

# FAIRFIELD COMMUNITY PRIMARY SCHOOL

*Aiming for Happiness and High Standards*



## *Equality Policy*

## Mission Statement

*At Fairfield Community Primary School, we aim to provide a safe, secure environment which will promote **Happiness and High standards**.*

*We aim to meet the needs and celebrate the achievements of all pupils, who, through high expectations and high standards of teaching will reach their own potential regardless of ability.*

*We offer equal opportunities to all in the belief that Fairfield children will take their places as productive, valued and tolerant members of society.*

### Rationale

Fairfield CP School has a moral and legal duty to “pay due regard to the need to”:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Equality Act (2010);
- Advance equality of opportunity;
- Foster good relations between people who share a protected characteristic and those who do not.

These are the three aims of the General Equality Duty” shared by all public authorities. (Section 149 – Equalities Act 2010)

The requirements of the Equality Act have been introduced incrementally since October 2010. In April 2011 the general public sector duty came into force and in April 2012 schools had the specific duty to publish information and the specific duty to publish objectives. This revised version of the Equality Policy follows an OFSTED inspection in February 2018 which found that the existing policy was too generic and did not have sufficiently school specific objectives.

The primary purpose of the legislation is to bring together existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of the following protected characteristics:

- Age
- Disability
- Gender re-assignment

- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Public authorities are also required to have "due regard" to the need to eliminate discrimination against someone because of their marriage or civil partnership status.

The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions broadly into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief. The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before. Additionally, requirements that in the past have been seen as good practice are now legally enforceable. There are also implications for the community cohesion agenda. The existing duty to promote good race relations has been replaced with a generic one to promote good relations. The Equality Act requires all public authorities to take the aspects of interaction, empowerment, personal security and attitudes to others into account.

At Fairfield CP School, a key aspect of our work has always been our commitment to community cohesion within a mainly white, anglo-saxon demographic and to narrowing gaps in learning resulting from socio-economic disadvantage.

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The schools' provision of the act prohibits schools from discriminating against, harassing or victimising:

- Prospective pupils
- Pupils at school
- In some limited circumstances, former pupils

Note: Age and being married or in a civil partnership are not protected characteristics for the schools' provision.

Schools also have obligations under the Equality Act as employers, bodies which carry out public functions and service providers. In this instance all the protected characteristics need to be taken into account.

All schools, irrespective of how they are funded or managed, have obligations under the Equality Act 2010. It is the responsible body for a school (at Fairfield CP, the governing body) that is liable for any breaches of the Equality Act.

In the past there have been exceptions to the discrimination provisions for schools and these are all replicated in the new act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act states that meeting different needs involves taking steps to take account of people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

There are specific duties connected to the Public Sector Equality Duty. These require public bodies to:

- Publish information to demonstrate how they are complying with the Public Sector Equality Duty,
- Prepare and publish equality objectives.

The purpose of the specific duties is to support compliance with the general duty to have 'due regard'.

The Equalities policy will work in conjunction with all school policies but most specifically:

- Behaviour Policy
- PSHE
- RE – SEND Policy

The following management policies would also be covered:

- Pay Policy
- Disciplinary and Grievance Policy
- Absence Policy

This does not replace the Accessibility Plan which schools are still required to produce.

## **ASPECTS OF GOOD PRACTICE**

The policy outlines the commitment of the staff, pupils and governors of Fairfield Community Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Fairfield Community Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential – irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised areas of discrimination.

All pupils, staff, governors and other members of our school community strive to put seven key words at the centre of what they do.

**VALUED** – our children are valued for who they are, the contributions they make, and the effort they put in; for their successes and for the times they try their best and don't achieve. The work and dedication of staff and governors is valued as being instrumental to the success of our school, and the support of parents is valued as essential partners in the children's learning.

**SAFE** – everyone at Fairfield strives to ensure that the safety of our children is guaranteed. Everyone has a part to play in ensuring that our children are physically and emotionally safe and this includes the children themselves, who should be encouraged to consider the consequence of their choices upon the safety of others.

**NURTURING**—it is the role of staff, governors and parents to ensure that our children are nurtured and developed; through challenge, appropriate support, encouragement, and through being given opportunities to try new things. Teach staff have the responsibility to ensure that their words and actions towards the children are positive, encouraging and nurturing; and the children themselves have the responsibility to ensure that their interactions with each other are also nurturing.

**RESPECT** – at Fairfield, everyone is treated with respect; children, staff, governors, parents and visitors. The views, opinions, beliefs and endeavours of all members of our school community are held in equal esteem.

