WHITINGS HILL PRIMARY SCHOOL

EQUALITIES SCHEME 2022-2026

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Contents

1. Public Sector Equality Duty 3
2. Vision and Values 4
3. School Context 7
4. Legal Background 7
5. Roles and Responsibilities 9
6. Roles and Responsibilities 11
7. Engagement 12
8. Using information – Equality Impact Assessment, data and other information 15
9. Our School's Equality Provision Evaluation July 2022 16
10. Our School's Equality Objectives 2022-2026 23

1. Public Sector Equality Duty

The Equality Act 2010 consolidates and replaces anti-discrimination laws introduced over the past 40 years. The Act introduced a single Public Sector Equality Duty (PSED), which came into force in April 2011; replacing the separate duties on race, disability and gender. The PSED, sometimes referred to as the 'general duty', extends schools' equality duties to all protected characteristics:

- Race
- Disability
- Sex
- Age*
- Religion or belief
- Sexual orientation / transgender
- Pregnancy and maternity
- Gender reassignment
- Marriage and Civil Partnership*

The PSED consists of three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

The Act also introduced specific duties which require schools to:

- Publish annually information to demonstrate compliance with the Equality Act 2010
- Set every four years one or more specific measurable equality objectives that further the aims of the equality duty

1.1. Guiding Principles

- We respect the equal human rights of all our children and to educate them about equality.
- We respect the equal rights of our staff and other members of the school community.
- We oppose any form of racism, sexism, disability discrimination, homophobia or any other form of discrimination
- We value every child's language and cultural background
- We comply with relevant legislation and implement school plans in relation to race equality, disability equality, sexuality and gender equality.

- We provide opportunities for every child to achieve the highest possible standards in preparation for the next stage in their life and education.
- We help every child develop a sense of personal and cultural identity that is positive and yet open to change, and that is receptive and respectful towards other identities.
- We develop the knowledge, understandings and skills of all children to enable them to participate fully in Britain's multi-cultural society and make their contribution as global citizens

2. Vision and Values

At Whitings Hill Primary School, we want all children and families, staff, and visitors, to feel welcome and valued. We aim for every individual to have an equal opportunity to develop, achieve and realise their potential.

We believe it is the right of all to have access to high quality learning experiences in a stimulating, creative learning environment where our children are supported in taking risks and take great pride in their work. Our Equality Scheme should ensure that every member of our community respects others and is respected themselves, achieves his or her full potential and is welcomed and valued. It is the responsibility of the whole community to abide by this scheme. Equality is fundamental to the whole of the life and curriculum of the school. We value the ethnic, religious, cultural and personal differences in our school and in society. We are committed to valuing and respecting one another and this is reflected in all our work. 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

The school's equality scheme is aligned with the School Improvement Plan. Its implementation will be monitored through the school self-evaluation process. The Governing Body is responsible for the monitoring and implementation of the Equality Scheme and action plan. This information is also available on the school website.

2.1. School's aims and values:

Whitings Hill Primary School is a safe and vibrant learning community in which every individual has an equal opportunity to develop, achieve, and enjoy learning.

- We foster excellent relationships, which enable our children to develop independence, resilience and a love of learning. We recognise that a positive attitude and good behaviours for learning are essential. We provide a stimulating environment where children can develop self-esteem and confidence.
- We celebrate and value diversity. Our nurturing and inclusive environment allows children to learn and demonstrate respect for others and themselves.

- We believe it is the right of all to have access to high quality learning experiences where children are supported and challenged to take risks with their learning, taking great pride in their work and experiencing success.
- We value working in partnership with families and the wider community, in order to provide the best opportunities for all our children.
- Our team prides itself on the care, support and guidance we provide for all our children.
- We have high expectations of all learners. We constantly strive for excellence.
- We help children develop their own self-worth, recognising that everyone has something to offer. We encourage and expect good manners and excellent behaviour.

2.2. Guiding Principles

2.2.1. Principle 1

All learners are of equal value. We see all learners and potential learners, and their families, as of equal value:

- whether or not they are disabled
- whether or not they have special educational needs
- 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
- whatever their sexual identity

2.2.2. Principle 2 We recognise and respect difference, treating people equally

Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity
- age, so that people feel they belong no matter what their age and are not disadvantaged or under-valued because of age.

