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**Toftwood Infant and Junior School Federation**

**Executive Headteacher – Mrs Joanna Pedlow**

# Single Equality Scheme (SES)

# Toftwood Infant and Junior School Federation

# September 2023

**Background:**

1. This document is based on a framework used in the development of our own Single Equality Scheme and Action Plan. The framework was produced by Norfolk County Council Children's Services Human Resources, Equalities and Diversity in consultation with school representatives.
2. This document is intended to replace/cover the following:
   - Race Policy and action plan
   - Disability Equality Scheme and action plan, inclusive of an Accessibility Plan
   - Gender Equality Scheme and action plan
   - Equal Opportunities Policy that covers:
     - Sexual orientation
     - Age
     - Religion or belief
     - A strategy for promoting community cohesion

There is now a Single Equality Act, 2010. Taking a single equality approach recognises that people often share more than one aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion and belief.

1. Boxed text show examples that reflect the needs of our federation.
2. A school or federation is not required to do anything unreasonable or impractical in preparing the Single Equality Scheme and Action Plan. The approach will vary according to a wide variety of factors, eg the size of the school, the diverse nature of the school population, the proximity of other schools (and the potential for links with them), your school premises, and the school budget.

**It is important that when developing and implementing a scheme confidentiality of individuals is maintained.** Although there is a statutory duty to share information about the school's single equality scheme, care will be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals. We will be particularly sensitive with regard to sharing information on:

a. Individuals
b. Specific incidents

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to the relevant stakeholders.

# Toftwood Infant and Junior School Federation
# Single Equality Scheme
## 2023-2026

**If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact either school**

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**If you have any comments about our Scheme please contact us.**

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## Foreword

"This Single Equality Scheme brings together the federation's approach for promoting and ensuring equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole community – pupils, staff, governors, parents and carers and all those within our extended school community.

This Scheme is essential for ensuring there is equality of opportunity for everyone in our school community, and that the opinions, beliefs and feelings of everyone are listened to and valued and that our children can all have opportunities to grow and succeed not only during their time with us, but in the future.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people."

**Executive Headteacher, Chair of Governors**

What will happen if this plan works?

"Everyone is treated the same and that everyone is happy because of this"
**School Council Chair, Infant School**

"It's good as it gives everyone an equal chance in life so that they can enjoy their learning."
**School Council Chair, Junior School**

**What is the Single Equality Scheme and Action Plan?**

Our Single Equality Scheme (SES) and action plan covers a three-year period from 2023 to 2026. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the federation such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Governing Board and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

**1. Meeting our duties**

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

**Race equality**
The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

**Dealing with racist incidents**
We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

**Disability equality**
The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promoting equality of opportunity between disabled people and other people
2. Eliminating unlawful discrimination
3. Eliminating disability related harassment
4. Promoting positive attitudes towards disabled people
5. Encouraging participation by disabled people in public life
6. Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

**Accessibility**
There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favorable treatment and to do this the school has a duty to make reasonable adjustments. This also applies to staff in our school.

**Gender equality**
The general duty to promote gender equality means that we must have due regard to:

1. Eliminating unlawful discrimination and harassment and
2. Promoting equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. We consider that this has been addressed through the implementation of the Modern Reward Strategy and the school's pay policy.

**Transgender**
Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

**Community cohesion**
We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

We have developed an ethos where children are encouraged to work together as they move through the school, developing their independence and care of others. All children take part in regular PATHS sessions and through discussion develop an understanding that with rights come responsibilities. Children are involved in discussing the federation's golden rules, which provide a consistent framework of how we should behave towards others, and how we should expect them to behave towards us. From early on, encouraged to take on responsibilities within their classes. They are expected to be responsible for working hard either within a small group or independently, to change their reading books, hand in homework/notes from home and to look after their own belongings. As they progress through the junior school, they will be expected to take on additional responsibilities, and act as role models for younger pupils.

Children are rewarded through our dojo system, to acknowledge achievement in a wide range of areas. They may also be rewarded with stickers and certificates that are age appropriate. Achievements outside of school are also celebrated in our weekly assemblies alongside achievements in school. Children's work is often displayed or celebrated in the local community and our events are publicised in local media. We want to share the successes and achievements of our children and celebrate them.

