

This document sets out the school's equality and accessibility objectives and other information demonstrating how the school complies with its specific duties under the Public Sector Equality Duty, in particular with regard to sex, age, race, disability, religion or belief, sexual orientation (including marriage or civil partnership), gender reassignment, pregnancy or maternity and age.

The four core equality aims of the school are:

1. Eliminate discrimination, victimisation, harassment and other conduct against staff, pupils and visitors to the school.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
4. Monitor the impact of the equality and diversity policy to determine its effectiveness; publish information to demonstrate this; prepare and publish equality objectives

SECTION ONE: School Equality Objectives – development work

School Equality Development Work 2018/19

led and monitored by the Full Governing Body

| Aim | Objective | Action(s) | Lead staff | Timescale |
|------------|---|---|--------------------------------------|---|
| 1. | Increase school access for pupils with a disability | <ul style="list-style-type: none"> ● Incorporate adapted facilities, auxiliary aids and services to support accessibility into any plans for expansion and additional pupils. | Director of Health & Safety/Premises | Sept 2019 |
| 2i. | Continue to reduce the attainment gap between groups of vulnerable pupils and others | <ul style="list-style-type: none"> ● See school improvement plan and subject action plans for subject specific action:- intervention plans, monitoring of data / teaching and learning, aspirational targets | Headteacher | Plan in place for September 2018 and action ongoing |
| 2ii. | Increase participation of pupils with a disability in extracurricular activities | <ul style="list-style-type: none"> ● Identify pupils and track participation by keeping a spreadsheet of participation in extracurricular activities. ● Liaise with parents; consider rewards/celebrations; use pupil voice to inform planning. | SENCO SRP Lead | Ongoing 2018/19 |
| 3. | Introduce a Diversity Day to foster positive relationships across all characteristics | <ul style="list-style-type: none"> ● Include workshops to foster positive relations across the protected characteristics. ● Invite outside speakers to develop partnerships – Paralympians, theatre workshop. ● Develop and publicise a Pupil Equality Charter | PSHE co-ordinator | Calendared for 2018/19 |
| 4. | Develop more focused equality monitoring arrangements across all characteristics | <ul style="list-style-type: none"> ● Complete bi-annual equality evaluation exercises - learning walk, book look, risk assessment, website and school promotion literature to complement the governors SEND learning walk ● Improve evidence collection: equality evidence folder and school website equalities page. | Headteacher | Plan in place for September 2018 and action ongoing |

SECTION TWO: School Equality Objectives – daily school functions

Core Equality Aim 1: Ongoing objectives / daily school functions

Eliminate discrimination, victimisation, harassment and other conduct against staff, pupils and visitors to the school

| <i>The school is aware of the requirements of the Equality Act 2010 and is determined to comply with its non-discrimination provisions, as follows:-</i> | Lead staff | Evidence base | Governor monitoring |
|---|-----------------------------------|--|----------------------------|
| The school will ensure that consideration towards its equality duties is written into all its policies and is reflected its daily school functions, in order to eliminate the possibility of discrimination, victimisation, harassment and other unlawful conduct against staff, pupils and visitors to the school. | SLT | School Policy Folder | Full Governors |
| The school will give due regard to equality considerations when significant decisions are being made or policies developed, and a note of these will be kept. | Governors SLT | Leadership team meeting minutes Governor committee minutes | |
| The school will collect data relevant to the protected characteristics, where possible, and make this available internally to staff, where appropriate, in order to fulfil the equality duties. | HR lead | SIMs Behaviour Watch | |
| The school will undertake regular monitoring and analysis of achievement, behaviour and safety, and teaching and learning relative to different groups of learners, in order to identify areas that may need addressing or updating. | Headteacher | School improvement plan Annual reviews of subject plans Lesson and learning walk observations Pupil voice records | |
| The school will ensure that the school's facilities, buildings and access allow daily school functions in line with the equality duties. | SLT Site team Support staff | Health and safety policy Governors/Trustees Infrastructure Committee minutes | |
| The school will ensure that staff receive appropriate and up-to-date training in relation to the aspects of the equalities duties that affect their roles and daily functions. | SLT | School training and CPD programme Staff training log and record of training evaluations | |

