

Langtree Community School

Equality Policy and Guidance

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Guidance

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This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the [Equality Act 2010](#) and [non-statutory guidance](#) set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

Part 1 Policy

The primary aim of Langtree Community School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

At our school we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning [reasonable adjustments](#) for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.

- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the [school improvement plan](#).
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask [health-related questions](#) to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to [promote and advance equality](#).
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of [prejudice-related bullying](#) (follow link to new DCC guidance).
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing [community cohesion](#) and an understanding of the effects of discrimination. This will be set out as equality objectives in the [school improvement plan](#).
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.

- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our [accessibility plans](#).
- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their [legal duties](#) under the Equality Act 2010, the different forms of [discrimination](#) and what '[reasonable adjustments](#)' mean in practice.
- Training and awareness sessions will be set out in the school improvement plan.
- The school will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish [equality objectives](#) and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- The school has an [equality page](#) on its website to show how it is complying with the [Public Sector Equality Duty \(PSED\)](#) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, it is best practice to carry out an [equality impact assessment](#) (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties (DCC policies will have already had EIAs carried out).

Monitoring and evaluation

The Curriculum Committee will review the equality objectives at least annually in the spring term and report to the Full Governing Body. The Resources Committee may be asked to assist in this review. The outcomes of these reviews will be published on the school's website.

When reviewing other policies, all committees will consider the impact on pupils and staff by their protected characteristics.

The Equality Policy itself will be reviewed at least every three years by the Curriculum Committee.

Part 2 Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of [gender dysphoria](#) and therefore it is relevant in any school environment. ([The Intercom Trust](#) in Devon supports schools in supporting children undergoing gender reassignment).
- **Marriage and civil partnership** - Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school.

For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).

3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
 - Increase disabled pupils' access to the school curriculum
 - Improve the physical environment
 - Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and *Equality Human Rights website:*

<http://www.equalityhumanrights.com> which includes the guidance for education providers (schools)

or Devon County Council at <http://www.devon.gov.uk/equalitylegislation.htm>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Responsibilities

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Appendix

Definitions

Equality This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive Making sure everyone can participate, whatever their background or circumstances.

Diversity Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community From the school's perspective, the term "community" has a number of meanings:

- The school community - the students we serve, their families and the school's staff.
- The community within which the school is located - in its geographical community, and the people who live and/or work in that area.
- The community of Britain - all schools by definition are part of it.
- The global community - formed by European and international links.

Gender Dysphoria Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity.

Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.

Part 3 Audit/Checklist

Where possible, necessary and relevant, and in accordance with data protection legislation, is information collected on protected groups (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation) with regard to both pupils and staff? Is this information used to improve the provision of services? Are auxiliary aids and services provided for disabled pupils?

- The school gathers information in relation to gender, race, disability/SEN and religion/ belief with regard to both staff and pupils on appointment and admission respectively. Information on free school meal status is also collected.
- With new admissions, the services and facilities provided by the school are being reviewed and enhanced eg acoustics, signage, seating, toileting facilities, access, visually contrasting appliances and lower light switches.

Action required: Continue to review information collected in the light of actual and potential admissions. (Sexual orientation may not be apparent in primary school children so there would be no need to collect data on this protected characteristic.)

Is pupil achievement monitored by protected characteristics? Are there any trends or patterns in the data that may require additional action?

- Attainment, progress and behaviour-related information and data, in relation to all pupils and to various named groups, is analysed by the staff and the Monitoring Committee of the Governing Body so that any significant differences between groups with protected characteristics are swiftly recognised and investigated. This analysis feeds clearly into school improvement planning.

Action required: As above.

Is pupil attendance data monitored by protected groups? Are there any trends or patterns in the data that may require additional action?