**FRIENDLY** – through ensuring that everyone is valued, having regard to ensure that everyone feels safe, by being nurturing towards our children, and by treating everyone with due respect, we maintain our reputation as a friendly school. We teach our children that everyone should be treated in a friendly manner, regardless of whether they are friends.

**INSPIRATIONAL** – it is the goal of all staff at Fairfield to ensure that the learning opportunities provided for the children inspire them, and create within them the desire to continue to explore learning themes on their own, develop the desire and skills to become an independent learner, and drive to challenge themselves to be the very best person they can be.

**ENJOYMENT** – it is the belief of the staff and governors of Fairfield that learning should be enjoyable. This is attained through providing stimulating and inspiration learning activities, and through encouraging the children to draw satisfaction and enjoyment from achieving personal goals.

**TOLERANCE** – it is our belief that we recognise that we may have different opinions, cultures, or beliefs but that we can tolerate each other in an atmosphere of respect. We will listen to each other and take into account other people’s feelings.

To help achieve the above goals of our Ethos, the children follow these rules:

- Keep hands and feet to yourself
- Do as adults within school tell you
- Always work to the best of your ability
- Listen to teacher and other children while they are speaking
- Move around the school quietly and sensibly
- Call children by their first name
- Come to school in uniform and always try to be clean and smart
- Be proud of your school. Treat each other, visitors and the building with respect

## CONTEXT

### The main characteristics of Fairfield CP School in relation to the characteristics of equality

(numbers = July 18)

<b>NOR 5+</b>	232
<b>NOR under 5</b>	48
<b>Boys</b>	117
<b>Girls</b>	163
<b>FSM</b>	72 children = 25.7%
<b>EAL</b>	41 children = 14.6%
<b>SEND</b>	EHC = 3 Other SEND = 53
<b>Looked After</b>	3
<b>Teachers Number and FTE</b>	12 (including headteacher) 11.1 fte
<b>Teaching Support</b>	HLTA = 4 (4 fte) TA = 11 (9.39 fte)
<b>Admin and other Support</b>	1 SBM, 2 p/t Admin Support, 1 FSA and 1 Librarian
<b>Classes</b>	9
<b>Single Aged Classes</b>	5
<b>Mixed Age Classes</b>	4

Two members of staff have disclosed a disability. There are currently no pupils who require wheelchair access. The school is on two heights and wheelchair access an issue. However, the building was modified and a wheelchair lift installed in 2012.

We have 2 disabled toilets within the building and a shower room. Ramps enable children and adults to enter the building without the need for steps.

## ETHOS

The ethos of Fairfield CP school revolves around our aim to promote **happiness and high standards** for all members of the school community. Tolerance and equality of opportunity are key to this.

- The leadership of the school actively promotes mutual respect between all members of the school community. Where this is not demonstrated it is challenged and where the highest standards are not met by school staff the complaints policy instigated.
- Within the strictures of security requirements, we aim for a welcoming atmosphere. This is expected from first arrival through to departure for children, parents and visitors. It is an expectation that appointments are made to meet with staff but it is made clear that a senior member of staff will be available to discuss urgent issues. Signs make it clear that there is zero tolerance towards aggressive behaviour in all its forms.

- All within the school community are expected to challenge any type of discriminatory and/or bullying behaviour, e.g unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect and are encouraged, for example, to let adults go through doors first.
- The displays around the school are expected to be of a high quality and to reflect diversity. This is often accomplished through the choice of theme.
- There is an expectation that classroom environments are orderly and tidy. This helps children's behaviour (Elton Report) and ensures that school is an escape for those whose home environments are not orderly or conducive to work.
- Provision is made to cater for the spiritual needs of all the children through the curriculum and through assemblies. Topics and literature are chosen to reflect diversity and specific RE and PSHE themes merge with the curriculum to reflect diversity and equality. Specific effort has been made in planning the 2018/19 curriculum to increase the recognition of the role of women in history and through the PSHE themes to respect gender differences and where appropriate same sex relationships. Leaders from the major religions are being invited to address assemblies. This has to be planned carefully and with sensitivity. However, we recognise our duties to promote equality and the aims of this policy even when certain aspects of it might not meet with the approval of all members of the wider community.

### **MONITORING AND REVIEW**

Most schools class themselves as "inclusive" promoters of equality. In order to be rigorous in our self-evaluation on equality issues we monitor and analyse:

- Assessment data and in particular the performance of minority and vulnerable groups against that of non vulnerable groups, inc disadvantaged children; children with SEND; Children with EAL.
- Attendance
- Exclusions and truancy
- All forms of bullying – e.g. Racial, disability based, sexism, homophobia.
- Parental involvement
- Participation in Extended Learning Opportunities.

