



Policy Adopted	Jan 2016
Last Reviewed	Jan 2023
Review date	Jan 2024

## Holt Primary School – Jan 2023 Equality Statement and Objectives

### Forward

This plan sets out the school's approach for promoting equality in our policies and procedures and most importantly in our day-to-day practices and interactions with the whole school community.

Our plan includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

It is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people. It includes equality information about our school and our equality objectives which are reviewed as part of a four year cycle.

We will agree our objectives by looking at our schools equality data, policies and practice and consulting with our school community.

### Introduction

Our school is a one form entry school in Holt. We offer a broad and balanced curriculum for all our pupils and are committed to upholding and promoting equality of opportunity. We know our school very well and use our understanding and data to inform our planning and objectives.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations to age (as appropriate), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, and sexual orientation. Our policy reflects the requirements of the Education and Inspections Act 2006 to promote community cohesion. We also recognise these duties reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Equality Act 2010 protects people from discrimination, it replaced nine major Acts of Parliament and almost a hundred sets of regulations. The Act provides a single, consolidated source of discrimination law.

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.

### Our school ethos, values and visions

- To provide a happy, stimulating and safe environment which encourages and motivates each child.
- To work in partnership with parents/carers and the wider community
- To teach a broad and balanced curriculum.
- To promote independence.
- To teach children to support and help each other
- To encourage each child to make choices about a healthy lifestyle.

We respect each other's age, disabilities, gender, race, religion, gender identity and sexual orientation.

We celebrate diversity and use it to improve our outcomes.

We strive to make the best possible provision for all pupils.

We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.

We value staff for their ability and potential to help us make the best possible provision for the children in our school

We are proactive in our efforts to identify and minimise existing barriers or inequalities.

We seek the views of our school and wider community and involve them in policy review.

We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

### Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

#### *Race Equality*

The general duty to promote race equality means that we have a due regard to

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relationships between people of different racial groups

### *Disability equality*

The general duty to promote disability equality is owed to all disabled people which means that we must have a due regard to

1. Promote quality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

### *Accessibility*

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. Make written information accessible to pupils and parents/carers in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

### *Gender equality*

The general duty to promote gender equality means that we must have due regard to

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys

The duty also includes the need to consider action to address the causes of any gender pay gap. Norfolk County Council considers that this has been addressed through the implementation of MRS and unified conditions and pay for school teachers.

### *Transgender*

Transgendered people are covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

### *Community cohesion*

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups.

We will work towards a society in which there is a sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all, and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

#### *Age, sexual orientation, religion and belief*

We must ensure that we do not discriminate on these grounds. The Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

#### Our school within Norfolk's profile

(Information available from [Norfolk Insight](#))

Norfolk is a rural county with a diverse population of approximately 898,400 (2017).

#### Race

- 7.6% of the Norfolk population are from a minority ethnic group (ONS 2011)
- The latest school census indicates 6.96% of the school population speak English as an additional language.

#### Disability

- In Norfolk, 2.5% of Primary and 3.7 of Secondary pupils have a Statement of Special Educational Needs (2012)
- Based on national data, 6,500 boys and 4,100 girls aged 0-15 are experiencing some form of disability in Norfolk (Disability Rights Commission)

#### Age

- Norfolk has an ageing population – higher than the regional or national average (Norfolk Insight)

#### Gender Reassignment

- Estimates suggest 20 per 100,000 people in the UK although numbers are rising. This would suggest a figure of 170 people in Norfolk and if spread across all age groups, there would be approximately 40 aged 0 – 19

#### Sexual Orientation

- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005). No information is available locally for children and young people but in 2006, Childline reported 2725 calls nationally from young people to talk about sexual orientation, homophobia or homophobic bullying.

#### Religion and belief

- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)

#### Pregnancy and maternity

- In 2010, there were 487 conceptions to girls under 18. This is above the rate for the East of England but below the overall rate for England.

