

## Equality Policy and Objectives



### Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

### Statement of intent

Newchurch Community Primary School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

Signed by:

Jayne Narraway

Headteacher

Date: April 2024

Vicky Beddall

Chair of governors

Date: April 2024

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Procedures Policy
- Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.

- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the governing body or the Local Authority.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equality, Equity, Diversity and Inclusion Policy.

## Guiding Principles

We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school will:

- Promote **race equality** and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- Promote **disability equality**, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- Promote **gender equality** by eliminating unlawful discrimination and harassment, and promote the equality of opportunity amongst individuals of all genders.

For the purposes of this policy, the term '**transgender**' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system. The school will ensure that all staff comply with the appropriate equality legislation and regulations. The school's Admissions Policy will not discriminate against any protected characteristic in any way.

The school will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.

- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality

In fulfilling the legal obligations cited above we are guided by nine principles:

#### **Principle 1: Everyone is of equal value**

We see all learners and potential learners, and their parents/carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

#### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. 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

#### **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.

**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.

**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
- All genders

**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
- Homosexual people as well as heterosexual people

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society 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 from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- Homosexual people as well as heterosexual people

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

**Principle 9: Objectives**

We formulate and publish specific and measureable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

### **Role and responsibilities**

The governing body will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty (PSED) to:
- Publish equality objectives at least every four years commencing on the date of the last publication.
- Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.

- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.
- The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

### **Equality objectives**

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the equality objectives which can be found in Appendix One.

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED, publish this information on the school website every year. The school will update and publish its equality objectives at least every four years.

### **Collecting and using information**

In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities

- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information they obtain to analyse any gaps present in their equality documentary.

### **Publishing information**

The school will publish information to demonstrate its compliance with the Act. The school will publish information relating to persons within the school community who share relevant protected characteristics.

The school will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have, and it is not reasonably practicable for the employer to obtain the data.

The school will update its equality objectives at least every four years and publish on the school website. The school will publish information on the school website every year which will show the progress made towards the achievement of the equality objectives.

### **Promoting equality**

In order to meet our objectives, the school has identified the following priorities:

- The school will provide auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.
- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- There will be differential schemes of work designed to meet the abilities and learning styles of all pupils.
- There will be a clearly defined disciplinary system stipulated in the Behavioural Policy, which will be consistently enforced.
- The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.
- The school will ensure there is adequate access to the physical environment of the school.
- The school will improve the delivery of written information to disabled children and young people.
- The school will seek the views of advisory staff, outside agencies and local schools.



- Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example Anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia.

We consider it prudent and sensible to maintain the practice of logging prejudice-related incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics e.g. homophobic bullying. We also monitor and log bullying incidents. Prejudice-related incidents data, their severity and how incidents are dealt with are reported to the governors via the headteacher's report on a termly basis.

### **Complaints procedures**

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality and delivers an effective response and, appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Policy.

The school works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we want our employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

### **Curriculum**

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum, the school will take every opportunity to promote and advance equality. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination. The school will develop an appropriate curriculum for all pupils in all vulnerable groups and will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in all nine principles. We review and add to our plan and the implementation of our curriculum on an annual basis focusing on local, national and global links.

### **Ethos and organisation**

We ensure the principles listed apply to the full range of our policies and practices, including those that are concerned with:

- Pupil progress: attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

At Newchurch Community Primary School, we ensure that equality is actioned through a thorough knowledge and appreciation of the needs of each member of the school community.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

### **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments accordingly.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status.

### **Monitoring and review**

The headteacher will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying
- Any changes made to this policy will be communicated to all members of staff.