2.2.3. Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

2.2.4. Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

2.2.5. Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

2.2.6. Principle 6: We consult and involve widely

We engage with a range of groups and individuals to 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 consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- people of different sexual orientation

2.2.7. Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of different sexual orientation

2.2.8. Principle 8: We base our practice on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public equality duty (PSED) set out in clause 149 of the Equality Act 2010.

2.2.9. Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been sector involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them

3. School Context

Whitings Hill Primary School is an extremely popular, oversubscribed large two form entry school situated in the Underhill Ward of Barnet, London.

- 39% of children have English as an additional language which is higher than the national average.
- Pupils come from a wide range of ethnic and religious backgrounds. Around 40 different languages are spoken.
- 29% of children are entitled to Pupil Premium is much higher than the national average.
- The number of children with special educational needs is higher than the national average (3.8% of pupils with an EHCP)

4. Legal Background

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation. **General Duty under the Equality Act 2010**

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.

• advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
• Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED) the specific duties require schools to:

• Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 Equality Act 2010.
• To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.

4.1. Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

1) age equality
2) disability
3) ethnicity and race
4) gender (girls and boys)
5) gender identity and reassignment
6) pregnancy, maternity and breastfeeding
7) religion and belief
8) sexual orientation
9) marriage and civil partnership

4.2. Disability

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination. Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that disabled pupils can benefit from what the school offers to the same extent that pupils without disabilities can. At Whitings Hill Primary we implement accessibility plans which aim to: increase the extent to which disabled pupils can participate in the curriculum; improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and improve the availability of accessible information to disabled pupils and family members.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA which have been replicated in the Equality Act 2010.

4.3. Community Cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

5. Roles and Responsibilities

The Board of Governors, supported by the head teacher and staff, is responsible for ensuring the implementation of this scheme.

5.1. Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively, although aspects may be delegated to other senior leaders. All staff are responsible for delivering the scheme.

Single Equality Scheme	Headteacher/ SLT
Disability equality (including bullying incidents)	Headteacher/ SLT
SEN/ LDD (including bullying incidents)	SENDCo
Accessibility	
Gender equality (including bullying incidents)	Headteacher
Race equality (including bullying incidents)	Headteacher
Equality and diversity in curriculum content	SLT
Equality and diversity in pupil achievement	SLT
Equality and diversity - behaviour and exclusions	SLT
Participation in all aspects of school life	All Staff
Impact assessment	SLT
Engagement/ Stakeholder consultation	SLT
Policy Review	School Governors
Communication and publishing	School Governors

5.2. Commitment to review

The school equality scheme is aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation process and by Governors. The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

Equality information is available on the school website. Information will be updated at least annually.

5.3. Commitment to action

Governors will:	Headteacher and Senior Leaders will:	Phase Leaders will:
• Ensure that the school complies with legislation, and that this policy and its related procedures and strategies are implemented. • Provide leadership and drive for the development and regular review of the school's equality and other policies • Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies • Highlight good practice and promote it throughout the school and wider community • Provide appropriate role models for all managers, staff and pupils • Acknowledge examples of good practice from the school and among individual staff and pupils • Ensure a consistent response to incidents, e.g. bullying and racist incidents • Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)	• Initiate and oversee the development and regular review of equality policies and procedures • Consult pupils, staff and stakeholders in the development and review of the policy • Ensure the effective communication of the policy to all pupils, staff and stakeholders • Ensure that managers and staff are trained as necessary to carry out the policy • Oversee the effective implementation of the policy • Hold line managers accountable for effective policy implementation • Provide appropriate role models for all managers, staff and pupils • Highlight good practice from departments, individual managers, staff and pupils • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying and racist incidents • Ensure that the school carries out its statutory duties	• Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard • Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with 'difficult' situations • Behave in accordance with the school's policies, leading by example • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary) • Contribute to managing the implementation of the school's equality scheme