The school has clear policies on addressing any bullying and discrimination and children are encouraged to develop an awareness of the need for tolerance and understanding.
The School Council system has helped the children become more aware of their contribution to the school community. They discuss ways forward with concerns they may have or something they think could be improved. The children take part in raising money/providing resources for charities such Comic Relief, Children in Need, British Legion, Mid Norfolk Food Bank, BEFA Sugar Collection and other local charities as they arise. Children therefore are developing a good understanding of their global community contribution.

Children join in local community events to be a part of the wider community. We take children to the local high schools for events, and out into the local community, including the local churches. They also take part in events further afield, such as sporting events and competitions, and educational visits to places such as castles, museums, wildlife areas. Older children also have the opportunity to take part in a residential visit where it is financially viable. We also invite local community members in for events, such as the Y2 art exhibition, plays and opening of new facilities.

Preschool children visit the Infant School half termly in the year before starting school to enable them and their families to feel a welcome part of a school community.

The federation, through its partnership with Hoots, offers extended childcare facilities from 7.30 am until 8.45 at the Infant School and then again from 3.15pm – 6pm at both schools.

**Age, sexual orientation, religion and belief**
We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

## 2. Our school values and visions

A copy of our current federation aims is attached in the appendix. In addition, in meeting the duties described above will mean that all our actions will embody our federation's ethos, which aims for all of our children becoming happy, confident and independent learners, who care about each other and their community and are supported to succeed in all that they do.

**Federation Aims and Values:**

- We will ensure that all children have opportunities for success and are supported so they can reach their full potential, building on their strengths and interests.
- We will provide each child with a curriculum which meets their needs and the requirements of the National Curriculum and the Early Years Foundation Stage and inspires a love of learning.
- We will ensure we support the health and well-being of all members of our school community, working with families and outside agencies as well as supporting this through the curriculum and our own provision.
- We will celebrate the success of all of our children in equal measure, both in and out of school.
- We will provide an environment where everyone is equally valued and feels a sense of belonging which leads to happy and confident individuals.
- We will encourage our children to develop personal independence and to respect the rights and views of others in terms of their beliefs and cultures, as well as their rights to make personal choices.
- We will continue to work closely with families in order to form a positive partnership for the mutual benefit of the children, their families and the school staff.
- We will ensure we fulfil our commitments relating to the 'Home/School Agreement' and support parents to fulfil their expectations in relation to it also.
- We will develop and strengthen our community links and involve the local community in school life whenever possible.
- We will aim for the highest possible standards of work and behaviour from all in our school.
- We will be consistent in our values and expectations.
- We will invest in our children's future, in order to prepare them for life in the modern world, and ensure the children have access to high quality resources and equipment.

## 3. Our school within Norfolk's profile

Norfolk is a rural county with a diverse population of approximately 903,680. 40% of the population live in Norfolk's three major centres (Norwich, King's Lynn and Great Yarmouth) but 37% live in communities with fewer than 2,500 people.

Toftwood Infant School is a larger than average village Infant school just on the outskirts of East Dereham, a market town in the centre of Norfolk. The school is highly successful in providing children with excellent educational provision that focuses on the whole child. The school is generally full to capacity, with a possible

intake of 90 children in each year group of Reception, Year One and Year Two. Around 23% of the children come from outside of the village of Toftwood.

The majority of the pupils are of White British heritage (88%). Very few pupils come from minority ethnic families and around 9% of pupils are at the early stages of learning English or speak English as an Additional Language. The percentage of pupils eligible for free school meals is below the national average at 11%, and 12% of pupils are eligible for the Pupil Premium funding.
Prior to Covid-19, Baseline Assessment on entry to the school showed that approximately half of pupils are below age related expectations. Currently there are 12% of pupils who have special educational needs or disabilities, including 5 pupils who are subject to an Education Health and Care Plan. Additional needs are identified during the first year of school for some pupils and those with speech and language needs are not always included in these figures, depending on the circumstances.

