

TANKERSLEY C of E (A) PRIMARY SCHOOL

EQUALITY POLICY AND ACTION PLAN



*Guide me in your truth and teach me, for you are God my
saviour and my hope is in you all day long.”*

We aim high and have self-belief
We have community spirit
We are enterprising
We have enquiring minds
We are respectful

Reviewed September 2022

Next review September 2023

Aims of our Equal opportunities policy at Tankersley St Peter's:

At Tankersley C of E (A) Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school. We aim to develop a culture of inclusion and diversity in which all those connected to the school, to feel proud of their identity and able to participate fully in school life. This is strongly linked to our school mission statement of

***'Guide me in your truth and teach me, for you are my God, my Saviour and my hope is in you all day long.'* and our key aims of Community Spirit, Respect, Aiming high and Self-Belief, Enquiry and Enterprise**

Our aims are:

- *To develop their potential as unique individuals, to aim high and have self-belief*
- *To develop an awareness of their own self-worth in order that they might become responsible and self-disciplined citizens, showing community spirit.*
- *To become active and independent learners with enquiring and enterprising minds*
- *To show respect and kindness to others*
- *To provide a secure, caring and stimulating environment in which the school and the home are partners, and in which all children will be encouraged:*

Our vision is to:

Love our learning.

Know that God is with us, loves us and has a plan for us.

Make the world a better place.

In addition Tankersley C of E Primary School will:

- Plan and deliver a broad, balanced and relevant curriculum to enable all our pupils to develop their social, intellectual and physical potential
- Encourage our pupils to develop and extend their social, intellectual, artistic and physical potential
- Enable our children to develop and extend their moral and cultural capacities, whilst fostering an awareness of, and respect for, the beliefs and practices of other communities.

We will tackle discrimination by the positive promotion of equality; challenging bullying and stereotypes and creating an environment which champions respect for all. At Tankersley we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are proud to be a global hub for over 20 schools in Barnsley and Sheffield.

NOTE: Please see action plan at the end of this Policy to show how we translate the equality policy into practice at Tankersley St Peter's

Understanding the Equality Act and practices

Equality and the law

Legal Duties:

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

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance and Absence Policy
- School Uniform Policy
- Admissions Policy
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

At Tankersley C of E (A) Primary school we welcome our duties under the Equality Act 2010. The Equality Act 2010 protects people from discrimination (both direct and indirect) and harassment in various fields on the ground of certain 'protected characteristics'. We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

The nine protected characteristics under the Act are:

- **Age**
- **Disability**
- **Gender reassignment (gender identity)**
- **Marriage and civil partnership**
- **Pregnancy and maternity**
- **Race**
- **Religion and belief**
- **Sex**
- **Sexual orientation**

The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).
- Former pupils (in respect of conduct closely associated with their former relationship with the school).

A key provision of the Act is the public sector Equality Duty (PSED), which places a general duty on public authorities (including schools) to be proactive in addressing inequalities. The Duty requires schools to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any conduct that is prohibited under the Act.
- Advance equality or opportunity between those 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.

Part 6 of the Equality Act, which applies to all maintained schools and academies, makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in various respects, including:

- In relation to admissions.
- In the way it provides education for pupils in the way it affords pupils access to any benefit, facility or service.
- By excluding a pupil.
- By subjecting a pupil to any other detriment.

If someone thinks they have been discriminated against, they may bring proceedings in a court or Employment Tribunal. Failure to observe the public sector Equality Duty could result in enforcement action by the Equality and Human Rights Commission. It could also put schools and other establishments at risk of challenge on grounds of discriminatory practice, not to mention failing to prevent the negative effects of prejudice and discrimination on children.

Age

The Equality Act 2010 says that you must not be discriminated against because:

- You are (or are not) a certain age or in a certain age group.
- Someone thinks you are (or are not) a specific age or age group. This is known as discrimination by perception.
- You are connected to someone of a specific age or age group. This is known as discrimination by association.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and **Accessibility Policy** and plan

The Disability Discrimination Act (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

Under our specific duty at Tankersley we will:

- Prepare and publish an Accessibility Policy and Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

Gender reassignment

The Equality Act 2010 says that you must not be discriminated against because you are transsexual - that is your gender identity differs from the gender assigned to you at birth.

- For example a person who was born female decides to spend the rest of his life as a man.

In the Equality Act it is known as gender reassignment. All transsexual people share the common characteristic of gender reassignment.

To be protected from gender reassignment discrimination, you do not need to have undergone any specific treatment or surgery to change from your birth sex to your preferred gender. This is because changing your physiological or other gender attributes is a personal process rather than a medical one. You can be at any stage in the transition process – from proposing to reassign your gender, to undergoing a process to reassign your gender, or having completed it.