Equality strand	Targets	Timescale	Responsibilities	Success Criteria	Update
All	To publish and promote the equality plan to all stakeholders	January 2021	Headteacher	<ul style="list-style-type: none"> <li>All stakeholders will have access to the published plan</li> <li>All stakeholders will be aware of their duty under the Equality Act 2010</li> </ul>	Policy and objectives shared with all gobs 2.11.2021 and reviewed 7.10.2022 with update of policy.
All	To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support	January 2021 onwards (in line with the assessment schedule)	Headteacher Deputy Headteacher	<ul style="list-style-type: none"> <li>Pupil achievement for equality groups above national average and where there are gaps, these are narrowed through effective monitoring and interventions</li> </ul>	Data package from LA allow for groups to be identified. Changes to data collection documents allow for in-house monitoring.
All	To ensure that displays in learning environments and communal areas promote diversity in terms of race, gender and disability	January 2021 onwards	Headteacher Deputy Headteacher	<ul style="list-style-type: none"> <li>Classrooms, corridors and communal area displays promote diversity with regards to race, gender and disability</li> </ul>	Actioned – consideration is given to all displays. Displays are subject related.
All	To continue to log and record all incidents of racist, homophobic and discriminatory language in school	January 2021 onwards	All staff	<ul style="list-style-type: none"> <li>All incidents of racist, homophobic and discriminatory language are recorded on CPOMS, shared with the LA and dealt with effectively</li> <li>The number of incidents,</li> </ul>	Ongoing. No discriminatory incidents in 2021-2022. 2022-2023 increase in some racism comments – assemblies and support for children to understand diversity.

				severity of incidents and how they were dealt with will be shared through the headteacher's reports	Reduction in homophobic language being used.
All	To ensure all pupils are given opportunity to make a positive contribution to the life of the school	January 2021 onwards	All staff	<ul style="list-style-type: none"> <li>All school events have pupils from all groups participating.</li> </ul>	Record is kept of children attending events and also participating in them as ambassadors of the school.
All	To actively promote the equality plan with all children through the School Council.	December 2020	Headteacher with School Council	<ul style="list-style-type: none"> <li>Equality plan informed by the views of the children through the School Council.</li> <li>Assembly delivered to make children aware of the Equality Act 2010.</li> <li>Views and opinions of all children are represented and listened to.</li> </ul>	Assemblies in Spring 2023 have looked at discrimination: gender, religion and race. Assemblies on equality and discrimination continue into 2023-2024.
Disability Equality	To liaise with all feeder nurseries and settings regarding potential reception intake	April each year once admissions have been confirmed Annual communication with feeder nurseries as part of the transition of children to primary school	Reception teacher and SENDCo	<ul style="list-style-type: none"> <li>Procedures, equipment or ideas are put into place prior to the reception intake starting in September so that any pupils new to the school, who have a disability/health need, are able to be fully integrated into</li> </ul>	Actioned in June 2021 – sensory pathway shared as well as other health conditions to support transition. No action needed in June 2022.

				the school.	
Disability Equality	To review all statutory policies to ensure they reflect inclusive practice and procedures	September 2020 and continuing	SLT Subject leaders	<ul style="list-style-type: none"> <li>All policies reflect inclusive practices and procedures which comply with the Equality Act 2010.</li> </ul>	Equality, Equity, Diversity and Inclusion Policy reviewed: Oct 2021 Oct 2022
Disability Equality	To review the attainment and progress of all SEND pupils	Termly through progress meetings	SEND team	<ul style="list-style-type: none"> <li>Progress is made by all SEND pupils towards their targets identified in their Individual Education Plan (IEP).</li> <li>Provision mapping shows clear steps and progression made.</li> <li>Analysis of Analysing School Performance (ASP) and Individual School Data Report (ISDR) completed to show outcomes for SEND pupils compared to National Averages.</li> <li>All staff are aware of the key areas of development as identified on the School Improvement Plan (SIP).</li> </ul>	Data completed and agreed to make more use of age standardised scores to track progress. Dec 2022 – move to BSquared as a means of monitoring progress.
Disability Equality	To promote positive attitudes towards pupils and people in	Each year as part of assembly planning and PSHE	PSHE Leader	<ul style="list-style-type: none"> <li>Pupils show through pupil conferencing and the way in which they</li> </ul>	Y3 Anti-bullying Week looks at disability in detail. This is