Toftwood Junior School is a larger than average village junior school in the same location. The school is committed to providing children with excellent educational provision and is generally full to capacity, with a possible intake of 90 children across Key Stage 2. The school currently has 20% of children on roll who come from outside of the village of Toftwood.
The majority of the pupils are of White British heritage (88%) and there are currently 2% pupils who speak English as an Additional Language. The percentage of pupils eligible for free school meals is below the national average at 12%. Around 16% of pupils are eligible for the Pupil Premium Grant. The percentage of pupils who have special educational needs or disabilities is 13%, including 6 pupils who are subject to an Education Health and Care Plan. All children with speech and language needs are not included in these figures, depending on the circumstances.

## 4. Collecting and analysing equality information for pupils at Toftwood Infant and Junior School Federation

Toftwood Infant and Junior School Federation is inclusive, and we welcome all children. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil their potential.

We collect and analyse the following equality information for our children:

**Examples:** Information gathering (pupils)

- Attainment levels
- Progress levels
- Progress towards IEP
- Incident recording
- Individual behaviour records
- Attendance levels
- Exclusions

We have identified the following issues from this information-gathering exercise:

- Data currently collected is not separated by race as the figures would be so small as to be unreliable.

All relevant actions have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

## 5. Collecting and analysing equality information for employment and governance at Toftwood Infant and Junior School Federation

We are committed to providing a working environment free from discrimination, victimisation, and harassment.

We also aim to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the needs of our local population.

The school workforce census enables us to collate data on staff relating to gender, race and disability. Staff vacancies are filled using the Local Authority application forms which contain requests for information relating to ethnicity, gender and disability. We acknowledge that this is not a specific requirement under the current legislation, but is best practice.
All information relating to staff is kept on each school's central database.

We collect and analyse the following profile information as relevant for our staff and governors:

Information Gathering (Staff and governors)

- Applicants for employment (using information on local authority recruitment forms)
- Staff profile
- Governing board profile
- Attendance on staff training events
- Disciplinary and grievance cases - if any
- Staff appraisals/performance management

We have been mindful of the Laws relating to confidentiality when devising this Plan and Action Plan. Although there is a statutory duty to share information about the school's single equality scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and the General Data Protection Act 2018, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis devised for sharing if needed.

We have not identified any significant areas to address from this information-gathering exercise.

## 6. Consultation and involving people

As stated earlier in the scheme, Toftwood is a rural, predominantly white, community. We appreciate that the legislation states it is important that minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and action plans, and we have endeavoured to involve as many people as possible in our community. We believe that there has been equal opportunity for all genders to contribute also.

We involved pupils, staff and governors in creating the Single Equality Scheme and action plan, and make the plan accessible to parents/community. This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of this Scheme and action plan. Examples include:

- Discussions at school council
- Contact with parent/carers – newsletter and website
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions with other agencies that work with our school, such as health

We greatly value the collaborative way our local cluster of schools works. We have a shared belief that we have a combined obligation for the education of all children in our wider community.

During discussions, the following good practice was identified:

- Disabled access/ accessible toilets and facilities
- Staff well trained on the specific needs some children have
- Friendly and approachable staff – with role models from different backgrounds, and cultures
- Procedures in place to meet any medical needs children may have
- Care plans in place as necessary with good support (and training if needed) from the School nursing team
- Good record of pastoral care
- Key policies in place – SEN, Behaviour, anti-bullying.
- IEP's in place for pupils with specific needs
- PSHE curriculum focuses on aspects of PATHS and ensures a high priority is given to tolerance and understanding of all differences (disability, race, religion, gender etc).
- A Parent Support Adviser so that families can be swiftly supported
- Promotion of British Values to create with children a culture of equality, acceptance and understanding of others

## 7. What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

***Race equality***
*In the last academic year at the Infant school, we have had XXXX prejudiced related incidents in school. For the same period, there have been two prejudiced related incidents in the Junior School, which were fully investigate, responded to and reported in line with NCC reporting procedures.*

