

# LEIGHTERTON PRIMARY SCHOOL

## PUBLIC SECTOR EQUALITY DUTY POLICY

### Introduction

Leighterton Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

This policy has been written in response to significant changes in the law and reflects our commitment to inclusion and diversity and to comply with all legislation, implementing school plans in relation to race equality, disability equality and gender equality. It outlines the commitment of the staff and governors to promote equality. This involves tackling barriers which could lead to unequal outcomes so that there is equality of access and ensuring that the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

### Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, the school prospectus, school website and newsletters.

There are also references in the Behaviour, Admissions, SEND, Code of Conduct, Accessibility, and Anti-Bullying and Hate, Safeguarding policies as well as minutes of meetings when appropriate e.g. involving governors, staff and the Healthy Bodies, Healthy Minds Council.

The Equality Act also applies to schools in their recruitment of staff. We comply with Local Authority guidance to ensure that the recruitment process is fair and equitable.

This policy has been developed in consultation with staff, Governors, parents and pupils of Leighterton Primary School. It should be read in conjunction with the following policies: Safeguarding, Behaviour, Code of Conduct and Whistle Blowing, Anti-Bullying and Hate, Online Safety and Acceptable Use, Accessibility, Health and Safety, PSHE, Relationships and Sex Education, Complaints.

### Policy Development

This policy was developed by the Governing Body. It is part of our commitment to promoting equalities and providing an inclusive school. When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards and the Ofsted Briefing 'Inspecting Equalities'. We also note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Who?	Method of consultation
Headteacher and Governors	Resources Committee
Teachers	Professional Development Meeting
Non-teaching staff	Via Governor representatives
Pupils	Via Pupil Conferencing and Pupil Questionnaire

Parents/carers	Partnership with Parents Coffee Mornings and Parent Questionnaire
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### National and Legal Context

On 1 October 2010, the Equality Act (2010) replaced all existing equality legislation such as the Race relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Act protects pupils, staff, governors, parents and visitors to the school from discrimination and harassment based on ‘protected characteristics’:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### Our approach to equality is based on the following seven key principles

- 1. All learners are of equal value** - whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
- 7. We work to raise standards for all pupils, including for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### Purpose of the policy

The Equality Act (2010) was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific ‘protected characteristics’. This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

#### The **Public Sector Equality Duty** or 'general duty'

This requires all public organisations, including schools to:

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Equality Act., by removing or minimising disadvantages suffered by people due to their protected characteristics
- **Advance equality of opportunity between different groups** who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of others.
- **Foster good relations between different groups** who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

#### The **two 'specific duties'**

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

**Appendix 1** is a checklist of key equality considerations

#### **What we are doing to eliminate discrimination, harassment and victimisation**

- ✓ We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- ✓ We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- ✓ The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- ✓ We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- ✓ We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.
- ✓ We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- ✓ The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experiences of pupils and families in the school.
- ✓ There are opportunities in the curriculum to explore concepts and issues related to identity and diversity.
- ✓ The use of images and materials and role models which positively reflect a range of cultures, identities and lifestyles.
- ✓ Provision is made to cater for the cultural, moral and spiritual needs of all pupils through planning of collective worship, classroom and off-site activities.

- ✓ We maintain good channels of communication with parents/ carers and members of the wider community, to ensure that their views are captured to inform practice.
- ✓ We ensure that the parents/ carers of children in 'vulnerable groups' or pupils with disabilities are made to feel welcome, and take action to ensure that all parents/ carers are encouraged to participate in the life of the school to join school activities and celebrations.
- ✓ We encourage members of the local community to be involved in school life where appropriate.
- ✓ We have an Anti-Bullying and Hate Policy which sets out the school's approach to dealing with and reporting prejudice related bullying incidents.
- ✓ Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their age, sex, race, disability, religion or belief.

### **Behaviour, Exclusions and Attendance**

The school Behaviour Policy takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

### **Addressing prejudice and prejudice-based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously. We keep a record of different prejudice-related or bullying incidents. They are reported to the governors as part of the Headteacher's Report. Any report would include details about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

### **What we are doing to advance equality of opportunity between different groups**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, social background and sexual orientation.

- ✓ We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- ✓ We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- ✓ We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to diminish differences, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. Where appropriate, the money from the Pupil Premium is used to assist in diminishing differences for vulnerable children. We produce data on the school population by Pupil Premium. We also collect, analyse and use data in relation to attendance and exclusions of different groups. All of this information is scrutinised by the Curriculum Committee on behalf of the Governing Board.
- ✓ We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing Impaired or Gypsy Roma Traveller pupil joins our school.
- ✓ We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as 'less able'.