The Equality Act says that you must not be discriminated against because:

- Of your gender reassignment as a transsexual. You may prefer the description transgender person or trans male or female. A wide range of people are included in the terms ‘trans’ or ‘transgender’ but you are not protected as transgender unless you propose to change your gender or have done so.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women / Male and female pupils

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

Marriage or Civil partnership

The Equality Act says you must not be discriminated against in employment because you are married or in a civil partnership.

In the Equality Act marriage and civil partnership means someone who is legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is between partners of the same sex.

People do not have this characteristic if they are:

- Single.
- Living with someone as a couple neither married nor civil partners.
- Engaged to be married but not married.
- Divorced or a person whose civil partnership has been dissolved.

Pregnancy and maternity

The Equality Act states that persons cannot be discriminated against on the grounds of pregnancy or maternity (see exceptions within the act) At Tankersley C of E Primary school, employees are protected against unfavourable treatment because of pregnancy or maternity. This means our employees or job applicant will not be disadvantaged because of their pregnancy or maternity. For example, they must not:

- be subjected to unfair treatment because of pregnancy or maternity
- suffer disadvantage because of pregnancy or maternity through our policies, procedures, rules or practices
- suffer unwanted behaviour because of pregnancy or maternity.

There is no need for an employee to compare treatment to how someone else is treated. This protection also means that treatment which impacts on an employee negatively because of pregnancy or maternity may be discriminatory even though other staff are treated the same way.

Race

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under this specific duty at Tankersley C of E Primary school we will:

- Prepare an Equality Plan which includes information on how we ensure racial equality
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;

- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

The definition of race includes colour, nationality and ethnic or national origins. Pupils of all races should not be singled out for different and less favourable treatment from that given to other pupils. School should check that there are no practices which could result in unfair, less favourable treatment of such pupils.

Religion and belief

We aim to increase the understanding between children from different religions.

The Equality Act 2010 says you must not be discriminated against because:

- You are (or are not) of a particular religion.
- You hold (or do not hold) a particular philosophical belief.
- Someone thinks you are of a particular religion or hold a particular belief. This is known as discrimination by perception.
- You are connected to someone who has a religion or belief. This is known as discrimination by association.

In the Equality Act religion or belief can mean any religion, for example an organised religion like Christianity, Judaism, Islam or Buddhism, or a smaller religion like Rastafarianism or Paganism, as long as it has a clear structure and belief system.

The Act also covers non-belief or a lack of religion or belief.

- For example, the Act protects Christians if they are discriminated against because of their Christian beliefs. The Act also protects people of other religions and those with no religion if they are discriminated against because of their beliefs.

Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases. Staff will ensure that pupils of one sex are not singled out for different or less favorable treatment from that given to pupils of other sexes.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities;

where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

Sexual orientation

Staff will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favorable treatment from that given to other pupils.

The school will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. The school will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with the school's policy.

Staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

Staff will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity.

Mainstreaming equality into policy and practice

At Tankersley C of E Primary school we endeavour to ensure that through our actions we uphold the requirements of the Equality Act 2010 and those of the protected characteristics through our policy and practice in school.

As well as the above, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Increase the participation of disadvantaged pupils in after-school activities;
- Narrow the gap in performance between pupils with complex needs and their peers
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other culture;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

- Anticipating the education and related needs of incoming pupils, including from the traveler community: the National Transfer Scheme for the resettlement of unaccompanied asylum-seeking children and the children displaced from Afghanistan;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and suspensions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Suspensions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Equal Opportunities for Staff & Employer duties

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

Equality aspects such as **age, gender /gender re-assignment, sexual orientation, pregnancy and maternity race, disability, and faith or religion** are considered when appointing staff and roles in school or re-evaluating staff structures, **to ensure decisions are free of discrimination.**

Actions to ensure this commitment is met include:

- Consultation and advice from HR in meeting recruitment expectations
- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.
- Training members of staff and governors involved in recruitment and selection on equality and to include equality awareness within staff induction.
- Having a reasonable adjustment agreement in place for all staff with disabilities to meet their needs better and mitigate any disadvantages they experience.

Community Cohesion / Prevent duty

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of

pupils and prepares them for the opportunities, responsibilities and experiences of life. Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere. Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life. Early years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes. This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education. All staff have read Part 1 of this document and adhere to the principles within it.

Tackling all discrimination

Harassment linked to any of the areas (within all of the protected characteristics) is unacceptable and is not tolerated at Tankersley C of E Primary School.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

All incidents of harassment or bullying are dealt with by the member of staff present, and reported to the class teacher, escalating where appropriate to the Headteacher (in line with the flowchart in this policy.) Numbers of incidents/ types are also reported to the governing body and local authority.

