



Brading Primary School
SINGLE EQUALITIES
POLICY
September 2017

1 Document Information

Title:	Single Equalities Policy (replaces previous race, disability, gender equality policies)
Status:	Reviewed following legal updates and review of equality objectives
Current Version:	5
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Consultation:	Governing Body
Approved by:	Governing Body
Approval Date:	
Review Frequency:	Annual review of equality objectives
Next Review:	September 2018

Version History		
Version	Date	Description
1	March 2012	Draft for approval
2	June 2013	Review following legal updates and review of equality objectives
3	February 2014	Equality Objectives Review
4	February 2016	Equality Objectives Review
5	September 2017	Equality Objectives Review

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3 Statement / principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups and individuals of pupils, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access to education whilst at the same time celebrating and valuing the the diversity of our community.

We believe that equality should filter through all aspects of school life and is the responsibility of every member of Brading Primary School and wider communities. Every member of the school community should feel safe, secure, valued and of equal worth.

Within our school, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race including caste, religion/belief, sex, sexual orientation as recognised protected characteristics under the Equality Act 2010.

Legal duties:

We welcome our duties under the Equality Act 2010 to:

- **Eliminate** discrimination, harassment and victimisation
- **Promote** equality of opportunity to all
- **Foster** good relations between the whole school community

In fulfilling our legal duties we will ensure irrespective of a persons protected characteristic that we will:

- Ensure that all learners and potential learners are treated with equal value
- Provide access to education or employment at our school are pupils and staff are treated with dignity and respect
- Foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- Be an inclusive and equal opportunities employer with regard to recruitment, retention and CPD opportunities
- Ensure that we welcoming and supportive of the local community

This policy has been drawn up as a result of discussion between different stakeholders.

3.1 Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy, is the headteacher, the governing body with the support and guidance from the lead officer for equality and diversity, they are responsible for:

- Providing updates on equalities legislation and the schools responsibilities in this regard;
- Working closely with the nominated governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy on all groups, including Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - All forms of bullying including incidents of prejudice related bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

3.2 Equality Act 2010 update:

School Uniform Policy: There are recognised benefits in having a school uniform, as a uniform can: instil pride; support positive behaviour and discipline; contribute towards the ethos of a school; help to ensure pupils of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; nurture cohesion; and promote good relations between different group of pupils.

The law: Under the provisions of the Equality Act 2010 schools must not discriminate on grounds of age, sex, gender reassignment, race, disability, pregnancy and maternity, religion or belief or sexual orientation. The leading cases challenging uniform policies have tended to focus on racial or religious matters.

Unlawful discrimination can be direct, where the school treats a pupil differently from other pupils on the prohibited grounds, or indirect, where all pupils are treated equally but the effect of that treatment is different on, for example, different racial or religious groups.

What does this mean for Brading Primary School?

In light of the case law in this area and the obligations under the Equality Act 2010, we should consider the following points:

- whether an exception to the school uniform policy applies in specific cases, such as to accommodate a pupil's disability or injury;
- to take care to ensure that the uniform policy does not discourage parents from certain social groups from applying for a place at the school for their child. For example, to avoid disadvantage to any racial groups. Our Uniform Policy will take into account specific differences in dress, hairstyle and even the significance of certain items of jewellery for pupils from different racial backgrounds;
- in some circumstances it may be appropriate to allow an exception to the policy to be made for a particular pupil. If an exception cannot be made, and would put a pupil at a disadvantage, consider whether the reasons for not making an exception are a proportionate means of achieving a legitimate aim. In other words, what will be the impact on the established aims of the school's uniform policy by allowing an exception; and
- schools are more likely to be able to show that their policies are fair and non-discriminatory when they have been widely consulted on, for example, with staff, pupils, parents and governors.

It remains the case that Brading Primary School is free to adopt a uniform policy and can require their pupils to adhere to them. However, case law indicates that we must consider making exceptions or changing their uniform policies where appropriate, not only for those of certain religious beliefs, but also for pupils who contend that a cultural or family practice means that they cannot conform and where other special circumstances apply which could be linked to one of the prohibited grounds.

Reasonable Adjustment: As a school we are required to take reasonable steps to provide an auxiliary aid, where a disabled person would, but for the provision of that auxiliary aid be put at a substantial disadvantage compared with a non-disabled person. This is the responsibility of the school and the governing body of maintained school.

Race: as a result of Government review of the Equality Act 2010 and further consultation caste is included within this protected characteristic. When we develop or review policies, procedures we will take this into account to ensure that we meet our legal duties under the Act.