	the community who have disabilities	curriculum		<p>conduct themselves that they have a positive attitude towards disability.</p> <ul style="list-style-type: none"> <li>• Range of activities and events are planned to promote disabilities in a positive light and enable the children to reflect on their understanding of what it might be like to live with a disability.</li> <li>• Children have the opportunity to engage with Warrington Disability Partnership and other agencies to promote the children's understanding of difference and disability.</li> </ul>	covered each year in November.
Disability Equality	To ensure that the medical needs of all pupils are fully met within the capability of the school	Annual review of Health Care Plans (or when needed)	SENDCo Office Manager Business Manager	<ul style="list-style-type: none"> <li>• The needs of all pupils with medical needs are met in school and health care plans are in place for the identified pupils.</li> <li>• Any health care plans not updated by parents are</li> </ul>	HCPs updated: September 2021 September 2022

				chased up to ensure the most up to date information is available to school staff.	
Disability Equality	To ensure that any disabled visitors are able to move around the school safely.	March 2022	SENDCo Business Manager Site Manager	<ul style="list-style-type: none"> <li>• Modification to the disabled toilet door as detailed in the accessibility plan.</li> <li>• Dropping of the curb to allow wheelchair access by the school gates has been done.</li> <li>• Plan in place for evacuation of disabled visitors.</li> <li>• School site is maintained to a high quality so that disabled access is constantly available and any health and safety issues are rectified in a timely manner.</li> </ul>	<p>November 2022 – PEEP completed for parent who has mobility issues.</p> <p>Although no drop in curb, there has been a pathway added to enable access via wheelchair onto the school path.</p> <p>Review of the parking for disabled users, parents, grandparents and children with SENd has improved this outcome to a satisfactory outcome.</p>
Gender Equality	To train a member of the safeguarding team to become a Stonewall Champion	March 2021 <a href="#">Aim for March 2022</a>	Headteacher Safeguarding Team	<ul style="list-style-type: none"> <li>• Stonewall Champion is in school and will continue to tackle homophobic, biophobic and transphobic bullying.</li> <li>• School will be a place where all pupils and staff including gay, bisexual and</li> </ul>	<p>HLTA is the Stonewall Champion. Awareness raised through the PSHE curriculum. Year 6 cover homophobia through the Anti-bullying Week unit of work each November.</p>

				trans people are acceptable without exception.	
Gender Equality	To review LGBT training following the recruitment of new members of staff, reflecting on the learning environment and the curriculum	June 2021 <a href="#">Aim for January 2022</a>	PSHE lead	<ul style="list-style-type: none"> <li>LGBT training has been completed and curriculum continues to reflect the different make up of families, promoting diversity and difference.</li> <li>All staff are aware of ways in which they can support LGBT pupils and their families in school</li> <li>All staff are aware of their duties under the Equality Act 2010.</li> </ul>	Delivered updated training in January 2023.
Gender Equality	To review the school's anti-bullying and hate crime policy to ensure that all protected groups identified under the Equality Act 2010 are recognised.	December 2020	Headteacher	<ul style="list-style-type: none"> <li>All staff are aware of the nine protected characteristics as identified under the Equality Act 2010.</li> <li>Anti-bullying and Hate Crime Policy reflects tackling homophobic, biphobic and transphobic bullying.</li> </ul>	Reviewed in: Dec 2020 Dec 2021 Jan 2023
Gender Equality	To produce a child-friendly version of the anti-bullying and hate crime policy	December 2020	Headteacher Deputy Headteacher School Council	<ul style="list-style-type: none"> <li>Child friendly version of the anti-bullying and hate crime policy has been produced</li> </ul>	Actioned December 2020 Reviewed in Dec 2021 and Dec 2022