Who comes to our school (July 2021)

		Holt CP School %	National %
Gender	Girls	49%	49%
	Boys	51%	51%
Ethnicity	White British	91.6%	65%
	Other	8.2%	35%
Pupil Premium	Eligible	22%	23%
Special Educational Needs	SEN support	18.7%	12.6%
	EHC plan	1.0%	2.0%

How different groups achieve at our school July 2019

		KS2 Reading, writing and Maths	KS2 Reading Progress	KS2 Writing Progress	KS2 Maths Progress	KS1 Reading EXP +	KS1 Writing EXP+	KS1 Maths EXP+	Phonics	EYFS % GLD
Whole School	All	69%(Nat 65%)	-0.4	-1.0	+1.3	74%(75%)	57%(69%)	70%(76%)	77% (82%)	67 (72%)
Gender	Girls	80% (Nat 70%)	-0.9	-0.6	-1.3	90% (79%)	80%(76%)	80%(77%)	87% (85%)	76% (78%)
	Boys	63% (Nat 61%)	-0.1	-1.2	+3.0	62%(71%)	39%(63%)	62%(75%)	64% (79%)	65% (65%)
EAL		100%	+6.4	+2.1	+7.3	100(72%)	100(69%)	100 (75%)	-	-
Pupil Premium	Eligible	50% (Nat 51%)	-1.0	-4.3	+0.3	57%(62%)	29%(55%)	43%(63%)	83%(76%)	33%(56%)
	Non PP	78%(Nat 71)	-0.1	+0.5	+1.8	81%(79%)	69%(73%)	81%(79%)	73%(85%)	71%(74%)
Special Needs	SEN support	0%	-5.8	-5.8	+12.5	33%(30%)	33%(22%)	33%(33%)	-	-
	EHC plan		-	-	-	-	-	-		

		Attendance	Persistent absence	Exclusions	Behaviour % of recorded incidents
Whole Scholl	All	95.1% (Nat 95.8%)	11.3% (Nat 9.6%)	0	
Gender	Girls	95.1%	13.1%	0	24%
	Boys	95.2%	9.5%	0	76%
EAL		96.8%	0%	0	0%
Pupil Premium	Eligible	93.1%	20.1%	0	68%
Special Needs	SEN support	94%	19.6%	0	

#### Analysis/Comments:

Our children are mainly from White British background. We have introduced topics which aim to broaden the experience of the children about the world and other cultures. We have introduced multi-cultural week, prayer space, open the book, we have a specialist PSHE teacher and have achieved the International Schools Award.

Progress of individual children/ groups/classes are monitored each term and intervention groups identified.

Girls tend to achieve at a higher standard than boys but boys tend to make greater progress. We have introduced boys writing clubs and writing trophy aimed at promoting boys literacy skills, which appears to be working.

Non White British children tend to achieve at a higher level, make more progress and have a better behaviour record than White British children.

Pupil Premium children tend to achieve at a lower standard at every age group.

Attendance of all groups has improved considerably over the past few years.

The attendance of Pupil Premium children is slightly below non PP children but has improved considerably over the past few years (2017/18 =95.1% in 2015 = 93.8%).

Pupil Premium children are involved in over 58% of behaviour incident logged. Last year we introduced PATHs and ELSA.

Some special needs children make higher progress than non Special needs children.

All groups are well represented in after school clubs and activities.

#### Collecting and analysing equality information for employment and governance

Holt CP School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Holt CP School also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

#### We collect and analyse the following profile information for our staff and governors ?

- Attendance on staff training events
- Staff appraisals/performance management

We have identified the following issues from this information-gathering exercise:

- Staff data is not currently separated into race, disability and gender
- Governing body profile is not collected

### Consultation and involving people

Pupil Questionnaire – July 22  
PATHs Questionnaire – July 18  
Discussions at School Council – Jan 23  
Parent Questionnaire – July 22  
Coffee mornings with Year R parents – Oct 22  
PATHs meetings with parents  
Cluster SEND parent meetings  
Discussions at governing bodies  
Discussions at Cluster meetings/ Cluster SEND meetings  
Staff survey – June 18  
Discussions at Teacher meetings  
Discussions at TA meetings  
Involvement within local community activities