All staff (teaching & non-teaching) will:	All pupils will:	All parents and carers will:
• Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils avoiding discrimination against anyone for reasons of ethnicity, disability, family background or gender keeping up to date with the law on discrimination, taking up training and learning opportunities • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying and racist and homophobic incidents • Be able to recognise and tackle bias and stereotyping	Be kind, treat others with respect, set a good example to others and be polite and helpful Contribute to consultations and reviews • Behave with respect and fairness to all • Behave in accordance with the school's policies	• Contribute to consultations and reviews support the school in maintaining good behaviour and discipline • Provide appropriate role models for all • Behave in accordance with the school's policies, leading by example

6. Roles and Responsibilities

The school operates equality of opportunity in its day to day practice in the following ways:

- Including all pupils in all activities, making reasonable adjustments where necessary
- Admissions and exclusions will be managed in line with the London Borough of Barnet and school procedures and policies
- Equality and staff: we comply fully with legislation which protects our staff (including teachers, teaching assistants, other staff and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age.

With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackle discrimination and bullying, reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism

7. Engagement

We welcome the participation and involvement of people from broad and diverse backgrounds and of different abilities from all stakeholders in our community When deciding what to do to tackle equality issues, we consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

7.1. TURNING OUR VISION INTO ACTION

Actions to promote equality and links to the school improvement plan

Embedded into our school life are a range of policies and practices which are regularly audited to ensure continued progress and identification of any potential equality gaps. They can be summarized as follows:

7.2. Pupil Progress:

- considering attainment and assessment across equality strands
- monitor attainment and progress by ability (A,G&T and SEN), Pupil Premium, gender and ethnicity to look for patterns and address where necessary. We identify trends and patterns of underachievement and where necessary take positive action to improve attainment
- monitor exclusions (when and if they occur) by ethnicity, ability and gender of child

7.2.1. Behaviour, discipline and exclusions across equality strands

- record ethnicity of perpetrator and victim of racist incidents – monitor and address any patterns or trends
- report incidents in line with LBB and school policy

- record unacceptable behaviour and apply sanctions
- discuss school rules and devise class rules with all children
- operate consistent systems of rewards and sanctions
- discussion of 'differences' in Circle Time
- behaviour expectations made clear in Home/School agreement

7.2.2. Pupils' personal development and pastoral care

- emphasis on pupil voice
- encourage all children to stand for class election to the school council
- monitor membership of school council by ethnicity, gender, disability
- share views about racism, sexism, disability discrimination and sexual orientation in and out of school through planned circle time sessions
- promote and encourage discussion, learning and understanding of cultures and faiths
- give opportunities for children to share experiences of religion and culture to promote self-esteem and knowledge for all
- staff modelling of respectful attitudes
- encourage all pupils including those with disabilities to participate in the full life of the school
- provide positive images of disabled people participating in public life and in visiting/being represented in the school
- challenge the use of discriminatory language

7.2.3. Inclusion, teaching and learning

- set suitable learning challenges
- learning experiences will be structured to enable pupils to make connections with their own lives
- respond to pupils' diverse learning needs and different experiences
- provide EAL and SEN support teaching where necessary
- provide resources which reflect many cultures
- provide dual language texts
- use visuals to support EAL children and children with SEN
- pupils will be encouraged to challenge stereotypes and to develop the skills necessary to detect bias and challenge discrimination
- allocations to teaching groups are monitored to prevent discrimination

7.2.4. Admissions and Attendance

- follow the standard admissions arrangements for Barnet schools.
- the admissions process is monitored to ensure no particular groups are being disadvantaged unfairly

• comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet is collected to ensure we meet the needs of all groups

7.2.5. The content of the curriculum

• the curriculum is planned to incorporate principles of equality and to encourage thoughtful responses and positive attitudes towards diversity
• opportunities are found across the curriculum to explore concepts and issues relating to identity and diversity
• provision of a diverse school curriculum, providing personal encounters with other cultures and contributing to the spiritual, moral, social and cultural development of all pupils
• provision of extra-curricular activities and events to cater for the interests and capabilities of all pupils and to take account of parental concerns related to religion and culture

7.3. Staff recruitment and professional development

• all staff vacancies open to the widest permitted pool of applicants
• advertise in community newspapers for staff to actively encourage people from different backgrounds
• adhere to equal opportunity practice
• record staff development in staff files
• all staff have training to develop awareness around equalities issues