				which promotes diversity and difference and ways young people can tackle bullying.	
Gender Equality	To ensure opportunities arranged within school have an appropriate balance between girls and boys, particularly in sporting events	September 2021	SLT	<ul style="list-style-type: none"> <li>Clubs are accessible to boys and girls with improved rates of participation in clubs where there is a stereotypical association.</li> </ul>	Mixed gender clubs and no discrimination between gender exists. Girls and boys have equal access to representing the school.
Gender Equality	To promote different families' posters around school to raise awareness of different families	December 2020	PSHE Lead	<ul style="list-style-type: none"> <li>Stonewall families' posters to be displayed around school to encourage discussion amongst children of different families.</li> <li>PSHE curriculum includes Relationships curriculum and looks at promoting the diversity of families.</li> </ul>	In place and the PSHE curriculum has been revised in order to include diversity in families as detailed in the statutory RSE objectives.
Gender Equality	To actively promote career opportunities which challenge gender stereotypes	September 2021	PSHE Lead Science Lead DT Lead	<ul style="list-style-type: none"> <li>Development of the PSHE curriculum to include stereotyping, particularly around careers.</li> <li>Promotion of engineering opportunities specifically targeting interest levels</li> </ul>	Stereotyping included in the PSHE curriculum units. STEM visits in June 2022 Autumn 2023 – STEM Science Club

				<p>of girls within school.</p> <ul style="list-style-type: none"> <li>Provision of an engineering club to try and promote engineering specifically aimed at girls.</li> </ul>	
Gender Equality	To increase resources/books in school for all year groups which actively promote gender equality as well as challenge norms and stereotypes	July 2021	English Lead PSHE Lead	<ul style="list-style-type: none"> <li>Range of books and resources available specifically target gender equality and raise awareness of LGBT.</li> </ul>	Range of books purchased to promote equality and diversity. These will be integrated into class novels and literacy texts. Reviewed in Jan 2023 – some additional resources need to be purchase. Jan 2024 – new resources purchased and in class libraries. Books for international women's day purchased and displayed for children to access and curriculum developed.
Gender Equality	To review the PSHE curriculum in light of the Relationships and Sex Education changes, ensuring there are clear	September 2020	PSHE Lead	<ul style="list-style-type: none"> <li>PSHE curriculum plans and big books reflect the focus on gender equality as outlined in the RSE curriculum.</li> </ul>	Completed – see curriculum overview. Reviewed in September 2022.

	<p>opportunities for children to develop their understanding of:</p> <ul style="list-style-type: none"> <li>• Celebration of difference and diversity</li> <li>• Challenging gender norms and stereotypes</li> <li>• Relationships and different families</li> </ul>			<ul style="list-style-type: none"> <li>• Pupil conferencing shows that the children have an understanding of diversity and stereotyping.</li> </ul>	
Race Equality	To track EAL children and benchmark against national expectations to ensure that all pupils are in line with age related expectations, with some exceeding.	December 2020 and ongoing through pupil progress meetings	SLT	<ul style="list-style-type: none"> <li>• All EAL children are tracked against age related expectations.</li> <li>• Information presented to governors at Curriculum and Pupils Meetings identifies the progress and attainment of EAL children.</li> </ul>	LA data package does this for the school. Internal tracking is now in place to filter groups and enable comparisons to be made.
Race equality	To continue to plan additional opportunities through the curriculum for the children to learn about different customs and traditions of different cultural backgrounds.	December 2020	PSHE Lead RE lead	<ul style="list-style-type: none"> <li>• The curriculum is enhanced with cultural opportunities.</li> <li>• Assemblies are organised and special days celebrated.</li> </ul>	Development of the RE curriculum and enhancement of visits to different places of worship. Passport to lunchtimes and European Languages theme day.
Race equality	To provide opportunities through The Arts for the children to support the appreciation of	July 2021	Art Lead Music Lead RE Lead PSHE Lead	<ul style="list-style-type: none"> <li>• Arts curriculum is enhanced through a range of trips, visits to museums, art</li> </ul>	Black History Month 2021 and 2022 – collaborative project with schools in CLG

	their own culture and celebrate the diversity of other cultures.			<p>galleries, places of worship and other cultural experiences which promote cultural diversity.</p> <ul style="list-style-type: none"> <li>• Arts Mark application recognises the range of activities linked to the Arts which promote cultural diversity.</li> <li>• Visitors from different groups are used to enhance the curriculum and broaden the children's understanding of the local and global community.</li> </ul>	network of schools.
Race Equality	To develop the language of signage used around school to represent a variety of languages.	July 2021	MFL Lead	<ul style="list-style-type: none"> <li>• Signage around school promotes diversity.</li> </ul>	Spanish is displayed around school.