- Pupil attendance information and data, in relation to all pupils and to various named groups, is analysed by the staff and the Monitoring Committee of the Governing Body so that any significant differences between groups with protected characteristics are swiftly recognised and investigated. This analysis feeds clearly into school improvement planning.
- Attendance of pupils with medical needs or disabilities requiring attendance for appointments with specialists is monitored sensitively.

Action required: As above.

Is the curriculum equally accessible to all protected characteristics? Are all pupils encouraged to participate in all aspects of school life? How is this shown through representation in school events such as class assemblies and the school council?

- The curriculum is seen at present to be equally accessible to all pupils. Advice has been taken from Advisory Teachers, Occupational Therapists and Speech and Language/Communication and Interaction, and ASC practitioners for pupils with language, physical, hearing or other difficulties.
- All pupils are included in Class Assemblies, in the Christmas Play and in Class visits and trips, and in any decision-making taking place in the classroom or in Family Groups.
- Families are informed of their right to withdraw from any potentially inappropriate experiences.
- Reasonable adjustments are made to the workload of staff or the curriculum of pupils if appropriate.
- Staff take advantage of opportunities to adapt exam conditions eg Early opening of test papers to allow copying onto coloured paper, breaks during tests to reduce stress.
- Following input from advisory teachers for pupils with hearing impairment and with physical difficulties, staff feel more confident that pupils with these difficulties are being well included in PE and sporting activities, attending class events/festivals both in and out of school and also, in one case, representing the school in competition

Action required: Continue to seek further regular advice and continue to make adjustments for known pupils and staff, such as in PE and school sport clubs. Similarly, future admissions or recruitment may necessitate further action.

Are the current reporting systems for bullying and prejudice-related incidents understood and followed by all pupils, staff and visitors? (link to BPRI form & Guidance website) and is this information used to make a difference?

- The school monitors and report data on bullying and prejudice-related incidents. These are reported in the termly Headteacher's Report to Governors. Governors are able to analyse data, identifying any trends and take required actions including ensuring swift action by staff when incidents happen.

Are protected characteristics portrayed positively in school books, displays and discussions such as circle time and class assemblies?

- The school recently audited its resources and, with the support of the Schools Library Service has enhanced the school library's stock to ensure a range of protected characteristics are being portrayed positively.
- Prominent displays, such as the one supporting each term's assembly theme include positive images of protected characteristics.
- Staff are required to demonstrate positive attitudes to protected characteristics; for instance in a recent class discussion in Class F when the teacher non-judgementally confirmed for the children that a man could marry another man.

Action required: Continue enhancing the library stock and ensure staff seize opportunities to portray protected characteristics positively when producing displays and in discussion with pupils.

Does the school take part in annual events such as Deaf Awareness Week, Holocaust Memorial Day, Respect, Black History Month or LGBT (Lesbian, Gay, Bisexual, Trans) History Month to raise awareness of equality and diversity? Does the school actively try to make pupils aware of discrimination and its effects?

- Annual events such as Chinese New Year and Diwali, and major events such as the Paralympics are celebrated.
- The RE curriculum allows all pupils to consider their own beliefs and those of other people.
- Family Group discussions and the planned programme of themes for whole school assemblies actively fosters good relations between people, tackles and challenges prejudices and promotes understanding.
- Ongoing theme of British Values in assemblies includes strands on mutual respect, democracy etc.
- At review, school policies are considered in the light of this.

Action required: Autism Awareness Week 26 March – 2 April 2018. Use outreach workers from local group to stimulate ideas about diversity which will lead into a school Art competition. At review, continue to ensure all school policies (curriculum and non-curriculum) address this issue.

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

- The accessibility of the site is reviewed annually as part of this plan. Adaptations have been made for visually and hearing impaired pupils and for wheelchair access. Nosing etc on steps are re-painted regularly as high use rapidly wears these.
- Many school events take place in the Parish Hall which is fully accessible.
- When informing families of school events, an invitation is issued to request any support required.
- Families are offered telephone appointments for Parents' Evenings.

