-2027

This plan sets out how Oxford Grove School will work to address the General Duty to promote gender equality.

This plan addresses our Specific Duties under the Equality Act 2010.

## Action Plan to address the Gender Equality Duty

Areas to be considered for their Gender Equality relevance	Actions	By whom?	Resources & cost	Evidence it has been completed
Employment Issues - Staff Recruitment - CPD/training - Conditions	Be aware of, and adopt, LA policies that have been changed	Governors and Head	Safe Recruitment and Selection training provided to ensure avoidance of bias/stereotyped assumptions in selection and interviewing procedures	Monitoring of applications carried out by governor appointing.
Teaching and learning	Ensure all staff understand possible different gender-related learning styles	Head Teacher & SLT	Staff training sessions	Lesson observations comment on a variety of learning styles as identified within SDP
Assessment	Ensure all staff understand a range of assessment methods to ensure pupils knowledge, abilities and needs are more accurately assessed	Head Teacher & Assessment subject leader	PPA time & pupil progress meeting and Parent conference.	Children of both genders are making required progress See end of key stage gender summary to the standards committee through IDSR shared with SIP.
Behaviour, including sexual/gender harassment and bullying	There is an agreed set of procedures which is understood by all staff. All incidents of sexual harassment and bullying are dealt with following the school's agreed procedures. Incidents monitored.	Head Teacher PSHRE subject leader	PSHRE, circle time and other areas of curriculum promote understanding of what constitutes sexist bullying and harassment and helps promote gender equality Install a gender-neutral toilet	Staff questionnaires conducted annually- results published on school website.
Curriculum	Ensure sexist assumptions and gender stereotypes are discussed and challenged in materials and schemes of work as necessary with specific links to the PSHRE Curriculum.	Subject Leaders Led by PSHRE Leader	Awareness raised at staff training – Stone Wall champions CDP Cost: resources purchased by subject leaders External role models visit school and budget allocated through cultural capital to ensure that children have opportunity to see the diversity of those beyond the school community and are offered inspirational role models who support our ambitious curriculum offer.	A broad and balance curriculum is in place, which promotes equality for all and sets aspirational targets regardless of gender. See website and SIP reports- Ofsted validation –Outstanding judgment maintained.
<b>Recognition for our work to improve equality.</b>	School to become a Stone wall champion- Silver accreditation Governors monitor rates of HBT and sexist bullying and language *Gender neutral uniform in place *The school has checklists and guidance in place to support a trans young person *Pupils are asked their experiences of bullying, including homophobic, biphobic, transphobic and sexist bullying *Pastoral staff are trained on supporting lesbian, gay, bisexual and trans (LGBT) pupils Gender stereotypes are actively challenged by staff, and gender diversity is celebrated *The school holds events to celebrate equality and diversity such as: LGBT History Month, International Women's Day or International Day of Non-Binary Visibility.	Jill Bain and SLT in partnership with Governors	Management release time and staff training and assessment of the award due to take place Spring 2024	School to become reaccrredited with Silver as recognition for our further development towards equality for all. Reaccrredited Stone wall Spring 2024

The next gender equality plan in 2026 will build upon this plan's actions, the results of monitoring, and other information.

Signed: Councillor Linda Thomas Chair of Governors     Date Reviewed 29.11.2023