Core Equality Aim 2: Ongoing objectives / daily school functions

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

| <i>The school will remove or minimise any disadvantages suffered, take steps to meet particular needs and encourage all to participate fully in full school life, as follows:-</i> | Lead staff | Evidence base | Governor monitoring |
|--|---|--|----------------------------|
| <p>Teachers and teaching support staff must be aware of their pupils' backgrounds and specific needs relevant to the equality duty.</p> <p>Teachers will address the curriculum needs of pupils connected to the protected characteristics; they will plan and review teaching approaches to ensure that the curriculum is accessible and adapted, where deemed appropriate.</p> <p>Teachers and support staff will be trained in and implement the SEND code of practice.</p> <p>The SENCo will allocate learning support assistants, where appropriate.</p> <p>New EAL pupils are inducted, their needs assessed to provide ongoing individual support with a flexible programme of in-class or withdrawn support, and adapted resources, where appropriate.</p> <p>Teachers will adapt / enlarge learning resources to meet needs of disabled pupils.</p> <p>Teachers will support the use of electronic writers and computers, where appropriate.</p> <p>The SENCo will coordinate information, care and guidance pertaining to the curriculum needs of pupils, parents and carers with protected characteristics.</p> | <p>Headteacher SENCo SRP Lead</p> | <p>Lesson observation and learning walk records Intervention reviews/records Pupil sample work Learning support programme records Minutes of meetings with parent / carer Pupil voice Achievement data / ASP</p> | <p>Full Governors</p> |
| <p>The SENCo will coordinate information, care and guidance pertaining to the needs of pupils, parents and carers with protected characteristics.</p> <p>Senior leaders will coordinate information, care and guidance pertaining to the needs of staff and visitors with protected characteristics.</p> <p>The school will consult with relevant bodies for specific support as appropriate - such as external agencies, LA, speech & language therapist, occupational therapist, union, educational psychologist, parents or carers.</p> <p>The school will make reasonable adjustments to meet the needs of staff, pupils, parents, carers or visitors with disabilities - such as use of communicators, lifts, appropriate meeting rooms, sound loops, hearing devices, large print, translators and interpretation for those who do not speak or read English.</p> | <p>Headteacher SENCo Coordinator SRP Lead</p> | <p>Annual reviews SEN intervention matrix SEN review records Behaviour Watch Records of meetings with pupils, parents and carers Enrichment programme</p> | <p>Full Governors</p> |

