Equality Checklist and Impact Assessment

Date: March 2023 Completed by: D. Sive



Equality Check list for school staff and governors	In Place? Y/N	Evidence	Date completed	Comments/Impact
Collection of information on race, disability and gender for both pupils and staff, e.g. pupil achievement, attendance, exclusions & staff training.	Y	Inspection File - Pupils on Roll / School Census information/Arbor MIS records/Camden staff training attendance reports/ Governors' reports/termly pupil attainment and progress reports.	Sept 22	All pupil/staff information data is stored safely on Arbor and can be accessed by the admin team and teaching staff online (Arbor). Data can be analysed easily for different categories. SEF includes information on pupil profiles. The school is GDPR compliant and data is secure.
This information (data) is used to inform policies, plans and strategy, lessons, additional support, training and activities the school provides.	Y	Notice boards. Staff Handbook SMT/LT/staff meeting records Policies Staff training records	ongoing	LT/SMT/SENCO updates policies as required following guidance and legislation, e.g. SEF, Camden HR guidance, CPP observations to ensure equality of provision, resources, training, etc.
The Equality Policy, Plan & Objectives have been shaped by the views, input & involvement of staff, parents, governors, pupils & other stakeholders.	Y	Pupil, Parent and Staff surveys/ questionnaires Governor visit feedback via learning walks Governor training	June 22 Feb 23	Staff, pupil and parent surveys – positive feedback. Governors have attended Camden's Equality Training. Governors observe equality in practice during visits.
Publication of information to demonstrate purposeful action on the general duties of the Equality Policy.	Y	Essential school info published on website Equality, Diversity and Inclusion policy. Ofsted report (Mar 2017) SEND Information Report HR policies and guidance	ongoing	Website updated regularly to reflect practice. Diverse school community that is inclusive of all needs and abilities. HR guidance is followed rigorously. Equal opportunities in recruitment procedures



				School for Deal Children
Analysis of Pupil Achievement, progress and standards for different groups and action taken when there trends or patterns indicate a need.	Y	Attainment data analysis Home School Communication Project set up/functioning; Pupil progress meetings records to identify strengths and barriers to learning.	Termly and annually.	Agreed interventions to support pupils; SENCo to support with implementing intervention strategies as required. SEN policy and SEND information report updated annually
The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives	Y	School Improvement Plan Education and Health Care Plans Provision Maps Funding available for equipment recommended by physio/OT. Pupil Premium Impact Report. SEND information report	Sept 22	Ongoing monitoring to ensure complete individual Provision Maps for pupils (SENCO) with individual costs when becomes compulsory. SENCO monitors individual plans as set by external agencies. Pupil Premium funding report and tracking and outcomes/impact
A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.	Υ	Policy file Policy spreadsheet tracker. Governors meeting minutes.	Ongoing	The Headteacher has overall responsibility for monitoring, updating and implementing school policies. Policies are delegated as required Staff are consulted on policies. Policies are ratified by governors.
The school ensures that all staff understands and implements key requirements of the Equality Policy.	Y	Staff Handbook Induction Programme Staff training	Sept 22	Annual INSET training covers any changes in key policies including Equality and is part of induction for new staff (including safeguarding). All policies on shared network for all staff to access, and for governors on request. Anti racism staff training.
The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.	Υ	In-V-Entry sign-in with instructions/information on-screen.	daily	Visitors wear lanyards for identification – DBS, non-DBS staff/contractors, staff, visitors, etc. Bilingual receptionists – BSL and English to advise and support visitors.