***Disability equality***
*Currently 2% of pupils have a declared disability at the Infant School and 1.7% of pupils at the Junior School (definition used the Equality Act of 2010).*
*In terms of staff, there are currently 6% at the Infant School who have a declared disability (including those who work across the Federation) and 0% at the Junior School.*
*All pupils and staff are fully involved in the life of the school and have access to all we offer with reasonable adjustments made as required.*
*If we foresee that mobility could be an issue for staff or a pupil, reasonable steps will be taken.*

***Gender Equality***
*Our current practice promotes equality of provision and opportunity for all boys and girls in all aspects of school life.*
*In EYFS, Key Stage 1 and 2, we have identified where there have been differences in between attainment for boys and girls. Gender differences are constantly monitored in all areas of school life, and our practices are regularly reviewed to reflect the needs of pupils.*

**In addition we believe that Toftwood Infant and Junior School Federation can also celebrate the following good practice:**
In addition to the detailed description given above, we also undertake the following:
**Teaching, learning and curriculum** –

- Our curriculum is accessible to all children and reasonable adjustments are made as required. Parents are regularly informed of the learning to take place both in curriculum newsletters and through open afternoons. The website is constantly evolving and we use this and texting as a way to share what is happening with parents. Through the PATHS and RE curriculum we promote an understanding of difference and how different is neither better or worse – it is something to be celebrated.
- **Extended services** – childcare facilities operate on site by an external provider so parents can be reassured that their childcare is being done in one place and children are not being transported between the school and an external venue and staff can discuss concerns and ensure a handover that meets the needs of the children.
- We are a fully **inclusive** federation, firmly believing that every child has the right to mainstream education if it supports their needs, learning alongside their peers from their community. Children with high level special needs often attend our federation from outside of the school catchment area because of the quality of our provision.
- **Age** - We feel that some elements of a child's involvement in school discussions is developmental, however there is representation on our School Council from children of all ages from Reception to Year Six. Each School Council meets regularly and is supported by a qualified Teacher. They disseminate discussions and decisions via their own notice board in the hall and through whole school assemblies and contributions to the school newsletter.

As children progress through the federation they begin to gain further whole school responsibilities. These encourage children to become fully involved in the life of the schools and to gain an understanding of what it means to be an active member of a community.

- **Religion or belief -** In the Foundation Stage and in Key Stage 1 pupils are taught about the major festivals/celebrations of the world religions, and about Christianity and Judaism. In Key Stage 2 pupils continue to learn about the religions and celebrations of the world, following the Norfolk Agreed Syllabus in Religious Education. Factual information is given about the different religions, but more importantly children are taught to respect faith and belief. We try to share with children how important faith, belief, worship and prayer are to some people. Even though the schools are not denomination schools, we have links to local churches and places of worship. Representatives from the different places of worship often lead our assemblies and we as a school community celebrate key festivals throughout the year. We also explore other religions through enrichment weeks, through Geography and through dance in PE lessons. Key Stage 2 children visit the cathedral in Norwich.

**8. Equality impact assessments**

Equality impact assessment is a method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

All school policies are reviewed over a fixed period – at each review, provision for disabled staff and pupils will continue to be considered. We are keen to ensure that none of our policies and practices disadvantage people with disabilities, from different ethnic backgrounds or of differing gender. The school has in place a range of associated Policies that have been agreed by all Staff and Governors.

**The Federation will continue to consider the impact of policies and practices on people from differing ethnic backgrounds, different genders and persons with disability, in the following areas:**

- The seating in the playground was not wheelchair accessible, and some children couldn't sit at the table with their friends. We now have an accessible bench with spaces for wheelchair users.
- Ensuring we are an inclusive Federation, evidenced by children with difficulties or disabilities attending from outside of our catchment area
- Ramps have been installed where possible to allow access to the outdoor areas off the classrooms, but we have additionally made sure that access to the outdoor areas is possible via more than just one route.
- Access to all areas is considered when updating or renovating facilities, such as the 'blue area' at junior school which was only accessible by stepped access. This now has ramped access.
- Coat hooks in cloakroom areas have been repositioned when refurbishments have taken place to ensure they are accessible to children with disabilities to enable them to be independent in their self-care also.
- Is there equal representation on the Governing Body? / Staff body from differing groups of people? (Ongoing)

When a Policy is due for renewal, we will consider the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

An inventory of existing policies is in place and we undertake an ongoing rolling programme of review for all our policies and procedures.