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| <p>Cultural understanding and needs of pupils, parents and carers new to the UK will be supported, where appropriate.</p> <p>The school will offer extracurricular activities as positive action, such as social skills club, art and crafts club, homework club to support pupils with SEN / other needs.</p> <p>The school will provide quiet space for pupils with a specific need who may require this.</p> | | | |
| <p>The school will make reasonable adjustments to its facilities and daily arrangements to enable pupils with disabilities or other specific needs to access the school curriculum, facilities and learning activities.</p> <p>The school will make reasonable adjustments to its trips and visits arrangements and provision to enable pupils with disabilities and other specific needs to safely attend curriculum visits outside school.</p> <p>The site staff will complete ongoing risk assessments to make buildings accessible to all users and visitors, ensuring corridors, classrooms and doors are accessible for wheelchairs or walking frames and access is improved by use of ramps or lifts, where possible.</p> <p>Test access arrangements will be made in line with guidelines, such as special provision for HI pupils' auditory tasks or listening exams.</p> <p>Teachers will consider classroom organisation of furniture and resources to enable disabled pupils fair access and make alternative timetable or room arrangements, if appropriate.</p> <p>Site staff will ensure that the disabled parking space and toilets are clearly marked, accessible and functional.</p> <p>The school will manage use of the hearing loop and microphone for assemblies, presentations and events in the Hall, to support hearing impaired pupils, parents, carers, staff and visitors.</p> | <p>Headteacher Deputy Headteacher SENCo Site Manager Director of Health & Safety/Premises Educational Visits Co-ordinator</p> | <p>Site Manager records Trips and Visits records</p> | <p>Full Governors</p> |
| <p>The school will not discriminate in the treatment of its staff and visitors; in terms of recruitment, employee terms and conditions, fair access, promotion and training.</p> <p>The school will not discriminate against staff, pupils or stakeholders connected to a protected characteristic regarding complaints, grievance or disciplinary procedures.</p> <p>All staff will be trained in relation to equality and diversity duties and working with pupils with disabilities.</p> | <p>HR Lead/ Head's PA Site Manager SENCo</p> | <p>Recruitment and pay policy Safe and fair recruitment training log Staffing records and annual recruitment analysis Anti-bullying / Code of conduct / Grievance policy/ minutes of meetings with union representatives Staff training log</p> | <p>Full Governors</p> |
| <p>Prior to purchase, all goods and services will be subject to an equality scrutiny, to ensure that no person will be discriminated against (such as ICT, supply staff, consultancy, school meals, learning resources, training and administrative supplies)</p> | <p>Headteacher ELT Finance Officer</p> | <p>Finance records Finance meeting minutes</p> | <p>Full Governors</p> |

Core Equality Aim 3: Ongoing objectives / daily school functions

Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

| <i>The school will promote good relations between all people and groups, as follows:-</i> | Lead staff | Evidence base | Governor monitoring |
|---|---|---|----------------------------|
| <p>The school curriculum will deliver a positive understanding of the protected characteristics.</p> <p>Schemes of work, texts and resources will promote tolerance and raise awareness of issues surrounding disabilities, cultures, faiths and genders.</p> <p>Teachers will acknowledge and reward the contributions and achievements of all.</p> <p>Staff will encourage and enable all to develop positive social bonds through enrichment activities and outside learning opportunities.</p> <p>The schemes of learning will support wider understanding of religion and belief.</p> <p>PSHE days will support wider understanding of race, disability and gender issues.</p> | <p>Headteacher Deputy Headteacher PSHE lead</p> | <p>Schemes of work and learning resources</p> <p>Lesson observation and learning walk records</p> <p>Pupil work sampling</p> <p>Pupil voice records</p> <p>Pupil rewards</p> <p>Enrichment programme uptake</p> | <p>Full Governors</p> |
| <p>Staff will promote good relationships between pupils and between staff, avoid discrimination and develop understanding of equality.</p> <p>Displays around the school and information provided publicly about the school will promote positive images of equality.</p> <p>The PSHE programme will promote a positive understanding and exploration of the issues surrounding the protected characteristics.</p> <p>The Pupil Equality Charter will be written and publicised.</p> <p>Faith festivals will be recognised through assemblies, thought for the day, lessons.</p> <p>The school will continue to develop links with the local community and external agencies to support the promotion of equality, e.g. inviting guest speakers, seeking advice from Islamic resource centre, inviting a translator to a meeting to support a parent, holding a multi-agency meeting to review the needs of a specific pupil.</p> | <p>Deputy Headteacher PSHE lead Enrichment Coordinator</p> | <p>PSHE programme and themed weeks</p> <p>Assembly and outside speaker programme</p> <p>School prospectus, website, welcome booklet, parent newsletters, home/school agreement</p> <p>School displays</p> <p>Learning walks</p> <p>Minutes of multi-agency meetings</p> | <p>Full Governors</p> |
| <p>The PSHE programme will support a wider and positive understanding of health and safety issues around pupils with protected characteristics, for example caring for a family member with a disability or dealing with cyber-bullying / cyber-harassment.</p> <p>The school will promote and monitor uptake of off-site visits and learning activities offered and taken up by pupils with a disability or other specific medical needs, and by pupils from different backgrounds of religion, belief or race.</p> | <p>PSHE lead Deputy Headteacher : Educational Visits Co-ordinator</p> | <p>PSHE programme</p> <p>Visits and Journeys programme and records</p> | <p>Full Governors</p> |