What is a discriminatory incident?

Harassment can take many forms (e.g. including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.)

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

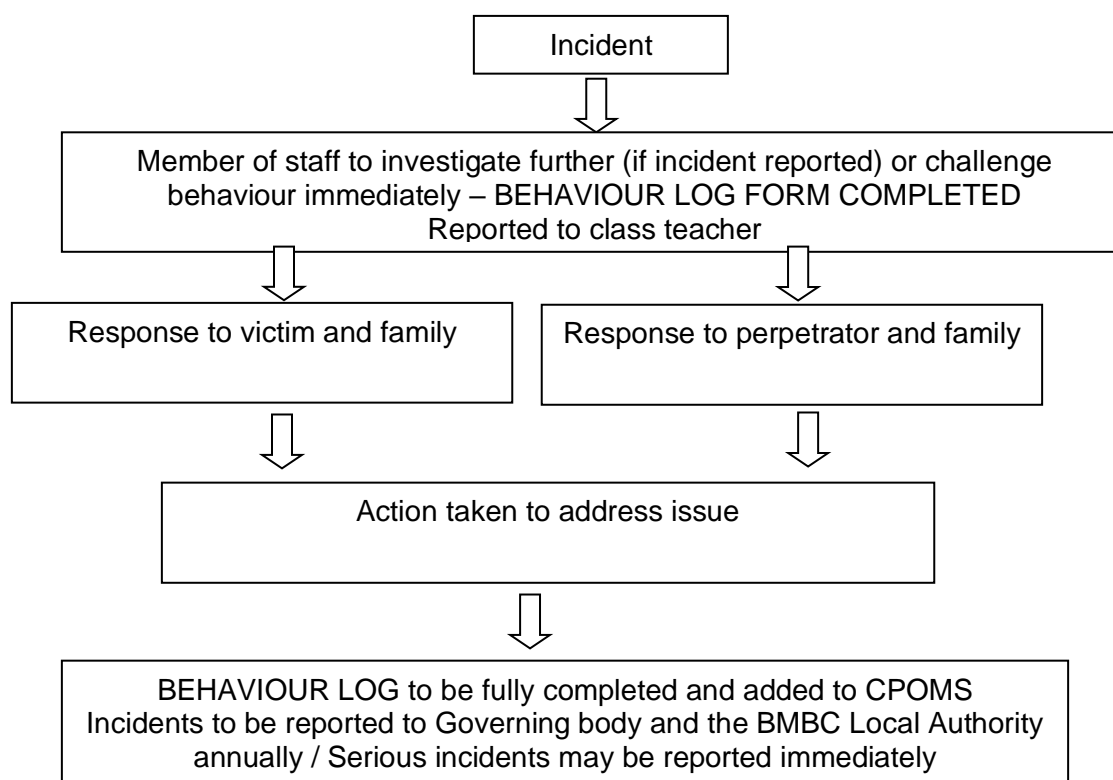
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;

- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

The importance of reporting incidents is clear to pupils and staff. All staff at Tankersley, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

FLOW CHART FOR REPORTING AN INCIDENT AT TANKERSLEY LINKED TO DISCRIMINATION (See also Behaviour Policy)



Consultation and involvement

It is a requirement that the development of this Equality Policy + action plan and the actions within it have been informed by the input of staff, pupils and parents and carers of Tankersley C of E school. We will achieve this in the review and any future plans by using the following to shape the plan:

- National guidance and linked information from BMBC/Training
- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;

- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The Governors will ensure that all members of the Governing Body receive adequate training and support on issues of equality, to fulfil their roles/responsibilities in the plan.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher (or senior leader responsible for equalities)

- It is the Headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher will ensure that all teaching and non-teaching staff receive adequate training and support on issues of equality, to fulfil their roles/responsibilities in the plan.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

Review of policy and plan & publishing the plan

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact at Tankersley St Peters. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

In order to meet the statutory requirements, we will:

- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications such as our school BLOGS
- Make sure hard copies are available for stakeholders.
- Ensure the current policy is on our school website.