- ✓ Adults in school are expected to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- ✓ We use a range of teaching strategies that ensures we meet the needs of all pupils.
- ✓ We make reasonable adjustments to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access but takes account of wider access to school information and activities).
- ✓ Curriculum planning reflects a commitment to equality.
- ✓ We have a mastery approach and an ethos that all children can succeed.
- ✓ We provide support to pupils at risk of underachieving and actively encourage all pupils to engage fully in their learning.
- ✓ We promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs.
- ✓ We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability, age and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example: disabled and non-disabled people; people of different ethnic, cultural and religious backgrounds; and girls and boys. We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

The school produces and reviews the Accessibility Plan regularly and makes reasonable adjustments to increase the extent to which pupils with disability can participate in the curriculum, to improve the physical environment and to improve the availability of accessible information to disabled pupils and other users of the school premises.

### **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **What we are doing to foster good relations**

We are aware that the adults in the school community are instrumental in demonstrating mutual respect between all members of the school community. We strive to make the school welcoming for everyone through openness and tolerance. We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

- ✓ We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- ✓ We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- ✓ We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- ✓ Our pupils are encouraged to greet visitors to the school with friendliness and respect.
- ✓ We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- ✓ We include the contribution of different cultures to world history and that promote positive images of people.
- ✓ We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- ✓ We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events and cultural days

- ✓ We include equalities matters in our newsletters to parents and carers as necessary
- ✓ We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils. The implications for equalities of new policies and practices are considered before they are introduced.

### **Promoting Equality – Staff Recruitment and Professional Development**

- ✓ All posts are advertised formally
- ✓ All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity
- ✓ Staff are made aware of the contents of this policy (including regular supply staff)
- ✓ Policies and practice is reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- ✓ review relevant feedback from the annual parent questionnaire, parents' evening and other formal/informal parental feedback.
- ✓ consider responses from staff surveys, staff meetings and training events
- ✓ review feedback and responses from the children and groups of children, from the school council, PSHE lessons and pupil surveys.
- ✓ analyse issues raised in Annual Reviews or reviews of progress on My Plan/ My Plan Plus.
- ✓ ensure that we secure responses and feedback at Governing Body meetings and sub-committees.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

#### **1. Governing board**

The governing board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's equalities work taking account of quantitative evidence (e.g. data, including analysis of children eligible for FSM and the PPG, boys/ girls, EAL, SEND and other vulnerable groups, behaviour and exclusion data, attendance data, incidents of discrimination and all forms of bullying, staff recruitment and retention, visits and visitors as appropriate) and qualitative evidence (e.g. surveys). The Governing Board have an overview of all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

#### **2. Headteacher**

The Headteacher is responsible for implementing the policy, for providing updates on equalities legislation and the school's responsibilities, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination or any prejudice-related incidents. The Headteacher has day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes.

#### **3. Teaching and Support Staff**

All teaching and support staff will:

- ✓ promote an inclusive and collaborative ethos in their classroom.
- ✓ challenge prejudice and discrimination.
- ✓ deal fairly and professionally with any prejudice-related incidents that may occur, knowing how to identify and challenge bias and stereotyping

- ✓ plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- ✓ maintain the highest expectations of success for all pupils
- ✓ ensure that they do not discriminate on grounds of ethnicity, culture, disability, sexual orientation or by any other protected characteristic.
- ✓ support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- ✓ keep up-to-date with equalities legislation relevant to their work.

### **Visitors**

All visitors to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information about the school prior to their visit to enable them to do this.

### **Equal Opportunities for staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community. As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams, in line with school improvement priorities.

### **Monitoring and Reviewing the policy**

This policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. We review the information about equalities in this policy every year and make adjustments as appropriate.

### **Disseminating the policy**

This Equality Policy containing the Equality Objectives is available on the school website and as paper copies in the school office.

In addition, we ensure that the whole school community knows about our approach to inclusion and equality through the school prospectus, assemblies, staff meetings and other communications. We publish, on the school's website, copies of relevant policies, data and guidance, including those on behaviour, anti-bullying and special educational needs, as well as information about the Pupil Premium.

The governing body adopted this policy in Autumn 2023. It will be reviewed regularly in line with the cycle for policy review. Last reviewed: Autumn 2023.

Next Review: Autumn 2024

## Equalities Information

Our school has considered how well we currently meet the three aims of the Public Sector Equality Duty with regard to the eight protected equality groups (race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, and sexual orientation):

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between different groups
3. Foster good relations between different groups

### Publishing Equality Objectives

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce data analysis which informs our discussions about the Equality Objectives. We examine how our school engages with the protected groups and identify where our practice could be improved.