7.4. Membership of the Governing Body

• promote and encourage more diverse and representative membership of our governing body
• develop support and induction provided for new governors

7.5. Partnerships with parents and the community

• information and material for parents accessible in plain language and in languages and formats other than English as appropriate
• premises and facilities equally available for use by all minority ethnic communities
• promote active links with the local community (see community cohesion section)
• promote active links with local minority ethnic communities
• a range of inclusive social events, sometimes targeted at particular groups within the community

7.6. Achievement of ethnic minority and pupils with EAL

• monitor and assess language acquisition
• promoting progression of children at each stage of language development
• EAL support given individually or in groups for focus children over a sustained period

8. Using information – Equality Impact Assessment, data and other information

8.1. EQUALITY IMPACT ASSESSMENT (EQIAs)

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct pupil voice activities such as questionnaires.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.
- If the proposed procurement affects the duty to eliminate discrimination and harassment, and to promote equality of opportunity amongst the school community, there is a need to include some equality requirement within the contract. We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

8.2. IMPACT ASSESSMENT

- We recognise that our policies and practices may impact on different groups.
- We assess the impact of policies, procedures, functions and practices by regularly monitoring the views of all stakeholders annually through the parent questionnaire, staff questionnaire and pupil questionnaire. We review policies to ensure that the Disability Equality Scheme has been included as part of our policies and have regard to the general duty under the Race Relations (Amendment) Act 2000.
- We audit policies and practice through termly provision mapping and pupil progress meetings. This will include assessing whether any policy has or could have an adverse impact on the attainment levels of pupils from different groups.
- We will use the results of the analysis to derive new targets for improvement which feed into our school improvement plan
- The following policies/plans have been assessed in regard to the general duties under the Disability Discrimination Act 2005, the Special Educational Needs and Disability Act 2001 and under the Equality Act 2006

8.3. Using information - Equality Impact Assessments, data and other information:

• Data that has been considered to help analyse the effects of our policies on protected groups include RAISE online data, incident reporting data, After School Club data, Class Profile data
• Questionnaires to parents, children and staff
• Our School SEF

9. Our School's Equality Provision Evaluation July 2022

Policies and Procedures	Evidence	Action
• The Equality duties and protected characteristics of race, gender, disability, religion and belief, sexual orientation pregnancy and maternity, gender reassignment are included as an explicit aim in all of the school's policies and key documents.	Equalities included in all policies as they come up for review – see review cycle. New Equalities Scheme written and updated including new legislation	Review statement in all policies when they are reviewed
• The school's Equality scheme/policy and procedures are regularly reviewed and their effectiveness evaluated.	• New Equalities Scheme written and updated including new legislation. Monitoring arrangements on rolling programme of Governing Body Meetings Reporting through HT Reports to Governors. Monitoring of bullying incidents broken down by gender, pupil premium & EAL on termly basis	• Monitoring arrangements show that the equalities action plan is moving forward and there is a positive impact
• The school has a policy which clearly sets out the procedures for handling complaints and incidents of discrimination, harassment and victimisation. Pupils and parents are aware of the policy and can access it easily.	• Policies in place for Complaints, Bullying and Harassment, Anti-bullying and Behaviour Policy Policies on website and in policies file	• Polices to be added to website
• The school meets its statutory duties in relation to bullying and ensures all forms of prejudice based	• Policies in place for Anti-bullying and Behaviour Policy reviewed at least annually	• Continue to review annually

bullying are taken seriously and dealt with equally and firmly.		
• The school collects and publishes information demonstrating how they are meeting the aims of the general duty and update it at least annually.	• Analysis of pupil achievement carried out termly (standards report) / published annually	• Continue to monitor progress and achievement of key groups
• The school has prepared equality objectives, which are linked to the school development plan, and sets clear targets for addressing issues of inequality and discrimination, publishing them at least once every four years.	• Equalities Action Plan in place • Equalities Work is linked to the School Improvement Plan	• Continue to link to each new School Improvement Plan. Publish new Equalities Scheme and Action Plan on Website
• The school does not discriminate against or victimise a pupil by excluding them from school. Exclusions are based on the school's Behaviour Policy. Exclusions are monitored to ensure pupils are not discriminated against and to avoid any potential adverse impact.	• Exclusion data is reported to Governors in the termly HT report. Exclusions are carried out in line with our Behaviour Policy and the DFE exclusion guidance	• Review any exclusions at least annually for monitoring purposes
• The school policy for managing behaviour and discipline is fair and does not discriminate against pupils with protected characteristics.	• Behaviour Policy is reviewed at least annually	• DHT monitor behaviour files at least termly
• The school and the Governing Body ensure that they make reasonable adjustments to meet disabled people's needs, even if this requires more favourable treatment.	• Reasonable adjustments to school environment / provision for individual, e.g. access to trips	• Accessibility Plan
• The school keeps an adequate record to show that they have considered their equality duties when	• SENCo report to Governors • Policy review documents – linking equalities and other	• Policies reviewed regularly