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| <p>The school will promote and monitor uptake by staff with protected characteristics of internal school responsibilities and pay promotions.</p> <p>The school will promote and monitor uptake of CPD and other training opportunities to all staff with protected characteristics.</p> | <p>Head teacher Staff Development HR lead</p> | <p>Staff salary and responsibilities summary Staff training and professional development log</p> | <p>Full Governors</p> |
| <p>The school will continue to develop its cashless payment systems to reduce the possibility of pupils with Free School Meals to be overtly identified or negatively labelled by others.</p> <p>The school will provide the required financial support to the needs of Pupil Premium pupils, as appropriate, under the school pupil premium policy.</p> | <p>Headteacher Pupil Premium Lead</p> | <p>Uptake of Free School Meals records Pupil Premium budget records</p> | <p>Full Governors</p> |

Core Equality Aim 4: Annual cycle

Monitor the impact of the equality and diversity policy to determine its effectiveness, followed by:

- (i) publishing information to demonstrate how the school is complying with its responsibilities
- (ii) preparing and publishing equality objectives

| Timescale | Lead staff | Monitoring focus, in relation to the equality duties | Key documentation to be prepared | Governor link |
|------------------|--|---|--|------------------------------------|
| Autumn term | HT | Achievement | Review and subject development plans | Curriculum (FGB) |
| | DHT | Attendance, behaviour and safety | | FGB |
| | HT; HR Manager for Trust | Representation of different groups in the staff profile | Staff recruitment analysis | Board of Trustees |
| | Director of H & S/Premises | Buildings and Facilities Accessibility | Accessibility review | FGB |
| Spring term | HT/DHT/ Director of Quality Assurance | Quality of teaching and learning | Lesson observation and learning walk records | Curriculum (FGB) |
| | DHT; i/c Enrichment | Access to, and uptake of, enrichment | Extracurricular programme analysis | Curriculum (FGB) |
| | HT; HR Manager for Trust | Staff opportunities - training and access to promotion | Staff UPS and promotion summary | Full Governors & Board of Trustees |
| Summer term | LT; HR Manager for Trust and Director of Health & Safety | Policy review and update | Staff policy handbook | Board of Trustees |
| | HT/ DHT | Curriculum accessibility | Schemes of work, calendar | FGB |
| | SENCo | Disability | Review of provision and updated SEND report | FGB |

Core Equality Aim 4: Information to be published annually on the school website

Monitor the impact of the equality and diversity policy to determine its effectiveness, followed by:

- (i) publishing information to demonstrate how the school is complying with its responsibilities
- (ii) preparing and publishing equality objectives

| <i>This will demonstrate how the school complies with its equality responsibilities:-</i> | Lead staff responsible | Governors |
|--|-------------------------------|----------------------------------|
| Equality and diversity policy | DW | Board of Trustees/Full Governors |
| Admissions policy and nursery admissions policy | DW | Board of Trustees/Full Governors |
| Complaints procedure | DW | Board of Trustees/Full Governors |
| School improvement plan | DT | Full Governors |
| Teaching and learning policy | DT | Full Governors |
| Sex and relationships policy | DT | Full Governors |
| Health and safety policy | IB | Board of Trustees/Full Governors |
| Behaviour policy | RK | Full Governors |
| Anti-bullying policy | RK | Full Governors |
| Attendance policy | RK | Full Governors |
| SEN policy | SS | Full Governors |
| Spiritual, moral, social and cultural policy | RK | Full Governors |
| Working with parents policy | DT | Full Governors |
| Pupil council policy | RK | Full Governors |
| Staff code of conduct | DT/HG | Full Governors |
| Safe and fair recruitment policy | HG | Full Governors |
| Grievance procedure | HG | Full Governors |