## 10 Other School Policies

We have used our existing school policies/documentation to inform our Single Equality Scheme. These include:

**Sample of policies and documents used:**

- School Development and Improvement Plan
- Policy for the inclusion of and provision for children with SEND
- SEN(D) Information Report
- Recruitment policy
- Accessibility plan
- Behaviour and the prevention of bullying policy
- Governors' Staff Code of Conduct
- Child Protection and Safeguarding Policy
- Curriculum Planning

## 11 Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our SLT and Inclusion Lead are responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing board.
- The Executive Headteacher has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our staff are expected to 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, maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others 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 appropriate steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

## 12 Publicising our scheme

Our Single Equality scheme will be made accessible to all persons within our local and school community in the following ways:

- Federation website
- Newsletters
- On display in the school entrance
- As part of induction for staff

## 13 Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of any information gathering activities for race, disability and gender and how we have used this information towards improvement.
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Any feedback or advice form external agencies, parents and carers
- Any feedback from pupils, staff or Governors

We will also revise our Single Equality Scheme and Action Plan annually – to ensure Equality within our school community is given the highest profile.

## 14 Ongoing evolvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolvement of our Single Equality Scheme and Action Plan. This includes:

- Discussions at School Council meetings to discuss equality and diversity issues within an age appropriate context
- Discussion at staff meetings
- Having periodic school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including plays and performances.
- Discussions at Governors' meetings, primarily through the Human Resources and Safeguarding committee

**Appendix 1**

## Federation Aims and Values
## September 2023

- We will ensure that all children have opportunities for success and are supported so they can reach their full potential, building on their strengths and interests.
- We will provide each child with a curriculum which meets their needs and the requirements of the National Curriculum and the Early Years Foundation Stage and inspires a love of learning.
- We will ensure we support the health and well-being of all members of our school community, working with families and outside agencies as well as supporting this through the curriculum and our own provision.
- We will celebrate the success of all of our children in equal measure, both in and out of school.
- We will provide an environment where everyone is equally valued and feels a sense of belonging which leads to happy and confident individuals.
- We will encourage our children to develop personal independence and to respect the rights and views of others in terms of their beliefs and cultures, as well as their rights to make personal choices.
- We will continue to work closely with families in order to form a positive partnership for the mutual benefit of the children, their families and the school staff.
- We will ensure we fulfil our commitments relating to the 'Home/School Agreement' and support parents to fulfil their expectations in relation to it also.
- We will develop and strengthen our community links and involve the local community in school life whenever possible.
- We will aim for the highest possible standards of work and behaviour from all in our school.
- We will be consistent in our values and expectations.
- We will invest in our children's future, in order to prepare them for life in the modern world, and ensure the children have access to high quality resources and equipment.

## 15. - Single Equality Scheme Action Plan 2023 - 2026

| Identified Actions<br>*(Please highlight to identify which statutory duty/equality legislation the planned action is meeting)*<br>*R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion* | | | | | | | **Planned Outcome** | **Planned Actions** | **Timescale** | **To Be Actioned By** | **Monitored by** |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **R** | **D** | **G** | **SO** | **A** | **R/B** | **CC** | All staff are aware of the Single Equality Scheme and have awareness of their responsibilities | Raise awareness of Single Equality Scheme at:<br>Induction<br>Staff Team meetings | Ongoing | Senior Management and Governors | Headteacher |
| **R** | **D** | **G** | **SO** | **A** | **R/B** | **CC** | The Governors will take active steps to be representative of the local communities or take into account their views | Governors aim for recruitment from under-represented groups. Also Governing Body will have due regard to their responsibility for community links<br>Governor representative to inform parents and local community of the focus and work of the Governors and issue a report.<br>Gender balance on GB and on committees to be looked at.<br>Consideration is given to the issue of equality when filling Gov vacancies | Ongoing | Governors | Chair of Governors |