4 Policy commitments

4.1 Promoting equality: Curriculum

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

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school, including the promotion of British Values – democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

4.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils.

To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs and disability;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

4.3 Promoting equality: Ethos and culture

- We are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- Pupils are encouraged to greet visitors to the school with respect;

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- The displays around the school are of a high quality and reflect diversity across all aspects of equality
 - Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;
 - Provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off site activities;
 - Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views;
 - Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

4.4 Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and linked to safeguarding practices to ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

4.5 Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents;
- The school reports to Governors and the local authority on an annual basis the number of diversity related incidents recorded in the school.

4.6 Promoting equality: Partnerships with parents/carers and the wider community

Each school aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in all aspects of school life;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;

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- Encourage members of the local community to join in school activities and celebrations;
 - Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

5 Responsibility for the policy

In our schools, all members of the school community have a responsibility for the promotion of equalities.

5.1 The Governing Body has a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The equalities policy is maintained and updated regularly; and that equality objectives are easily identifiable and achievable;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing body, on any diversity related incidents which are a breach of this policy and ensure that appropriate action is taken

5.2 The headteacher and senior leadership has a responsibility for:

- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and any supporting action plans;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and receive training and support;
- Taking appropriate action in response to all forms of diversity incidents and discrimination

5.3 All school staff have responsibility for:

- The implementation of the schools equalities policy and any supporting action plans;
- Dealing with reported incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010, age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion/belief, sex or sexual orientation
- Keeping up to date with equalities legislation by attending training events organised by the school, local authority, or recognised training provider.

5.4 Measuring the impact of the policy

The equalities policy and all other relevant policies listed in 3.1 of this policy will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our schools. As part of this policy action plan (please see section 6) a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the school community and used to make any necessary improvements and or changes to draft policies/procedures/ action plans etc.

Recent court cases in 2017 highlight that obesity may be considered, as a disability should an employee be unable to carry out the requirements of their job role. The governing body note this as a potential HR matter and will seek specialist advice should the need arise.

6 Equality objectives – 2016 – 2020 (Annual Review)

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	Whole school training to include governors	Highly trained and motivated staff and governors Staff, Governors aware of: Public Sector Equality Duty (PSED) Section 147 - Equality Act 2010 PREVENT Duty – Counter-Terrorism and Security Act 2015 Monitoring of the number of reported diversity incidents.	CPD Equality and Diversity Refresher training Prevent Training Ongoing – termly report to LA	HT	<i>This column needs to be updated throughout the year and progress reported to GB</i> PSED training within equality and diversity training – date tbc for 17/18 PREVENT training – HOS and DSL attended WRAP Training April 2016 including train the trainer. Training taken place on line June 2017, in house training Sept 17. GB and Asst Clerk attended Governor PREVENT training May 2016 and March 17
2	Leadership and Management	Successful pupil progress	Data management across each of the 9 protected characteristics to measure and monitor pupil progress and reduce achievement gaps	HT/SLT/GB	Data is collected throughout the year and presented to governor committees Pupil progress meetings held throughout the academic year.
3	Teaching and Learning	Equality of opportunity and recognition of diversity are promoted through teaching and learning. Teachers and other staff have a secure understanding of the age group they are working with and their subject knowledge of equality and diversity is detailed and communicated well to pupils.	Proportion of observations that include the positive promotion of E&D E&D is seen as good or best practice Promotion of British Values within the curriculum and collective worship opportunities	All staff	Developed through PHSE policy and guidance available to staff. British Values promoted through curriculum delivery. British Values training for federation staff and provision of resources.