### We have used our existing school policies to inform our Equality Scheme.

- School improvement plan
- SEN policy
- Accessibility plan
- Behaviour Policy
- Pupil Premium statement

### Roles and Responsibilities

- Our governing body is responsible for ensuring our school complies with legislation and that this policy and its related procedures and objectives are implemented. A named governor oversees this work
- Our headteacher is responsible for implementing the plan, for ensuring staff are aware of their responsibilities, that they are given appropriate training and support and report progress to the governing body.
- All staff will

- Promote an inclusive and collaborative ethos in our school
  - Deal with any prejudice related incidents that may occur
  - Plan and deliver a curriculum which reflects our principles.
  - Keep up to date with equalities legislation relevant to our work
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
  - We will ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

Commissioning and Procurement

Holt C.P School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process

Publicising our scheme

- School website

Review of Progress

Schools should comply with the two specific duties which aim to assist them to meet the general duty. These are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

Equality, Diversity & Community Cohesion Self Evaluation Tool - Review completed January 2019 (updated Jan 22)

Equality standard	Yes	Partly	No	Evidence of what we are doing and/or what we need to do	The statutory duty/equality legislation the action is meeting - race (R), disability (D), gender (G), age (A), sexual orientation (SO), religion and belief (RB), community cohesion (CC)
-------------------	-----	--------	----	---	---



					R	D	G	A	SO	RB	CC
Pupil attainment – Are we measuring?											
The attainment of different groups including boys, girls, minority ethnic groups, disabled children and other groups identified by the school	Yes			SEF Pupil Asset	X	X	X				
How well pupils make progress, including whether there is any significant variation between groups of pupils; for example, minority ethnic groups including Gypsy, Roma and Travellers of Irish heritage, gender groups, and pupils speaking English as an additional language	Yes			SEF Some identified boy/girl attainment FSM attainment	X	X	X				
How well pupils with special educational needs and/or disabilities make progress	Yes			Provision map impact		X					
The extent to which pupils feel safe – Do we know/are we asking?											
How safe pupils feel in school, including their understanding of issues relating to safety, such as bullying	Yes			Pupil questionnaire Worry Box PSHE/ PATHs lessons School Council Crucial Crew / Matthew project	X	X	X	X	X	X	
The views expressed by pupils from a wide range of groups, and others, such as parents and carers, staff and governors, regarding pupils' safety at school	Yes			Parent questionnaire Pupil Questionnaire Governor focus groups	X	X	X	X	X	X	
Equality standard	Yes	Partly	No	Evidence of what we are doing and/or what we need to do	The statutory duty/equality legislation the action is meeting - race (R), disability (D), gender (G), age (A), sexual orientation (SO), religion and belief (RB), community cohesion						
					R	D	G	A	SO	RB	CC

The extent to which pupils feel safe from different forms of harassment and bullying, including those related to faith, race (including Gypsy, Roma and Travellers of Irish heritage), gender, sexuality and disability	Yes			Pupil questionnaire Worry Box PSHE School Council Ofsted Report Anti-bullying week	X	X	X	X	X	X	
The extent to which pupils and parents are confident that issues are considered fairly and that appropriate action is taken	Yes			Pupil/parent questionnaire Ofsted report	X	X	X	X	X	X	
Pupils' behaviour – Do we monitor/are we asking?											
Documentary evidence about pupils' behaviour, including records of racist and bullying incidents	Yes			Behaviour incident book Pupil Asset	X	X	X	X	X	X	
Rates and patterns of permanent and overall/repetitive fixed-period exclusions, including any over-representation from different groups	Yes			Exclusions reported to governors	X	X	X	X	X	X	
Parents' and pupils' views on the standard of behaviour, such as those expressed in parental questionnaires and discussion with parent and pupils; give particular attention to pupils' own views about being safe and free from harassment and how well pupils from different backgrounds get on with each other.	Yes			Parent/ pupil questionnaire Behaviour panel PSHE/ PATHs lessons School council Ofsted Report	X					X	