				School for Deal Children
The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference with the participation of parents if needed.	Y	Discussion in R.E/PSHE lessons and assemblies, and cultural events at school throughout the year. Information display on notice boards. Teaching resources. Learning mentor for pupils Inclusive assemblies	ongoing	Audit of resources to ensure variety of cultural/diversity representation and accessibility, led by Deputy Head (Teaching and Learning) Member of Camden's Anti-racism hub
All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.	Y	SACRE determination. School Assembly programme School Council meetings led by Deaf Instructor Pupil votes for class names, Xmas show, book titles display, etc.	ongoing	SACRE determination renewed for 5 years in May 2022 Range of topics covered in assemblies. Active school council to get pupils' views. Pupils are involved in decision-making.
The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.	Y	Arbor records Robust safeguarding procedures Curriculum committee meetings agenda item. PSHE curriculum Behaviour management staff training	ongoing	Positive behaviour management strategies Clear consequences for negative behaviour. No discrimination PREVENT training for staff/governors Safeguarding refresher training for all staff annually. DSL and DDSL training in safeguarding
Visual displays and multi-media resources reflect the diversity of the school community.	Y	Classrooms and Corridors displays. School website and brochures. Social media platforms	ongoing	In place for both FBS and KCA, and monitored by SMT. Bright sign screen displays reflect diversity in information for both schools. Learning walk – displays focus (Oct 22) with clear areas for improvement.
Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.	Y	Lesson Plans/observations. Teaching programmes and Assemblies. Deaf Studies Curriculum Community involvement.	March 23	Inclusive lesson planning, resources, discussions and sharing of experiences in class and assemblies Deaf role models regularly invited to meet pupils.



				School for Deaf Children
The school takes part in annual diversity events to raise awareness of issues around race, disability and gender.	Y	Assemblies. Calendar of events through the year. Curriculum themes. Library books and resources	ongoing	School celebrates Deaf Awareness Day/Week, BSL celebration and recognition as well and covers issues on race/gender/disability in lessons, e.g. Circle Time, PSHE lessons, Deaf Festival Week, Deaf Awareness Week; international women's day; LGBT awareness/history month, Black History Month.
The school environment is increasingly accessible to pupils, staff and visitors to the school – including the acoustic environment.	Y	Classrooms are acoustically treated. Accessible toilets on each floor and internal and external lifts; Soundfield systems in all classes. Tannoy system Curved/rounded walls – deaf-friendly Plenty of natural and artificial lighting. Blackout blinds on windows for bright light. Visual fire and evacuation alarms in all areas.	ongoing	Regular health and safety audit of facilities by BM and Facilities Manager for access. Relatively new building with accessible features. Regular drills for fire/evacuation so all staff / pupils know what to do in case of emergency.
Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.	Y	BSL for Deaf parents. Community/foreign language interpreters provided for other languages for meetings.	Ongoing	Full access for all parents for Parent/Teacher consultations, International Evening, Xmas Show, Secondary transition meetings, Annual Reviews, FCSW/ Home School communication project, Ready Steady Sign project.
The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.	Y	All information to parents/school community in BSL and English. Letters and documents can be translated on request; Community language or BSL interpreters booked for parents/staff.	ongoing	Minority language translators/interpreters and school's in-house interpreter. Use of Google Translate for simple messages via pupils' home-school books. Seesaw platform can translate into different language.



The Governing Body is increasingly representative of the community it serves.	Y	Governors membership list includes Deaf/disabled governors Camden's Governor Survey results	March 23	GB includes various backgrounds and diversity, so representative of school community. Nearly half of the GB are deaf – balanced representation.
Procedures for the election of parent governors are open to candidates and voters who are disabled.	Y	Governors Clerk's records, Parent election letters to ALL parents.	When needed	Meets individual needs of GB and will be provided, e.g. interpretation/explanation in BSL, English, other languages as required.
The topic of 'Respect' which covers areas such as each other, objects, feelings, religion, sexuality etc.	Y	Curriculum Grid Lesson Plans Assemblies. Whole school ethos and culture. Behaviour policy	Spring 23	RSHE topics in class throughout the academic year – new framework in development phase and part of the SIP Displays in classes/corridors reflect diversity of school community and respect for all Promotion of acceptance, respect and tolerance for all regardless of race, religion, sexuality, gender, sexual orientation, age, disability, belief, etc. No discrimination or bullying.

Our Equality Objectives for 2022-2024 are:

- To ensure that the curriculum and resources are fully accessible to pupils with a range of needs and disabilities. **Action**: annual curriculum reviews; lesson observations, accessibility audits.
- To continue to improve the delivery of equal access of information to pupils and parents with a range needs/disabilities/languages. **Action:** termly lesson observations, Annual EHCP reviews, SEND information report, policy dissemination, website
- To improve and maintain access to the physical environment for persons with wheelchairs and VI **Action:** health and safety audits, purchase resources, staff training, clear signage and risk assessments.

Checked by: Alan Murray (Equality governor)

Review date: Summer 2024