SEE ACTION PLAN BELOW:

EQUALITY ACTION PLAN – TANKERSLEY ST PETERS 2022 & 23

Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timeframes?	Impact / Desired outcome
<p><i>Ensure compliance with legislation and key documentation linked to Equality Act 2010</i></p>	<p><i>Annual review of policy and documentation</i></p> <p><i>Presentation of Equality Policy and linked action plan to governors</i></p> <p><i>Update on website</i></p>	<p><i>Headteacher –</i></p>	<p><i>Annually and when new legislation is introduced</i></p> <p><i>Governors meetings - termly</i></p>	<p><i>School and practices are compliant with legislation</i></p> <p><i>Staff and stakeholders are aware of content and actions within policy</i></p> <p><i>Practices are consistent</i></p>
<p><i>Publish and promote the practices within the Equality Policy and Action Plan through</i></p> <p><i>Weekly PDM & staff meetings</i></p> <p><i>Tuesday briefings</i></p> <p><i>Governing Body meetings</i></p> <p><i>Diocesan meetings</i></p> <p><i>Parents newsletters and Workshops</i></p> <p><i>Curriculum links where appropriate – eg PHSCE/ Global schools work</i></p>	<p><i>Minutes of meetings and relevant actions</i></p> <p><i>Parents letters</i></p> <p><i>Annual questionnaire</i></p> <p><i>Curriculum design- Long term, medium term planning (Global links highlighted)</i></p>	<p><i>Headteacher / Teaching staff</i></p>	<p><i>Ongoing weekly and termly meetings</i></p>	<p><i>Staff are familiar with the principles of the Equality policy and this action plan and use them when planning lessons, creating classroom displays</i></p> <p><i>Parents are aware of the Equality Plan</i></p>
<p><i>Identify, respond and report all incidents (e.g. those relating to race, religion, disability, gender reassignment and sexual orientation) as outlined in the Plan.</i></p> <p><i>Use of CPOMS to report incidents</i></p> <p><i>Report the figures to the Governing body / Local Authority on a termly basis.</i></p>	<p><i>All staff will use CPOMS to record and action incidents</i></p> <p><i>The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</i></p>	<p><i>Headteacher /Governing body</i></p>	<p><i>Reporting Annually – Headteachers Audit document</i></p>	<p><i>Teaching staff are aware of and respond to incidents of different types as outlined in Equality act and this policy.</i></p> <p><i>Consistent nil reporting is challenged by the Governing Body</i></p>
<p><i>Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</i></p>	<p><i>Achievement data analysed by race, , gender and disability – Headteachers Annual Audit document</i></p>	<p><i>Headteacher</i></p>	<p><i>Termly</i></p>	<p><i>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</i></p>

EQUALITY ACTION PLAN – TANKERSLEY ST PETERS 2022 & 23

Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timeframes?	Impact / Desired outcome
CURRICULUM AND ENHANCEMENT - EQUALITY <i>Ensure that the curriculum promotes positive role models and heroes that young people can identify with, which reflects diversity in terms of race, gender and disability. E.g. Global concerts and assemblies / Collective worship – Roots and Fruits themes. Ensuring staff are using the Christian attribute beads.</i>	<i>Increase in pupils' participation, confidence and achievement levels</i>	<i>Curriculum plans</i>	<i>Ongoing</i>	<i>Notable increase in participation and confidence of targeted groups</i>
<i>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity and disability – e.g. Linked to GLOBAL HUB schools work</i>	<i>Increase in pupil participation, confidence and positive identity – monitor through PSHE</i>	<i>Headteacher</i>	<i>Ongoing</i>	<i>Diversity reflected in school displays across all year groups</i>
<i>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Pupil and Worship Councils / Job shop etc.</i>	<i>Council representation / Job shop monitored by race, gender, disability</i>	<i>Member of staff leading on area</i>	<i>Ongoing</i>	<i>Diversity in membership/ role</i>
<i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas.</i>	<i>Annual plan & Subject in the Spotlight plan Curriculum planning</i>	<i>Headteacher Subject leaders – e.g. Global schools lead PHSCE lead</i>	<i>Ongoing</i>	<i>Increased awareness of different communities shown in PSHCE assessments</i>
<i>Ensure that disabled pupils have full access the curriculum appropriate to their needs and abilities</i> SEE ALSO ACCESSIBILITY POLICY	<i>Staff meetings linked to Inclusion – See staff meeting overviews SEND teach meetings APDR meetings Governors meetings Staff briefings Premises walks – Health and safety</i>	<i>Headteacher SENCO Teachers H&S – Mrs S, Snowball (Business manager) Mr D. Beet (Caretaker)</i>	<i>Ongoing</i>	<i>All disabled pupils accessing all areas of the curriculum</i>
<i>Continue to work with Runable and supporting girls in sport</i> <div data-bbox="396 1273 721 1453" data-label="Image"> </div>	<i>Are more girls taking part in mixed team events? Are girls participating in the sports afterschool club.</i>	<i>Head Teacher PE lead</i>	<i>Ongoing</i>	<i>More girls play in mixed team and are seen as part of the team.</i>