Equality standard	Yes	Partly	No	Evidence of what we are doing and/or what we need to do	The statutory duty/equality legislation the action is meeting - race (R), disability (D), gender (G), age (A), sexual orientation (SO), religion and belief (RB), community cohesion (CC)						
					R	D	G	A	SO	RB	CC
The extent to which pupils contribute to the school and wider community – do we monitor/are we asking?											
The proportion of pupils from different groups who take on responsibility and leadership in school and in the wider school community		Partly		Monitor members of School Council	X	X	X				X
The proportion of pupils from different groups who participate in activities which contribute to the quality of life in, and sustainable development of the school and wider community	Yes			We currently monitor participation in sporting activities and clubs.	X	X	X				X
The views of parents and adults, including members of the local community, about the pupils' interaction with them		Partly		Parent Questionnaire. Feedback given after visits, performances and concerts. Community meetings							X
Pupils attendance – do we monitor?											
The attendance of different groups of pupils, including those with special educational needs and/or disabilities, gender groups and those from minority ethnic groups	Yes			SEF	X	X	X				
Equality standard	Yes	Partly	No	Evidence of what we are doing and/or what we need to do	The statutory duty/equality legislation the action is meeting - race (R), disability (D), gender (G), age (A), sexual orientation (SO), religion and belief (RB), community cohesion (CC)						

				R	D	G	A	SO	RB	CC	
The extent of pupils' spiritual, moral, social and cultural development – do we ensure/monitor?											
Pupils' spiritual development as shown by their: <ul style="list-style-type: none"> <li>beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> </ul>	Yes			PSHE/ RE lessons PATHs Pupil questionnaire Multi cultural week Prayer space Open the book Topic based curriculum	X					X	X
Pupils' social development as shown by their: <ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</li> </ul>	Yes			Wide range of trips and visits planned PSHE lessons PATHs questionnaire	X					X	X
Pupils' cultural development as shown by their: <ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences which have shaped their own heritage</li> <li>willingness to participate in, and respond to cultural opportunities</li> <li>interest in exploring, understanding of and respect for cultural diversity and the extent to which they understand, accept, tolerate, respect and celebrate diversity, as shown by their different attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>		Partly		Have introduced Multi cultural week Topics include considerable multi cultural links. Need to have greater number of multi cultural visits and visitors.	X					X	X

Equality standard	Yes	Partly	No	Evidence of what we are doing and/or what we need to do	The statutory duty/equality legislation the action is meeting - race (R), disability (D), gender (G), age (A), sexual orientation (SO), religion and belief (RB), community cohesion (CC)						
					R	D	G	A	SO	RB	CC
Outcome: How effective are leadership and management?											
The effectiveness of leadership and management in embedding ambition and driving improvement - do we monitor/ensure?											
The school uses challenging targets to raise standards for all pupils and to eliminate any low attainment among particular groups	Yes			Target setting – Current focus on attainment of PP children	X	X	X				
The quality of improvement planning and implementation, including the extent to which leaders and managers at all levels: <ul style="list-style-type: none"> <li>tackle key priorities by devising suitable plans with appropriate targets, actions, milestones and clear lines of accountability</li> <li>secure consistency by regularly and rigorously checking how well plans and policies relating to the quality of teaching and learning and other aspects of the school's work are implemented</li> <li>review and adjust plans, actions, priorities in the light of changing circumstances</li> </ul>	Yes			School Development plan Performance Management reviews	X	X	X	X	X	X	X