Protected Characteristic	Aims of the General Duty		
	What evidence do we hold that we eliminate harassment, unlawful discrimination and victimisation?	How do we advance equality of opportunity for people who share a protected characteristic and those who do not?	How we foster good relations between people who share a protected characteristic and those who do not?
Age	Admission/ application form for collection of data Data relevant and confidential, kept in accordance with GDPR Monitoring and evaluation of teaching and learning Term of birth an identified group in monitoring and analysis of data (particularly in EYFS) DOB of applicants not visible to short-listing panel Flexibility in induction for EYFS based on need and date of birth	Pupil entitlement to appropriate national curriculum – age-appropriate lessons are planned and delivered. Age-appropriate opportunities are given, e.g. visits, extra-curricular activities Cross-phase opportunities – including reading buddies, organisation of lunches, School Council, Playground Patrollers, enrichment days	<ul style="list-style-type: none"> <li>• Cross-phase opportunities</li> <li>• Volunteers and visitors of different ages</li> <li>• Opportunities to work with older generations (e.g. Grand parents coming in to read stories)</li> </ul>
Disability	Data for different groups is analysed, including SEND	Support staff are available/ employed to assist children with additional needs as appropriate	<ul style="list-style-type: none"> <li>• PSHE lessons and collective worship raise awareness of people with disabilities</li> </ul>



	<p>Liaise and receive support from outside agencies if required</p> <p>Behaviour Logs – monitored by the Headteacher</p> <p>Monitoring and evaluation of teaching and learning</p>	<p>Access to building. School building, where possible, accommodates people with disabilities. Accessibility Plan</p> <p>Staff training (e.g. Autism Awareness)</p> <p>Use of external agencies to promote access to the curriculum</p>	<ul style="list-style-type: none"> <li>• Use of positive role models</li> <li>• Visitors to school (e.g. British Sign Language visit; visit of disabled athlete)</li> </ul>
Gender Reassignment	Not applicable at present time	<p>Not applicable currently. However, we would research, gather views and expert advice, and ensure equality of opportunity</p> <p>Uniform Policy is gender neutral</p>	<ul style="list-style-type: none"> <li>• Deal with on a case-by-case basis, offering support to child and family</li> <li>• PSHE lessons and collective worship raise awareness of differences and equality (e.g. Same Love, Different Families)</li> <li>• Relationships and Sex Education</li> </ul>
Pregnancy and Maternity	<p>Staff are encouraged, but not forced to share information</p> <p>Risk assessments are carried out</p> <p>Flexible time off for antenatal appointments etc.</p> <p>Adjustment to hours of work to current needs with agreement, such as part time working</p> <p>Maternity/ paternity leave</p> <p>Choice of return date/s</p>	<p>Pupils taught about difference/ different families</p> <p>Code of Conduct for Safer Working Practice</p> <p>Provision of childcare</p>	<ul style="list-style-type: none"> <li>• PSHE lessons and assemblies raise awareness of differences and equality</li> <li>• Relationships and Sex education</li> <li>• Communication with members of staff on maternity/ paternity leave – invited to social events etc.</li> </ul>
Race	<p>Racist incidents are recorded on Behaviour Logs and monitored by the Headteacher.</p> <p>Bullying records are shared at every meeting of Full Governing Body.</p> <p>Recruitment procedures promote equality of opportunity</p> <p>Data for different groups is analysed, including ethnicity/ EAL</p> <p>Monitoring and evaluation of teaching and learning</p>	<p>Uniform Policy in place.</p> <p>High expectations for all pupils.</p> <p>Involvement and encouragement for everyone to take part in all activities.</p> <p>Supporting families through regular communication for children newly-arrived or newly-English speakers.</p> <p>Work with other schools with experience of EAL pupils.</p>	<ul style="list-style-type: none"> <li>• PSHE lessons and the broader curriculum (e.g. geography, history, science)</li> <li>• Assemblies</li> <li>• Use of positive role models</li> <li>• The teaching of languages</li> <li>• Visitors to school</li> </ul>

Religion or belief	Information collected on admission form and recorded on SIMs Involvement of parents Celebration of diversity All religions welcome in our school Religion of staff collected on recruitment and selection – but not available to short-listing panel prior to selection Collective worship and RE curriculum	RE curriculum promotes tolerance Alternative arrangements are made for religious purposes as required Anti-Bullying and Hate Policy Behaviour Policy Uniform Policy	<ul style="list-style-type: none"> <li>Religious and non-religious collective worship, including songs</li> <li>RE lessons – include visits from religious figures of different denominations</li> <li>RE visits – e.g. to mosque/ cathedral</li> </ul>
Sex	Data for different groups is analysed, including gender Monitoring and evaluation of teaching and learning	Themes of learning takes into consideration boy/girl heavy cohort and their needs and interests All clubs are open to both sexes National salary scale for employees Behaviour Policy Uniform Policy	<ul style="list-style-type: none"> <li>PHSE lessons and collective worship raise awareness of differences and equality</li> <li>Relationships and Sex Education</li> <li>Gender neutral language is used (e.g. terms such as ‘man up’ are challenged)</li> <li>Sexual harassment is dealt with in line with the Behaviour Policy, and never dismissed as ‘banter’ or ‘part of growing up’.</li> </ul>
Sexual Orientation	Disclosed information would be kept confidential The derogatory use of the term ‘gay’ is unacceptable and would be dealt with as an incident in line with the Behaviour Policy Homophobia is not tolerated and homophobic incidents would be recorded and monitored by the Headteacher and reported to the Governing Body	PSHE – children are aware that families are different but all special (Same Love; Different Families) Support to families as appropriate	<ul style="list-style-type: none"> <li>Support available for adults/ children who require help or advice</li> <li>Relationships and Sex Education</li> <li>Sexual harassment is dealt with in line with the Behaviour Policy, and never dismissed as ‘banter’ or ‘part of growing up’.</li> </ul>