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
4	Personal Development, Behaviour and Welfare of Pupils (PDBW)	<p>Good attendance for all pupils – in line with national figures</p> <p>Improved attendance for low attenders</p> <p>Good pupil behaviour, including regular review of behaviour policy and procedures</p> <p>Good safeguarding policy and procedures in place.</p> <p>Good E-Safety policy and procedures in place.</p> <p>PREVENT awareness and procedures embedded across the school.</p>	<p>Annual review of the following policies and procedures: Behaviour Safeguarding and Child Protection E-Safety PREVENT Self-Assessment</p> <p>Further promote the school's response to tackling extremism (the PREVENT agenda) and the positive promotion of British Values (BV), through the teaching and learning process Awareness/training sessions for staff, governors and students within the current academic year</p> <p>Ongoing support to School Council</p> <p>SENCO activity to ensure all pupil referrals and actions are communicated, actioned, reviewed and follow-up</p> <p>SEND, LAC, pupils with a disability and/or with medical/mental health needs are met and communicated</p>	All staff /GB	<p>Policies reviewed as part of the annual review cycle.</p> <p>Training for staff on British Values and the PREVENT agenda.</p> <p>School Council meetings held with HOS throughout the academic year.</p> <p>SENCO and Family Inclusion Officer has regular meetings with staff, pupils and families to support pupil personal development and welfare.</p> <p>EHCP plans are developed and reviewed with external agencies and families on an ongoing basis to ensure appropriate level of provision in school and referrals made as required.</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
5	Outcomes for pupils	<p>Pupil achievement and progress is in line with age expectations.</p> <p>Pupils are secure in their breadth and depth of knowledge, understanding and skills.</p> <p>Pupils are able to progress to the next stage of their learning.</p>	<p>Review of curriculum progress throughout the year for disadvantaged pupils, SEND and those with disabilities matches or is improving towards that of other pupils with the same starting points</p> <p>Specific monitoring for disadvantaged pupils, SEND, pupils with a disability to ensure progress is above average across nearly all subject areas</p>	All staff / GB	<p>Ongoing teacher assessment to enable tracking of pupil achievement and progress. Reports to Governing Body on ARE.</p> <p>Additional support required is provided through individual work plans for pupils.</p>

Equality Objectives 2010 - 2016

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	Training <ul style="list-style-type: none"> - for governors - staff 	Improved knowledge and awareness of equality and diversity legislation Monitoring of the number of reported diversity incidents. All Governors and staff are aware of and are able to fulfil their roles in relation to equality and diversity	<ul style="list-style-type: none"> • Training date for staff to be identified • Promote process for reporting diversity incidents • Staff meeting updates on legislation changes – Equality Act 2010 • Prevent, FGM, CSE and OHBB training for staff and Governors • HT training on Prevent, FGM, CSE and OHBB and leadership LSBC training • Promotion of online training for Prevent, FGM, CSE and OHBB through LSCB 	E&D Consultant	E and D training all staff and Governors March 2105 Ongoing- see Govs reports/ school overview January 2016 Online July 17 and in house Sept 17 January 2016 and February 2016 Update Sept 17 online training July 17 Summer term 2016 and 2017
2	Develop monitoring procedures	Co-ordinated procedures for equality analysis of when policies are reviewed	<ul style="list-style-type: none"> • update list of policy reviews • Undertake equality impact assessments 	Headteachers/ Governors E&D Consultant	Approved policy list circulated and ongoing through gov review