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required. This allows us to devise appropriate strategies to meet the needs of any group deemed to be under performing.

### **FAIRFIELD CP SCHOOL'S DUTY AS AN EMPLOYER**

The Employment Duty within the legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice.

Although, we deem it appropriate that our recruitment processes reflect our duty to provide the best service to our school community through the employment of the strongest candidates, we collect and analyse a range of profile information for our staff and governors. In order to ensure that we are fulfilling our duties in line with legislation, all recruitment is quality assured by Bury LA Human Resources department. This information is confidential, however, we have identified the following issues from the analysis of the data:

- Children with EAL make strong progress in comparison with pupils where English is the first language. (2017-18 Average progress Y1-Y6: EAL 6.7, Not EAL 5.9 )

RESPONSE: Continued efforts to remove barriers to learning of “white anglo saxon” children within an area of deprivation.

- Children from deprived backgrounds as defined by qualifying for Pupil Premium Grant perform at above average levels for PPG nationally and above non PPG children nationally in mathematics.

RESPONSE: Continue to use PPG effectively and to monitor progress of vulnerable groups. Expect governors to ask rigorous questions about the use of PPG.

- Average steps progress for SEND children throughout the school matches that of non- SEND children. (2017-18 Average progress Y1-Y6: SEND 6.0, Not SEND 6.0)

RESPONSE: Continued use of Provision maps to generate SMART targets

CPD at Millwood special school for measuring SEND progress.

- Although candidates from ethnic minorities reflect wider society in terms of the make-up of shortlists, that proportion is not reflected in appointments made. (1 appointment in last 4 processes for teaching staff.)

RESPONSE: Continue to attempt to attract high calibre candidates for specific roles and ensure fair practices are followed during recruitment processes.

- The governing body is entirely of white British heritage. Adverts for new parent governors do not generate a response. A co-opted governor of Pakistani heritage was appointed from Bury Council but left the governing body in 2014 having failed to attend any meetings.

RESPONSE: Discuss whether the increase in ethnic minority pupils triggers a need for a specific governor role.

## LEARNING AND TEACHING

Our aim for happiness and High Standards means that equality issues will be addressed through our every day practice in the classroom and through the wider curriculum.

This entails:

- Providing equality of access for all pupils and prepare them for life in a diverse society
- Using materials that reflect a range of cultural backgrounds, without stereotyping
- Using materials to promote a positive image of and attitude towards disability and disabled people
- Promoting attitudes and values that will challenge discriminatory behaviour
- Providing opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Using a range of sensitive teaching strategies when teaching about different cultural and religious traditions
  - Developing pupils' awareness and skills so that they can detect bias, challenge discrimination, leading to justice and equality in the daily life of the school and in peer to peer relationships
  - Ensure that the whole curriculum covers issues of equality and diversity;
  - Within all areas of the curriculum promote and celebrate the contribution of different cultures to the subject matter
- Widening pupils horizons through educational experiences provided.
  - Attempting to ensure that no children miss out on experiences on cultural or religious grounds.
  - Seeking to involve all parents in explaining our curriculum and ensuring that language is not a barrier to this.
  - Being sensitive to all groups of pupils in planning school events (e.g. how do we involve children with a disability on sports day; ensuring children to not withdraw from visits to a place of worship.

## LANGUAGE

it is ESSENTIAL that all members of the school community use appropriate language which: .

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

## PROVISION FOR BI-LINGUAL PUPILS

Children who arrive at school either in the early years at the start of statutory schooling or during the school year, will be assessed in line with school assessment policy and based on teacher professional judgment. Language is the most important aspect of this process and where support is required the Curriculum and Language Access Service (CLAS) will be informed and more expert assessment sort. CLAS will offer ongoing support depending on the outcomes of their assessment and their capacity.

Parents are encouraged to use the family's first language at home so that all aspects of strong communication are positively modelled and developed whilst specific vocabulary and English usage is usually quickly assimilated at school through intensive exposure.

The school offers a translation service so that newsletters and communications are understood by families.

## PERSONAL DEVELOPMENT AND PASTORAL GUIDANCE

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups in attempting to provide guidance and wider learning through both the "hidden curriculum" and the formal curriculum e.g. PSHE and RSE.

Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Where future careers may be discussed, it is made clear that the differences between groups covered by this policy should prevent no barriers to aspiration.

## STAFFING AND CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

We recognise the need for positive role models and aim to ensure children's opportunities to work with adults from as many groups as possible. This is often limited by our capacity but it is an

aspiration. Where we cannot provide exposure through our staffing, visitors are invited to provide those roles models e.g. Paralympians; speakers from different faiths.