Equality standard	Yes	Partly	No	Evidence of what we are doing and/or what we need to do	The statutory duty/equality legislation the action is meeting - race (R), disability (D), gender (G), age (A), sexual orientation (SO), religion and belief (RB), community cohesion (CC)						
					R	D	G	A	SO	RB	CC
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met – do they monitor/ensure?											
The extent to which the school's self-evaluation indicates compliance with statutory requirements	Yes			SEF	X	X	X				X
How effectively governors fulfill their duties to promote community cohesion and inclusive practice relating to special educational needs, race equality, disability and gender equality		Partly		SEN information report SEND Audit report to governors Access Plan	X	X	X				X
The extent to which the governing body understands the school's performance data and has an accurate picture of how well all pupils are achieving, as well as how different groups of pupils within school are performing	Yes			Governors attended data analysis meeting with School Improvement Partner and SEND Audit SEF/Headteacher report	X	X	X				
How systematically governors consult and gather the views of users and stakeholders and how these views are taken into account in future planning		Partly		Governors need to gather views of Pupils and parents on a more regular basis.	X	X	X	X	X	X	X
The effectiveness of the school's engagement with parents and carers – do we monitor/ensure?											
The school communicates with all parents and carers with parental responsibility, including those who may be reluctant or unsure about approaching the school, such as mothers and fathers not living with their children, and those whose children have special educational needs and/or disabilities	Yes			Newsletter/ letters sent to all parents. All parents invited to parent evening – Some conducted over the phone.	X	X	X				

The frequency and quality of the school's communications with parents and carers regarding important school developments, including the ways the school has used the views of stakeholders to influence the school's priorities	Yes			Parents questionnaire Newsletters/ class newsletters Texting service	X	X	X				X
Equality standard	Yes	Partly	No	Evidence of what we are doing and/or what we need to do	The statutory duty/equality legislation the action is meeting - race (R), disability (D), gender (G), age (A), sexual orientation (SO), religion and belief (RB), community cohesion (CC)						
					R	D	G	A	SO	RB	CC
The effectiveness of partnerships in promoting learning and well-being – do we monitor?											
The effectiveness of the school's work with agencies to support specific groups and individuals, for example the Traveller Education Service and English as an additional language	Yes			Work closely with Clusters SEND group SENCO Network Holt Youth project / Young carers	X	X					
The effectiveness with which the school promotes equal opportunity and tackles discrimination – do we monitor/ensure?											
The performance and experience of different groups of pupils, for example minority ethnic groups, pupils with special educational needs and/or disabilities, and of other groups although the number may be small	Yes			Performance of different groups monitored. SEF Target setting	X	X	X				
The extent to which the school has regard for the Human Rights Act by promoting respect for human rights through developing understanding about differences and valuing diverse experiences	Yes			PSHE subject leader PSHE assemblies School Council	X	X	X	X	X	X	X

The emphasis the school gives to processes and provision to promote equality and eliminate discrimination and ensure that stereotypical views (for example of learning and work opportunities) are challenged		Partly			X	X	X	X	X	X	
The degree to which the school makes best use of the differing skills and talents of individual pupils	Yes			Sport / poetry/ writing/ drama/choir/ arts groups	X	X	X				
The effectiveness of staff training (assessed through staff awareness, and evidence in work) in meeting the needs of learners		Partly		Staff training needs updating	X	X	X				
How the school manages incidents and complaints	Yes			Complaints policy	X	X	X	X	X	X	
The arrangements for consulting with users and stakeholders	Yes			Parents/ pupil questionnaire	X	X	X	X	X	X	X
Equality standard	Yes	Partly	No	Evidence of what we are doing and/or what we need to do	The statutory duty/equality legislation the action is meeting - race (R), disability (D), gender (G), age (A), sexual orientation (SO), religion and belief (RB), community cohesion (CC)						
					R	D	G	A	SO	RB	CC
How outcomes of work – for example, achievement of equality targets or positive actions on equality are published	Yes			Equality action plan reviewed annually – Gov grid	X	X	X	X	X	X	
The effectiveness of safeguarding procedures – do we have?											
Clear policies, strategies and procedures to ensure the safeguarding and welfare of pupils, including those relating to behaviour, bullying, harassment and discrimination and meets all required duties	Yes			Policies in place	X	X	X	X	X	X	
The effectiveness with which the school promotes community cohesion – do we monitor/ensure?											
The quality of the school’s analysis of its context	Yes			Education Acorn	X					X	X