| Identified Actions<br>*(Please highlight to identify which statutory duty/equality legislation the planned action is meeting)*<br>*R = Race, D = Disability, G = Gender,*<br>*SO = Sexual Orientation, A = Age,*<br>*R/B = Religion or Belief*<br>*CC = Community Cohesion* | | | | | | | **Planned Outcome** | **Planned Actions** | **Timescale** | **To Be Actioned By** | **Monitored by** |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **R** | **D** | **G** | **SO** | **A** | **R/B** | **CC** | Planning explicitly addresses the causes and consequences of discrimination and help pupils recognise and understand and challenge stereotypes at an age-appropriate level. (PATHS and other areas as appropriate) | Curriculum areas include within their schemes of work/curriculum map opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g., racism,<br>Also develop an ethos of celebrating difference. | Ongoing | Teachers | Governors<br>SLT |
| **R** | **D** | **G** | **SO** | **A** | **R/B** | **CC** | Parents are aware of the routes of support available for them if they are having difficulties | FSA ensure information is displayed on websites and notice boards.<br><br>FSA to speak to parents at open afternoons and parent consultations to ask what advice/difficulties parents face to ensure accurate support and signposting. | Ongoing as appropriate | PSA and Deputy/Inclusion Lead | Governors<br>SLT |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| R | D | G | SO | A | R/B | CC | Staff feel able to share details of any disability so we can support them with their individual needs | Secretary to check census data for all staff to see who has declared a disability. This has been completed<br>Information to be shared to encourage staff with a disability to inform SLT so provision can be made if required<br>Part of induction and on application form | Ongoing | Secretary /Headteacher | Governors SLT |
| R | D | G | SO | A | R/B | CC | When policies and procedures are reviewed, look at the impact statements and how they may need to be adapted to ensure equality of opportunity across the school for all members | All those reviewing policies or procedures to look at this and then feedback to SLT any changes made as a result of the equality requirement so it can be recorded<br>Impact statements are now being introduced | Ongoing | Those reviewing policies or procedures | Governors SLT |
| R | D | G | SO | A | R/B | CC | When planning building works or refurbishments, plans give due consideration to the issue of accessibility for all members of the school community. | When planning building works, those involved to consider accessibility<br><br>Ensure any reasonable adjustments are made as required<br><br>No building works currently planned | Ongoing | F and P Committee | Governors SLT |
| R | D | G | SO | A | R/B | CC | Children with disabilities and their families feel that any reasonable adjustments are made to ensure equality of opportunity | At annual reviews of EHCP ensure opportunities for feedback are given regarding equality of opportunity, then the feedback is passed to SLT/Governors to discuss and take any actions necessary<br><br>Ensure parents know to talk to SLT if they have any concerns | Ongoing | Teachers/Inclusion Lead | Governors SLT |

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| | | | | | | | | Staff to continue to talk to parents about areas such as the PE curriculum/educational visits etc and adjustments that may be required and how successful they are | | | |
| **R** | **D** | **G** | **SO** | **A** | **R/B** | **CC** | Children have a wide-ranging age-appropriate experience and understanding of different beliefs and cultures | RE subject leader to look closely at the visitors for assembly, and look further afield to ensure they promote a wide range of different religions and beliefs at an age-appropriate level, securing appropriate visitors<br><br>Continue to use staff members from different cultures and beliefs to talk to the children about their country and culture<br><br>Ensure wide range of multi-cultural opportunities are woven into the curriculum, using visitors and visits as appropriate | Ongoing | RE subject leader<br><br>Year group teams | Governors<br>SLT |
| **All identified priorities are in this table. The issues identified with have a planned outcome – one that will make a difference.** | | | | | | | | | | | |

**The actions identified in relation to race, disability and gender should cover all the necessary statutory duties. For example actions on race should aim to either**

**1. Eliminate unlawful racial discrimination,**

**2. Promote equality of opportunity,**

**3. Promote good relations between people of different racial groups (see section 2 – "Meeting our Duties" for all the duties to covering race, disability and gender).**

**For actions relating to sexual orientation, age, religion or belief and community cohesion a tick is placed in the relevant box if an action relates to any of these.**