The needs of different groups of children are reflected within the CPD that we arrange. Where staff are not fulfilling their duties under the equality act performance management and day to day line management, disciplinary and grievance procedures.

### STAFF RECRUITMENT

As stated above, this is overseen by Bury LA HR department. The Headteacher, Deputy Headteacher and CoG have undertaken Safer Recruitment training and passed the associated test.

Equality Issues are very carefully considered within any process and feedback re the nature of applications and shortlisted candidates provided for the HR department.

The Equality Policy is an item of required reading within our induction process.

Note:

There are instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

### PARTNERSHIPS WITH PARENTS/CARERS AND THE WIDER COMMUNITY

This is a key area for action for the school. The need to ensure that our local community supports our efforts at equality has long since been a challenge that we try to meet. We do this through combatting prejudice using positive language and through ensuring that children carry strong messages back into the home e.g. our school rule “call everybody by their first name”; our combatting of the innocently but offensively used term, “P... shop” to describe a shop run by residents from the Asian sub-continent which children use from home.

Despite our positive approach, we always stand strong on principles of equality.

A gradual but significant increase in the proportion of families from ethnic minority backgrounds has presented new challenges, particularly in terms of communication and ensuring full participation in the life of the school. E.g we note children with EAL often misunderstand events such as non uniform day which shows that our newsletters are not understood. Getting accurate translations of headlines is a key priority.

We attempt to show a welcome by having a welcome sign to the school in the most popular languages within our school community.

As stated above the governing body is aware of its non-reflective make up and consider ways to improve this.

### COMPLIANCE – ROLES AND RESPONSIBILITIES

- The governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- Staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality and where this is breached visitors are warned of legal consequences.
- Through corporate contracts we aim to ensure that through tendering processes, we purchase goods and services from organisations that comply with equality legislation.

### REVIEW – IMPACT OF THE POLICY

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. This will be achieved through the logging and analysis of issues as they occur and through existing feedback systems such as Performance management; data analysis; parent and children questionnaires etc.

An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale and reported on at each full meeting of the governing body.

This Policy is a public document that will be made available to any interested stakeholder. We will be publicising the Policy via the school website, staff and parent newsletter, induction booklets.

### SPECIFIC DUTIES - INFORMATION AND OBJECTIVES

There are specific duties which schools have to undertake in relation to the Equality Act 2010:

We are legally required to report annually on our progress and performance in respect of this policy covering ethnicity, disability and gender and to report annually on our progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information.

a) to publish information which shows they have due regard for equalities, as defined by the Act; b) to publish at least one equality objective.

The information and objectives had to first published by 6 April 2012. In subsequent years the information had to be updated annually and this annual updating is expected to include an indication of progress on achieving the objectives. Objectives have to be prepared and published every four years.

Two guiding principles:

An important principle underlying how schools respond to the specific duties is proportionality. This means that, for example, more information may be expected from a large secondary school than from a small primary, and more than one equality objective may be expected.

A second important principle is flexibility. This means that each individual school is permitted, and indeed expected, to interpret the legislation in ways which are appropriate to its own context, neighbourhood, history and circumstances.

#### APPENDIX 1. GUIDANCE ON SETTING OBJECTIVES

Equality objectives have to be specific and measurable, and to be outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are.

This means the vast majority of equality objectives are likely to be about the closing and narrowing of gaps in attainment and take-up, or else about fostering good relations. Some examples of such objectives are cited below.

Further, equality objectives have to be related to matters highlighted in the information which a school publishes to demonstrate compliance with the public sector equality duty (PSED).

## **Appendix 1 Setting Objectives**

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The legal requirement is to publish at least one objective. A single objective might well be sufficient in a very small rural primary school. It would probably be difficult or impossible for an urban primary school, or for a secondary school, to claim that a single objective shows it is taking the public sector equality duty (PSED) seriously.

The actual number of objectives which a school adopts is probably less important than the seriousness and rigour with which it undertakes them.

Other things being equal, equality objectives should be part of, or aligned with, the school improvement plan.

What plans do we have for finding out what has worked well elsewhere? Do some, or all, staff need extra training?

### 10. Engagement

Who have we consulted when deciding on this objective?