				Key data							
The extent to which leaders and managers have placed due emphasis on each of the three strands of religion, ethnicity and socio-economic dimension in shaping the school's response to its analysis		Partly		SEF	X					X	X
The extent to which the school has taken appropriate actions to contribute to community cohesion within the school and beyond		Partly		Attend community events Choir	X					X	X
The quality, and use made of the school's evaluation of its work across the three strands		Partly			X					X	X
Evidence of the impact of the school's work on outcomes, for instance in the quality of the pupil's spiritual, moral, social and cultural development		Partly		Evidence from Prayer space	X					X	X
Evidence of the impact of the school's work in the local community											X

Equality standard	Yes	Partly	No	Evidence of what we are doing and/or what we need to do	The statutory duty/equality legislation the action is meeting - race (R), disability (D), gender (G), age (A), sexual orientation (SO), religion and belief (RB), community cohesion (CC)						
					R	D	G	A	SO	RB	CC
Section 2 – Family, Community and Partnership – do we ensure?											
Service providers comply with the school's commitment to equality (eg all service providers are briefed on school's expectations with regard to equality prior to commencement of work)	Yes				X	X	X	X	X	X	X
All visitors to the school are made aware of the school's expectation in relation to equality and diversity (eg notice displayed to show school's	Yes				X	X	X	X	X	X	X

expectations and treating all with respect)											
All parents/carers and pupils have access to high-quality information, guidance and advice (eg the school offers access to interpreters, and/or provides translations of key documents in school's main languages and Easy-Read, as is reasonably practical)		Partly		Website Need to look at translation of key Documents if required SEN information report	X	X					
Schools work collaboratively to provide relevant resources, education and training opportunities for all their communities (eg migrant workers, disabled people, Gypsy, Roma and Travellers)	Yes			When required	X	X	X		X	X	
The school organises opportunities for, and participates in regular inter-cultural exchanges aimed at promoting good community relations (eg a mainly white rural school has links with a more culturally diverse city school)	Yes			International schools award Links with schools in other countries	X					X	X
A member of the school leadership team is responsible for home-school and community relations	Yes			Headteacher							X
The governing body has a nominated governor with responsibility for community links	Yes										X
All policies, procedures and functions are routinely reviewed to check for equality of opportunity and accessibility	Yes			Governors monitor policies/ Governor site walk	X	X	X	X	X	X	

Equality standard	Yes	Partly	No	Evidence of what we are doing and/or what we need to do	The statutory duty/equality legislation the action is meeting - race (R), disability (D), gender (G), age (A), sexual orientation (SO), religion and belief (RB), community cohesion (CC)						
					R	D	G	A	SO	RB	CC
Section 3 – Pupils - do we ensure?											

Governors operate a robust system for monitoring patterns of admissions, exclusions and curriculum participation (eg standing item on governing body agendas)	Yes			Included on Head teachers report.	X	X	X				
All pupils and parents/carers have access to high quality information, guidance and advice in provision of education and training, (eg school is aware of reasons for pupils out of school – young carers, those with additional medical needs)	Yes			Attendance reports	X	X	X				
Schemes of work actively contribute to the development of pupil’s sense of identity through knowledge and understanding of diversity (eg in Citizenship pupils explore their own sense of personal identity and belonging within the local, national and global dimensions)	Yes			International schools Award PSHE	X	X	X		X	X	X
Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping (eg racism, homophobia, stereotypical job roles for girls and boys)	Yes			PSHE International schools award	X	X	X	X	X	X	
Planning and teaching are based on high expectations and learning approaches maximise the participation and interest of all pupils (eg monitoring of teaching and learning indicates an appropriate match of reaching to the different needs of different groups - boys, girls, bilingual learners, visually or hearing impaired pupils)	Yes			Class observations Performance management	X	X	X				

Equality standard	Yes	Partly	No	Evidence of what we are doing and/or what we need to do	The statutory duty the action is meeting - race (R), disability (D), gender (G), age (A), sexual orientation (SO), religion and belief (RB), community cohesion (CC)						
					R	D	G	A	SO	RB	CC