developing and reviewing policies and procedures.	key policies into one central equalities scheme. • Accessibility plan.	
• The school has an accessibility plan and has regard to the need to provide adequate resources for implementation and regularly review.	• Accessibility plan in place • School development plan action plans for inclusion	• Accessibility plan reviewed annually • Budget for access to the curriculum and for the capital premises plan for DDA
• Staff have regular training on equality issues.	• Training for speech and language, guided reading, phonics, supporting writing, differentiation, autism, Down Syndrome	• Rolling programme of staff training on equalities

Engagement Views of children, parents carers, and other stakeholders (consultation)	**Evidence**	**Action**
• The school engages pupils, staff, parents, carers and the wider community in setting equality objectives and reviewing its equality information.	• School Council • On admission – additional needs section • Access to information – school newsletter, website, coffee mornings	• Regular consultation with community
• The school consults and involves disabled people and the parents and carers of disabled pupils, in the development of policies to promote disability equality	• Reasonable adjustments • Annual reviews of statements / care plans	• Regular consultation with community
• The school consults and involves pupils from a range of ethnic, cultural and religious backgrounds and their parents and carers to promote ethnicity equality	• Parent / pupil questionnaires	• Regular consultation with community
• The school consults and involves both boys and girls, and both women and men in the development of policies to promote gender equality and equality in respect of sexual orientation	• Parent / pupil questionnaires	• Regular consultation with community

Role of Governors	Evidence	Action
• The governing body monitors progress in achieving the three aims of equality legislation – eliminate discrimination, advance equality of opportunity and foster good relations.	• SENCO reports to Governors • HT Reports to Governors • Inclusion governor visits school at least termly	• Monitoring through the HT reports • Governor notes of visit
• Engages with people who have a legitimate interest – including all staff, all parents, carers, pupils, and local community as appropriate.	• Newsletter to parents • Website • Coffee Mornings	• Regular consultation with community
• The School and Governing Body encourage participation by all groups with a protected characteristic in public life.	• Monitoring the running of the school • Attendance at school events / cultural events	• Monitoring through the HT reports
• The Governing Body can access training to help them understand how the Equality Act 2010 affects the school and how to fulfil their duties under the Act.	• Governor Training	• Further training for Governors
• The Governing Body raises awareness and promotes positive attitudes towards all groups with a protected characteristic.	• Governor Policies	• Further training for Governors
• The Governing Body receive regular reports on how the school is meeting its equality duties.	• SENCO reports to Governors • HT Reports to Governors	• Monitoring impact of work and equally action plan
• The Governing body is representative of people with protected characteristics who are encouraged to become school governors and the school ensures that Governor support is appropriate.	• Breakdown of the Governing Body shows a good balance of men and women, and partly reflects the school's diversity.	• Actively seek parents / community governors from different ethnic groups to fill parent vacancies as and when they arise.