Note: The information in Appendix 1 is adapted from INSTED - Equalities in Education Resource Folder 2009-11

<http://www.insted.co.uk/equalities.html>

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## **Appendix 2. Definitions**

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be: ☐ substantial (more than minor or trivial) ☐ adverse ☐ long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

Appendix 2 – for information

Race

Disability

GENDER

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What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

### Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesbophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment. Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

### Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

## EQUALITY OBJECTIVES AND ACTION PLAN 2018.19

1. Develop PSHE teaching at school to incorporate a revised RSE policy which incorporates positive attitudes towards all groups covered by the Equalities Act.				
<u>POSITION</u>	<u>ACTION</u>	<u>SUCCESS CRITERIA</u>	<u>LEAD PERSONS</u>	<u>IMPACT</u>
<p>The school SRE policy is outdated and needs reconciling with the school curriculum of 2018. It needs to respond to the increased exposure to adult material that children are exposed to through a multi media society. OFSTED inspection in February 2018 found that “valuing difference” needed to be strengthened as gauged by the responses of children to questions about the term “gay”.</p>	Revision of school PSHE policy	New policies drafted by ML and agreed by staff.	Sciences curriculum team.	PSHE Policy agreed April 18.
	Revision of school RSE policy	Half termly themes followed and evidence in books and on displays.	ML – PSHE Lead NC – RE Lead	SRE Policy agreed May 18.
	Adoption of CORAM SCARF Life Education units of work.	Sensitive discussions with children reveal desired attitudes and knowledge at age appropriate levels with the SRE scheme of work.	CJA – HT Equalities Governor – SMc.	NSPCC “P.A.N.T” strategy introduced through whole school. Parents invited to meeting to discuss. (0 attendance)
	6 units from SCARF split into one school theme per half term to be followed up in assemblies; circle time etc as well as curriculum lessons.	Sensitive discussions reveal that difference is valued. Chn would report he term “gay” if used as an insult.		Theme in operation Summer Term 2018

2. Develop the use of the curriculum to enhance appreciation of the role of women throughout history and in today's world				
<u>POSITION</u>	<u>ACTION</u>	<u>SUCCESS CRITERIA</u>	<u>LEAD PERSONS</u>	<u>IMPACT</u>
<p>FCP school serves a very traditional demographic which can be dominated by white role models. The national curriculum can reflect this "bias" and we will need to find ways of promoting the achievements of all groups. Our first priority will be women and to explore their achievements through history which has traditionally been recorded and reported as "His" story.</p>	<p>Review of Lancs curriculum to explore how great women from history can be celebrated e.g. Boadicea, Joan of Arc, Elizabeth 1, Marie Curie, Florence Nightingale, Marie Seacoll, Elizabeth Fry, Queen Victoria etc. Topics to explore the unsung role of "ordinary" women e.g. WW1; WW2. Use of modern role models from sport and the arts. Continue to develop girls' sport and mixed sex activities. Develop the playground experience so that boys' football does not dominate. (2/3+ of school pop = girls). Fences built to split into areas. TA's lead structured play.</p>	<p>Revised curric. in place.</p> <p>Chn learn and remember key facts about women.</p> <p>Respect built as a consequence.</p> <p>Playground dominated by a variety of games within different zones.</p> <p>The female majority enjoy activities that suits all.</p>	<p>CJA</p> <p>Whole staff</p> <p>Humanities Team</p> <p>SENCO/ Intervention leads for TAs</p>	<p>KS1 curric in place – Strong emphasis on women e.g Visit re: Florence Nightingale</p> <p>TA's leading play</p> <p>2 fences in place</p>

3. Improve Communication with Families for whom English is not the first language				
<u>POSITION</u>	<u>ACTION</u>	<u>SUCCESS CRITERIA</u>	<u>LEAD PERSONS</u>	<u>IMPACT</u>
<p>Misunderstandings can occur over school events publicised through written media.</p> <p>This can serve to leave children of those families feeling different. E.g. The only children in uniform on non uniform day.</p>	<p>Newsletters website based. Need to read and explain to class before go home. Pay special attention to children with EAL.</p> <p>Translation of headlines. Find out how reliable Google translate is.</p> <p>Ensure good relationships so that parents feel free to ask for clarification. A3 letter on display so that parents at door can explain.</p>	<p>All families fully informed.</p> <p>Children do not miss out due to language issues.</p>	<p>Whole staff</p> <p>SBM and front office.</p> <p>CLAS</p>	

4. Analyse and Report on Behaviour Issues				
<u>POSITION</u>	<u>ACTION</u>	<u>SUCCESS CRITERIA</u>	<u>LEAD PERSONS</u>	<u>IMPACT</u>
OFSTED (Feb 18) equality legislation require breakdown of types of behaviour and types so that analysis of trends can be reported to governors.	Produce break down report each half term for governors.  Analyse to ensure no particular group is the perpetrator or victim of misdemeanour. If so investigate trend and cause	Govs receive half termly report.  No particular group perpetrator or victim of misdemeanour.	CJA  Govs	