Action required: Continue to review the school's accessibility annually and act on findings. Regularly refresh painting on steps and repaint handrails on ramp to EY/KS1 block to support visually impaired users. Plans for disabled access to all-weather and sandpit areas and also to Elliott block.

Is information available to parents, visitors, pupils, past pupils and staff in formats which are accessible if required? Is everyone aware of this?

- Stakeholders are made aware through the school newsletter and on the website that information can be made available in different formats, for example large print, translating services etc.

Are staff aware of the 2010 Equality Act and their responsibilities to comply with the Act? Are they aware of the different forms of discrimination? Are they aware of the term 'reasonable adjustments' and what this means in practice?

- The Equality Policy forms part of the Staff and Volunteer's Safeguarding pack and staff are required to adopt its ethos.
- Ongoing support for staff has been secured from OT, SALT and Advisory teachers.

Action required: On-going staff training and support to be maintained.

Are procedures for the election of parent governors open to all candidates and voters? How are different protected characteristics represented on the governing body and does this broadly reflect the diversity within the community?

- The governing body's procedures for election are accessible to all protected groups.

Have recruitment guidelines been changed to ensure that no health questions are asked at interview, or health questionnaires completed before offering a job? Are reasonable adjustments in place for staff with a disability? Are the recruitment, promotion and training opportunities monitored for staff with protected characteristics?

- The school has adopted an up-to-date recruitment policy. Evidence is kept of questions asked at interview.
- Online questionnaires for Occupational Health are completed on appointment.
- The senior leadership team and the governing body seeks advice and support from Human Resources services when necessary.
- Staff recruitment, promotion and training are monitored by the governing body.
- Reasonable adjustments have been put in place for staff with a disability.

Are equality objectives in place, i.e. has the school identified objectives, drawn up a plan based on information collected on protected characteristics (see above checklist points) and consultation with pupils, parents and staff? Has the school consulted representatives of disabled groups in the community about steps the school is taking to improve access? Does the plan (which forms part of the School Improvement Plan) show how the work supports equality? Are these equality objectives reviewed at least annually?

- The contents of this audit are analysed annually by the Curriculum Committee, who then recommended objectives to form part of School Development Plan with timelines for monitoring and evaluation.
- The objectives are monitored termly as part of the School Development Plan, by the Monitoring Committee of the Governing Body.
- The views of representatives of various groups are gathered as part of the annual questionnaire to parents and also during formal meetings eg Team around the Child meetings for specific children and Parent/Carer Meetings with class teachers.
- All children are asked their views on what needs to be improved in the school and its environment and any relevant views are given particular priority in deciding objectives.

Is a system in place to ensure that all new and reviewed policies are routinely checked to ensure that they do not have the potential to disadvantage people because of a protected characteristic?

- Clear records are kept of Equality Impact Assessments as seen in minutes of Governing Body meetings, providing evidence that governors have considered the Public Sector Equality Duty. All governors and staff are made aware of this requirement.
- All policies are reviewed as part of a carefully planned cycle of business and have a dated statement to show when the policy was last reviewed.

Action required: Policies to have a dated statement to show it was assessed for impact .

Does the governing body have clear and transparent systems which demonstrate how SEN funding, the pupil premium and PEA money (Personal Education Allowance - which is additional money which may be allocated to Looked After Children) are spent, with clear links to how this money is spent and what impact it has on those groups with the relevant protected characteristics?

- The school has clear financial systems, with clear lines of accountability, terms of reference and minutes of finance meetings, showing clear strategic planning with regard to these separate streams of funding.

- The governing body monitors and evaluates the impact of funding on protected groups and can evidence that the funding has a direct impact on school improvement. This is reported annually on the school website.

Has the school set up a system, e.g. an equality page on its website, to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010?

- The Equality Policy, checklist and objectives are published on the school website. The checklist and objectives are reviewed and updated annually by the Curriculum Committee.
- Minutes of governing body meetings demonstrate when equality issues have been discussed and addressed.