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
3	<p>Promoting equality:- Curriculum</p> <p>1) The curriculum prepares pupils for life in a diverse society.</p> <p>2) The promotion of attitudes and values that challenge discriminatory behaviour and language.</p> <p>3) The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles</p> <p>4) Securing outstanding leadership and management</p>	<p>The curriculum prepares pupils for life in a diverse society. There are planned opportunities for pupils to explore concepts and issues related to identity and equality. The curriculum promotes attitudes and values that challenge discriminatory behaviour and language. Resources promote positive inclusivity.</p> <p>To meet the requirements in our raising achievement plan</p> <p>To meet targets for achievement and outcomes, leadership and management, teaching and learning and behaviour safety and welfare.</p> <p>Pupils aware and safe. Pupils aware of life beyond the Island</p> <p>Acceptance and understanding of diversity.</p>	<ul style="list-style-type: none"> Review the RE, PSHE, SEAL and Sex and Relationship curriculum plans to ensure there is positive promotion of skills, knowledge, attitude and understanding of issues relating to equality and diversity. Review reading resources and posters to ensure positive images of disabled people and people of different cultures and backgrounds. Impact of quality of teaching and learning – good progress by children SEN / deprivation/mental health / mobility issues Develop more effective monitoring of SEN pupil progress Try to recruit some learning mentors for more vulnerable pupils Promotion and awareness of safeguarding and related issues such as abuse, CSE, radicalisation and extremism. Preparing pupils for life in Modern Britain and the wider local global community. Ongoing promotion and celebration of diversity 	Headteachers / governors	<p>Ongoing review of the curriculum, including planning and assessment of teaching and learning.</p> <p>Anti-Bullying Policy reviewed on an annual basis</p> <p>Improved awareness of respect for other nationalities and cultures</p> <p>PREVENT/FGM/CSE/HBV training January 2016 July 17 and Sept 17</p> <p>Promotion of cultural diversity across the school, within the curriculum and visual displays</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
4	<p>Promoting equality:- Achievement and Standards</p> <ol style="list-style-type: none"> 1. implementation of strategies and interventions that narrow the gaps in achievement 2. Improvements in achievement levels for pupils with SEN and SEND to ensure progress matches or is improving towards that of other pupils with the same starting point 	<p>Accurate data tracking to evidence narrowing the gaps to ensure that all children are achieving good progress including those with additional needs</p> <p>To meet the requirements in our raising achievement plan To meet targets for achievement and outcomes, leadership and management, teaching and learning and behaviour safety and welfare.</p>	<ul style="list-style-type: none"> • Ongoing termly monitoring, recording, reporting and review system to ensure pupil premium is having a positive impact. • Ongoing review of pupil premium to inform future spending. • Ongoing review of impact of interventions used to inform future staffing and organisation. • Ensure more able children make maximum progress. • Continue to meet EWS on fortnightly basis to discuss vulnerable families. • Monitor attendance rate and initiate proactive approach to ensure improvement. 	Headteachers	<p>School tracking systems well developed to track progress for all vulnerable groups on half-termly basis. Analysis shared with all staff and Governors. Targeted intervention deployed as a result of the analysis.</p> <p>O Track/SIMS for data analysis to enable data tracking of vulnerable groups.</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
5	<p>Promoting equality:- Ethos and Culture</p> <ol style="list-style-type: none"> 1. Foster good relationships between all members of the school community, including pupil voice. 2. Promotion of a welcoming openness and tolerance by both staff and pupils 3. Provision is made to provide the cultural, social, moral and spiritual needs of all pupils 4. Prepare pupils for life in Modern Britain. 	<p>Acting on feedback and evidence from school community.</p> <p>Embrace opportunities to raise awareness of diverse communities</p> <p>Embed ethos and mission statement.</p> <p>There are good relationships between all members of the school and wider community. We are welcoming and open to all children, families and members of the wider community.</p> <p>The spiritual, cultural, social and moral needs of all are provided for as far as possible.</p> <p>Promote good behaviour and safety.</p> <p>Embrace opportunities to raise awareness of diverse communities.</p> <p>Pupils aware of life in Modern Britain and the wider global community.</p>	<ul style="list-style-type: none"> • Pupil voice and feedback followed through • Involvement of parents • Pupils involved in a range of community and fundraising activities • SEAL is used across each school • Community and cultural assemblies • Embed PSHE within the curriculum. • Achieve attendance targets. • Improve children's active engagement in their learning through the development of independence and positive learning behaviours. • Continue to promote safe practices and a culture of safety including E-safety. 	<p>Headteachers/ Equality and Diversity Consultant</p> <p>All staff and governors</p>	<p>Ongoing support to develop and value stakeholder ideas within the school.</p> <p>Ongoing reflection time within collective worship activities.</p> <p>Offsite activities to raise culture diversity awareness for our students.</p> <p>Promotion of the PSHE Policy statement advice and guidance and evidence trail following implementation.</p> <p>Promotion of cultural diversity through the promotion of ethos and culture inviting members of the community to come in and share their life experiences with us. This will enhance the support to pupils with raising aspirations.</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
6	<p>Promoting equality:- staff recruitment and professional development and Wellbeing</p> <ol style="list-style-type: none"> 1. Safeguarding recruitment and selection training 2. Employment policies and procedures are reviewed and updated on a regular basis 3. Promotion of professional development opportunities 4. The curriculum supports the quality of opportunity and recognition of diversity. 5. Ensure staff are encouraged and feel valued. 	<ul style="list-style-type: none"> • Staff and governors involved in recruitment are properly trained in relation to safeguarding, equality and diversity issues. • Employment procedures reflect an inclusive establishment and avoid discrimination. • All staff have equal access to appropriate training and professional development in relation to their professional roles and responsibilities. • Outstanding Leadership and Management. • Staff are motivated and effective. 	<ul style="list-style-type: none"> • Governors and staff attend appropriate training in relation to recruitment and appointment procedures • For all new posts, consideration is given to where adverts will be placed to ensure access for minority groups where appropriate. • Performance development process reviewed and updated. • Adoption of Pay Policy including procedures for performance management • CPD opportunities via performance management linked to professional development and school improvement priorities • Embed policy and practice to meet the requirements for supporting the best outcomes for pupils. • Social events for staff through the academic year. • Development of staff wellbeing quality mark. 	Headteachers / GB / staff	<p>Safer Recruitment training completed. HT December 2015. SBM 17 and Govs Autumn term 17</p> <p>Policies are relevant and up-to-date.</p> <p>Robust Performance Management.</p> <p>Ensure the Teachers Standards are being met.</p> <p>Staff have own evidence portfolio to ensure Teaching Standards are achieved.</p> <p>Staff events taking place through the year.</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
7	<p>Promoting equality:- countering and challenging harassment and bullying</p> <ol style="list-style-type: none"> Promotion of acceptable behaviour policies and guidance. Reporting of diversity incidents to the local authority and governing body. Ensure behaviour policy is used effectively and consistently Continue to promote 'Difference and Diversity' within the school and more widely in the community. 	<ul style="list-style-type: none"> Policy and procedures readily available for school community Zero return to LA diversity incident reporting form Schools positively promote equality through their inclusive approach which ensures all pupils have equal access to both the curriculum and all enrichment activities. All children are aware of the policy All parents are aware of the policy Successful promotion and celebration of difference and diversity. Zero tolerance of prejudice behaviour. Confident challenge of stereotypes and use of derogatory language. 	<ul style="list-style-type: none"> Ensure all staff have read and understood their responsibilities with regard to policy development and implementation. Display "acceptable behaviour" statement prominently in all schools. Training for staff on reporting incidents Completion of termly report to governors and LA Promote Behaviour Policy Embed CARE Promote via PHSE/ Collective Worship.Training for staff 	Headteacher / SLT	<p>Ongoing monitoring through pupil safety discussions on a weekly basis which ensure appropriate actions to be taken.</p> <p>Information sharing for parents re the terminology of bullying on an annual basis during Anti-bullying Week.</p> <p>E-safety training for staff, pupils and parents.</p> <p>Child friendly Anti-bullying Policy updated annually for presentation during Anti-bullying Week.</p> <p>Two Anti-bullying ambassadors support the development in school and attend the annual conference. Ambassadors take part in collective worship to identify coping strategies for pupils.</p> <p>Ongoing promotion of processes to maintain bullying procedures.</p>