Monitoring objectives and outcomes	Evidence	Action
• The school produces regular reports and monitors how the school is meeting the aims of the general duty.	• SENCO reports to Governors • HT Reports to Governors	• Monitoring impact of work and equally action plan
• Pupil progress and attainment in individual subjects are analysed and monitored to ensure equality for all protected characteristics.	• SLT analyse pupil progress termly looking at progress for boys & girls, PP A.G&T, SEN and ethnicity and EAL • Analysis is reported to Governors in HT reports	• Monitoring impact of work and equally action plan
• The school has strategies for tackling differences in the attainment and progress of all pupils.	• Provision map / SEN support plans SLT support and coaching • Needs led provision of support	• Continue to monitor and support where appropriate
• Equality and diversity are promoted, key inequalities are tackled and issues are taught in a way that does not subject pupils to discrimination in all areas of the curriculum	• PSHE & RE curriculum • Family Links • Stereotypes challenged • Assemblies • Special events, e.g. Jeans for Genes Day • Staff Training and support given from external agencies (e.g. EP, Autism Advisory team, BEAM)	• Continue to promote
• All pupils have access to extra-curricular activities, after- school clubs, sports activities and school trips, as well as facilities such as libraries and IT.	• Access to after school clubs free or subsidised to PP children • Provision for pupils with an EHCP or on SEN support is fair and equitable and appropriate support given for after school clubs	• Continue to add to extended schools provision • Further breakdown and analysis is needed
• The school monitors pupil attendance by protected characteristic and uses the data when developing strategies to address issues.	• Attendance is monitored closely • Additional action taken where appropriate (LM / EWO) • Pastoral Team complete a provision map for identified pupils with attendance concerns and provision in	• Further breakdown and analysis is needed in line with equalities work

	place to improve attendance.	
• The school carries out regular monitoring and evaluation of its data on exclusions for pupils with protected characteristics and adopts strategies to reduce any identified differences.	• As and when appropriate	

Curriculum, Teaching & Learning	Evidence	Action
• Equality and diversity are promoted, key inequalities are tackled and issues are taught in a way that does not subject pupils to discrimination in all areas of the curriculum. • The curriculum includes opportunities to understand the issues relating to equality, discrimination and harassment.	• PSHE & RE curriculum. Stereotypes challenged Assemblies / special events	• Continue to promote
• Teaching takes account of the needs of pupils in relation to protected characteristics. Resources are available to meet the specific needs of vulnerable groups and pupils with protected characteristics	• Good practice models are used for support • Appropriate provision is in place – needs led through the provision map Appropriate differentiation and groups are used throughout the school Inclusion in trips and enrichment activities are ensured • Families have the right to withdraw their children from RE and Relationship and Sex Education (RSE) • Resources for children with specific SEN and disabilities are purchased and used appropriately	• Continue to monitor • Further explore use of software / ICT to support pupils with SEND

	• Provision for pupils with an EHCP or on SEN support is outlined in SEN support plans which are monitored and reviewed at least termly by SENCO, staff and parents. • Annual Reviews take place with staff and parents for pupils with an EHCP to ensure outcomes and provision is reviewed and updated.	
• Visual displays are reflective of the diversity of the school community. Positive images and role models are promoted in lessons, displays and discussions such as circle time and assemblies.	• See Learning Environment	• Continue to monitor and where appropriate add further resources, e.g. EAL resources

10. Our School's Equality Objectives 2022-2026

Equality Objectives	Protected Characteristic
1. To consult with all stakeholders on equality issues To communicate with, inform, consult, involve all parents / carers on equality issues	• all Equalities Protective Factors
2. To monitor pupil progress to ensure equality of achievement.	• disability • ethnicity and race • gender (sex) • religion and belief
3. To ensure children from all groups have equal access to the curriculum, after school clubs and opportunities, school teams, inter-school partnership events, school trips and residential.	
4. To challenge stereotypes through curriculum teaching, displays and through conversation and interaction with the children.	
5. To raise aspirations of all children - e.g. looking at successful people with disabilities, those from ethnic minorities	
6.To further improve transition arrangements: on entry to school (Nursery) on entry to school (Reception) casual admissions and leavers between year groups key stages – Reception to Y1, Y2 to Y3 secondary transition Y6 to Y7	
7. To monitor the diversity of children (gender, disability, EAL, PP, SEN) involved in incidents of: Poor Behaviour (class/ lunchtime) Accidents Bullying, Child on Child Abuse Racist incidents Homophobic incidents	
8. To update training for all staff and governors on all changes in legislation,	• All Equalities Protective Factors
9.To update training for all staff and governors on supporting children with specific SEND and / or medical needs	• disability
10 Accessibility Plan having a positive impact on pupil achievement.	• disability • ethnicity and race • gender • religion and belief