Part 4 Our Equality Objectives

Information a school should collect includes:

- Progress and achievement data on individuals and groups (RAISE online, school SIMS termly assessment tracking data, data on interventions, before and after)
- Attendance data on individuals and groups
- Record of bullying incidents (new system from Sept 2012) - [BPRI form & guidance](#)
- Participation of pupils with protected characteristics in extra-curricular activities, including residential trips and activities out of school, the student council and positions of student responsibility
- Devon's audit toolkit, to analyse information about pupils with special educational needs and disabilities (SEND)
- Satisfaction surveys with staff, parents and pupils about the extent to which they feel that the school is addressing inequalities (including bullying and prejudice), improving outcomes for disadvantaged pupils and promoting positive attitudes. Anonymous surveys can help plug gaps in information, for example it is difficult to collect information that people consider 'private' such as their religion or belief or sexual orientation
- A review of national, regional and local studies

Describe the improvement needed

After analysing the information in the school you might see patterns of unequal achievement or issues arising, for example:

- A group of pupils who are not making expected progress, so the school plans to provide some intervention work, such as group work or mentoring
- Certain groups of pupils, such as disabled pupils, are under-represented in extra-curricular activities, Schools Council and/or residential trips so the school decides to find out why by asking pupils and planning measures that will encourage greater representation
- Attendance is found to be an issue with a particular group of pupils; mentoring is planned to support these pupils
- Data on bullying and prejudice-related incidents shows that a group of pupils with protected characteristics are over-represented as either victims or bullies; the school consults with pupils and, following pupils' responses, reviews and amends the school's anti-bullying programme

Equality objective 1

[Continue to ensure physically or hearing impaired pupils are supported and encouraged to access PE and Sport sessions, school sport clubs and out of school activities.](#)

Key strategies to address this				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Secure specialist advice on inclusion in PE/Sporting activities for named pupils.	HM	Ongoing from Jan 18	None	Head to report to FGB through headteacher's report termly.

Describe the improvement needed

Plan on-going events that will embrace diversity, encourage positive attitudes and understanding of pupils with protected characteristics including different forms of disability, for example:

- Get involved in National Deaf Awareness Week
- Plan awareness-raising assembly on autism and the difficulties this presents
- Drama and music for the Respect festival to celebrate diversity
- Plan assemblies on cultural events throughout the year, e.g. Chinese New Year, and invite speakers into school
- Hold an anti-bullying week
- Celebrate Gay Pride/LGBT History Month
- Current affairs forum
- Celebration of historical events
- Increase understanding of different religions by visits to different places of worship
- Increase understanding of different cultures through the Youth Cultural Champion Programme or multi-cultural/interfaith events. Use of Skin Deep materials
www.babcock-education.co.uk/ldp/ema
- Visits to local places of worship
- Links with countries through twinning
- Develop links through [Schools Linking network](#)
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Equality objective 2

Ensure the school takes part in annual events to promote diversity and raise awareness of protected characteristics and raise awareness of bullying.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the
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				success criteria?
Arrange activities for National Autism Awareness Week	HM/NS	March-April 18	On-line resources	Headteacher's Report to Governors.
Invite representatives of North Devon Sunrise to promote ideas of diversity and become stimulus for school Art competition.	HM/NS	Feb 2018 onward	Free visit. Unknown costs for art resources	Variety of entries for art comp. showing understanding of nature of diversity.

Describe the improvement needed

Audit the curriculum and resources. Does the school take every opportunity to promote and advance equality, for example, where appropriate, are pupils given opportunities to explore issues of identity, equality and racism, including the use of language, and celebrate festivals and traditions of different cultures? Do they learn about world development issues, global issues and our interdependence on each other? In Science, History, Geography, RE, Art etc. are there opportunities to include teaching about the contributions of men and women, gay people and disabled people and our shared human needs and similarities, irrespective of ethnic and cultural background? Are groupings made with equality in mind, for example activities and subjects which are likely to be dominated by one gender?