**Equalities Objectives Action Plan and Annual Report 2022-2026**  
(reviewed annually and updated at least every four years as required)

*We review our equality objectives as part of the annual review of the school development plan and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors, and parents/ carers.*

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between different groups
3. Foster good relations between different groups

Action	Which protected groups will this most affect?	How will we know the objective has been achieved?	Who will lead this action?	Date	Annual Progress Check  Last updated Sept 2023
<b>Objective 1. Eliminate unlawful discrimination, harassment and victimisation</b>					
Update Behaviour Policy to include dual-coding of expectations, as well as annual changes to Keeping Children Safe in Education	Age Sex Race Disability Gender Reassignment	Learning walks – reports on behaviour Behaviour logs HT Report to governors	HT	Autumn 2023 and on-going monitoring	Behaviour Policy updated October 2022 and Safeguarding Policy updated, Sept 2023  Safeguarding training for all staff, Sept 2023
Annual review of Anti-Bullying and Hate Policy	All groups	Policy is reviewed and implemented, Including participation in Anti-Bullying Week and Internet Safety Day	HT Curriculum Committee	Autumn 2023	Respect Week (to coincide with Anti-Bullying Week) to be held Nov 2023  Policy updated June 2023
PSHE provision – continue to implement Life Skills Curriculum	Age Sex Sexual Orientation Race Disability Gender Reassignment Religion and Belief	PSHE Scheme of Work PSHE Policy	HT/ LR Curriculum Committee	Autumn 2023	PSHE Scheme of work in place  Policy updated November 2022
Governor training in safer recruitment	Age Sex Sexual Orientation Race Religion Pregnancy and Maternity	There are a number of governors trained in safer recruitment  Recruitment processes are	Chair of governors	Ongoing as required	Safeguarding and staff governor trained during 2023-2024.

		fair and transparent			
<b>Objective 2: Advance equality of opportunity between different groups</b>					
To continue to raise standards through the promotion of a culture of scholastic excellence with clear, focused teaching of skills, knowledge and vocabulary, ensuring the highest expectations in terms of quantity of work, presentation and content <b>for all groups of learners.</b>	Age Sex Disability Race	All children make good progress throughout the school – and any attainment gaps are closed  (See data headlines and PP information on school website)	<b>HT Curriculum Committee</b>	Ongoing	See data, summer 2023
Check breakdown of girls/ boys participation in extra-curricular activities	Sex	Obtain data and actions planned if necessary	<b>HT Curriculum Committee</b>	Ongoing	
<b>Objective 3: Foster good relations between different groups</b>					
Cross phase opportunities are planned regularly, e.g. reading buddies, enrichment days, Wellbeing Leaders	Age Sex Disability Race	Pupil conferencing Timetables Learning walks	<b>HT</b>	Ongoing	In 2023-2024, World Book Day, sponsored walk, Anti-Bullying Week and sports morning all provided cross phase opportunities.
Invite people of faith to collective worship or RE sessions/ visit places of worship	Religion and Belief	Curriculum is enhanced by visitors/ visits	<b>HT RE Leader</b>	On-going	Visit to places of worship  Visits to church 2023-2024
Invite visitors to broaden pupils' experience of disabilities	Disability	Curriculum is enhanced by visitors	<b>HT Governors</b>	On-going	

## APPENDIX ONE

### Check list for school staff and governors

1. The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
2. This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
3. The Equality Policy and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
4. The school publishes information to demonstrate purposeful action on the general duties.
5. The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there are trends or patterns indicating a need.
6. The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
7. The Headteacher has responsibility for coordinating the implementation of the policy and monitoring outcomes.
8. The school ensures that all staff understand and implement the key requirements of the Equality Policy.
9. The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
10. The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
11. All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the Healthy Bodies, Healthy Minds council.
12. 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.
13. Visual displays and multi-media resources reflect the diversity of the school community.
14. 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.
15. The school takes part in events to raise awareness of issues around race, disability and gender.
16. The school environment is increasingly accessible to pupils, staff and visitors to the school.
17. 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.
18. The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
19. The Governing Board aims to be representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.