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
8	<p>Promoting equality:- Partnerships with parents/carers and the wider community</p> <ol style="list-style-type: none"> 1. Encourage members of the local community to join in school activities and celebrations 2. Review communication to parents to ensure that views are heard and acted upon 3. Ensure that parents/carers of new pupils e.g. EAL, Traveller or pupils with a disability are made to feel welcome 	<p>There are good relationships between all members of the school community and the wider local community. All schools are welcoming and open to all children, families and members of the wider community.</p> <p>The spiritual, cultural, social and moral needs of all are provided for as far as possible.</p> <p>No of people attending events and feedback from attendees</p> <p>Parents views taken account of.</p> <p>Stability, all children who join the school feel welcome and valued within the community at all times.</p>	<ul style="list-style-type: none"> • Explore Family Learning opportunities and extended schools provision. • Annual parent questionnaire • Welcome pack/ prospectus which is regularly updated • Stakeholders involved in school activity opportunities • Pupils engaged in a range of community and school fundraising activities • SEAL is used across the School • Community and Cultural assemblies 	Headteachers	<p>Annual support to local and national charity events including Children In Need and Chelsea's Wishes.</p> <p>Annual parent's survey.</p> <p>Achievement of the Leading Parent Partnership Award in July 2015.</p> <p>Termly support meetings for parents/carers.</p> <p>Additional support for vulnerable families through effective partnership working with school, parents/carers and a variety of agencies.</p>

7 Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Anti-bullying Policy
- Attendance Policy
- Admissions Policy
- School Development Plan
- Behaviour policy
- School Action plan
- PSHE Policy
- Collective Worship Timetable
- British Values Policy & Statement
- Safeguarding/Child Protection Policy

8 Appendix

8.1 Glossary of Terms

• Equality Act 2010	40 years of equality and diversity legislation developed and combined into a single piece of legislation
• SEAL	Social and Emotional Aspects of Learning
• SEN	Special Educational Needs
• KS	Key Stage
• EIA	Equality Impact Assessment
• SIP	School Improvement Plan
• SEF	School Evaluation Framework
• Protected Characteristic	As covered by the equality Act 2010, providing protection on the following:- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation
• BME	Black Minority Ethnic (referred to communities)
• SRE	Sex, Relationships Education
• EQUALS	IoW black, minority, ethnic support group.