Section 4 – Staff and Governors – do we ensure?											
Governors and SLT have a strategy for attracting people from under-represented minority groups for staff vacancies, at all levels of the school (eg profiling of staff and local community will identify to what extent it is representative)			No		X	X	X				
The governing body takes active steps to be representative of their school and local community demographics (eg planning for recruitment from under-represented groups)			No		X	X	X	X	X	X	X
All those involved in recruitment, selection and training of staff have received equality and diversity employment training and demonstrate this through school employment practices (eg staff recruitment packs illustrate school's commitment to equality and diversity)	Yes			Recruitment training	X	X	X	X	X	X	
All staff and governors have received regular training and are able to effectively deal with incidents of discrimination, harassment and bullying (eg racist incidents are recorded, homophobic language is challenged and homophobic bullying is dealt with effectively). Governors receive regular reports on all incidents.	Yes			Behaviour policy PD day Safeguarding training every year	X	X	X	X	X	X	
All staff and governors have participated in induction programmes that include equalities and diversity and anti-discriminatory practice (eg all staff and governors are aware of and demonstrate the school's commitment to equality and diversity)			No		X	X	X	X	X	X	

Action Plan Jan 2021 –

Planned Outcome	Planned Actions	Timescale		Evaluation 19/1/22
Improve the performance of Pupil Premium children across the school	Carry out an extensive review of PP provision and update PP plan.	Sept 21	SW	PP Plan was reviewed and updated in Sept 21
Improve the performance of Higher achieving PP children.	Pupil Premium champions (mentors) for PP children. 1-1 tuition for PP children Introduce More able work groups	Sept 21 June 21 Sept 21	SW	Not achieved 1-1 tutoring was commenced for 10 ch in Maths and Reading (Jan 21) More able PP group was commenced for 6 ch in Maths (Jan 21)
Reduce the number of behaviour incidents involving PP children.	Continue PATHs across the school Continue ELSA for PP children	Sept 21 April 21	SW	PATHs training completed. PATHs lessons restarted Apr 21 ELSA commenced in Apr 21

Action Plan Jan 2022 – approved by the Curriculum Committee 19/1/22

Planned Outcome	Planned Actions	Timescale		Evaluation
Improve the performance of Pupil Premium children across the school	Pupil Premium champions (mentors) for PP children.	Sept 22	SW	PP Plan was reviewed and updated in Sept 21 PP Gap reduced considerably in July 22 PP mentors were introduced in Jan 2022 but need to be reintroduced in 2022-23
Consult and gather the views of users and stakeholders and take these into account in future planning	The Governors to consult with groups of pupils about how to improve the school and local community. The Governors to survey parents about how to improve the school and local community. The Governors to collect the views of the local community about pupil's interaction with them.	Sept 22 April 22 Dec 22	MP MP MP	Not achieved but governors plan to meet with the school council in Feb 23 Not achieved Not achieved
Improve effectiveness of staff training in meeting the needs of learners	Whole staff to complete Equality training.	Jan 23	SW	Planned for Apr 23
Governors and SLT have a strategy for	All job advertisements to include a diversity	Mar 22	SW	All job advertisements now include a diversity

attracting people from under-represented minority groups for staff vacancies, at all levels of the school	and inclusion statement.			and inclusion statement.
---	--------------------------	--	--	--------------------------

Action Plan Jan 2023 – approved by the Curriculum Committee 18/1/23

Planned Outcome	Planned Actions	Timescale		Evaluation
Improve the performance of Pupil Premium children across the school	Pupil Premium champions (mentors) for PP children.	May 23	SW	
	1-1 tuition for PP children Introduce More able work groups	Feb 23	SW	
Consult and gather the views of users and stakeholders and take these into account in future planning	The Governors to consult with groups of pupils about how to improve the school and local community.	Feb 23	MP	
	The Governors to survey parents about how to improve the school and local community.	July 23	MP	
	The Governors to collect the views of the local community about pupil's interaction with them.	July 23	MP	
Improve effectiveness of staff training in meeting the needs of learners	Whole staff to complete Equality training.	Apr 23	SW	