Are resources reviewed to ensure that they provide children with a range of images and messages about diversity and which challenge stereotyping for example posters, books, computer software?

Can subject leads suggest ways to develop their curriculum? Should time be spent together on looking at this across the school?

Equality objective 3

Ensure displays and library books challenge stereotypes.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Continue enhancing the library stock and ensure staff seize opportunities to portray protected	All staff	With immediate effect	Literacy and Gen. Curriculum Cost Centres. Use of school library	HM to report to Curriculum Committee annually with

characteristics positively when producing displays and in discussion with pupils.			subscription.	scrutiny of stock/displays by committee.
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Describe the improvement needed

It is a legal duty to implement accessibility plans to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment to enable disabled pupils to take better advantage of their education and improve the availability of accessible information to disabled pupils. Some examples of strategies might be:

- Develop ICT in the school to support dyslexic pupils, e.g. Dragon Dictate, Read & Write Gold and have information available in different formats for pupils and parents, e.g. on the website, have MP3 audio files which can be downloaded
- Have enlarged copies of the prospectus available
- Buy in a specialist teacher to assess and advise the school on Access Arrangements
- Buy laptops for all pupils who need this Access Arrangement in exams and ensure there is a technician to support
- Increase the number of large-print books in the library
- Sign language support for deaf pupils and loop systems for deaf or hard-of-hearing pupils (seek advice from the Advisory Teacher for Hearing Impairment)
- Seek advice from the Mobility Officer and Advisory Teacher for Visual Impairment for a prospective pupil with visual difficulties and ensure reasonable steps are taken to make the school as accessible as possible and ensure all curriculum materials are enlarged appropriately

Equality objective 4

Continue to review the school's Accessibility Plan annually and act on findings;

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Refresh markings and fittings around site to support visually impaired as part of on-going rolling programme.	NS/HM	By Aug 18	Playground paint	Termly through Resources Committee.

Continue to seek and act on advice from the Advisory Teacher for the Hearing Impaired and Pupils with Physical Difficulties.	NS and Resources Committee	Jan 18 onwards	Unknown. Some provided by specialist service eg OT, some to be funded by school.	TAC meetings. Discussions with pupils and families. Headteachers report to Governors.
As part of enhanced transition programme, ensure all-weather play area and KS2 classrooms and environments are fully accessible.	NS and Resources Committee	Apr 18 onwards	Unknown. Capital budget, school budget share and possibly PTA to support.	Termly review of school development plan. As above.

Describe the improvement needed

The school may need to do more to demonstrate what it is doing. It could set up and regularly review an equality page on the school's website which will show how the school is complying with the Equality Act 2010 and advancing equality of opportunity. You might include:

- The Equality Policy
- Equality objectives, which might be in the school improvement plan
- Minutes of meetings from the equalities group
- Calendar of events for the year which show events planned to promote positive attitudes to pupils with protected characteristics
- Reports to the governing body which show evidence of monitoring and planning to meet the needs of pupils with protected characteristics, for example, numbers of pupils with SEND taking part in extra-curricular activities, results of interventions, report on the attainment of pupils with protected characteristics, bullying and attendance data of pupils by the protected characteristics (note data protection requirements and the need to be careful not to publish information which could identify individual pupils)

It might be a task of the equality group to regularly review the equality information available.

Equality objective 5

The school community is aware of the school's work in promoting positive attitudes towards protected characteristics.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored?
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				What are the success criteria?
Use school newsletters to advertise and inform about planned events to promote positive attitudes.	HM/NS and LC	Jan 18 onwards	None	Families of pupils with protected characteristics report satisfaction with the work of the school.
Ensure this updated copy of the Equality Checklist and objectives is published on the school's website.	LC	Feb 18	None	Website is seen to be fully compliant.