

Little Chalfont Primary School



Equality, Diversity and Cohesion Scheme

May 2023
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Introduction

Little Chalfont Primary School's Equality, Diversity and Cohesion Scheme builds on the school's core values and ethos which promote equality and diversity, challenge discrimination and radicalisation and celebrate diversity.

Our school practises and encourages equal treatment for all people, irrespective of ethnicity, age, gender, disability, religious belief or non-belief, sexual orientation, gender re-assignment, marriage or civil partnership and pregnancy or maternity status, as well as any other recognised area of discrimination. We foster and promote equal opportunities and equal treatment by and for all within our community – children, staff and governors, parents, carers and families, helpers and volunteers, neighbours, local partners and peers.

Our core values and ethos promote diversity, accepting that we are all different but equal. We value and celebrate the strengths in and opportunities arising from people's differences.

We foster community cohesion, valuing a common vision, national and civic pride. We promote diversity, clearly recognising rights and responsibilities, and enabling an environment which gives equal life chances to all and fosters and supports strong relations between different group in our community and with other communities.

1. School Mission Statement and Principles

The following key points are a fundamental part of the philosophy, core values and ethos of our school. Our mission statement is that:

- We value all children who attend our school and their families.
- We celebrate individuality and that we are all different but all equal.
- We value and respect the strengths and benefits of these differences and diversity, and we work to ensure that there are equal life chances for all.
- We promote a common vision and pride in our local community, and foster strong relationships with and between different communities.
- We encourage and promote the understanding of clear rights and responsibilities.
- We will not tolerate bullying or harassment of any kind.
- We work hard together to ensure that our children have a safe, secure and happy life at school.

The philosophy of our school talks of valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate harassment or bullying of any kind. We actively confront and deal with discrimination against those with a disability (disablism), racial discrimination including discrimination based on religion or belief/non-belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breast-feeding discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief/non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our school admission policy is equally open to pupils of all groups.

Within the context of the school, we aim to transfer positively individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities. We will challenge any attempt to introduce or promote any radical or extremist views and actions.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population, which we could become, whatever that diversity may be.

Our Scheme applies to all members of our school community including staff, governors, pupils, parents/carers, visitors, partners and other groups in our community.

Staff, parents, pupils and the Parish Council (Community Group) will be regularly consulted as part of the development of this Scheme. Staff will be consulted through discussion at staff meetings; pupils and parents through our questionnaires. The Scheme will also be available on the school website, with hard copies available at the school office.

The implementation of this Scheme is part of the School Development Plan, as well as the assessment of its impact. The provision within the school is audited and monitored by staff and governors on a regular basis as part of the School Improvement cycle.

2. Current Profile of the School

The school is a single form entry school with classes from Nursery to Year 6. Opened in September 2015, the thriving Nursery class operates full time. Children staying for both morning and afternoon sessions bring a packed lunch. Take up of places for the Nursery has been excellent; all of our classes are full. Attendance levels are excellent; last year our attendance level was 93.8%. We currently have a full complement of 247 pupils on roll, comprising 52% girls and 48% boys.

We are situated in the village of Little Chalfont, which is approximately 30 miles to the north-west of London, on the edge of the Chilterns and adjacent to the town of Amersham. The catchment area is centred on the village and stretches either side of the A404 from the village to Amersham Common. The majority of children live within the catchment area, with a small minority coming from a number of nearby communities including Amersham, Chorleywood and Chalfont St Giles. Admissions to the school are administered directly by Buckinghamshire County Council; admission arrangements for Nursery are administered by the school, but are based on the same Bucks CC criteria as are used for the school.

Little Chalfont Primary School is within London's commuter belt. It has a growing population, currently approximately 6,000 (2011 census) and housing is expensive. A minority of pupils come from social housing. A high proportion of parents are professionals and many families have both parents working, either in full time or part time employment.

The school population is stable. There are planning proposals for new housing within the catchment area which may, in turn, increase applications to the school. The school admits 30 pupils into Reception class and classes, KS2 classes have 32 on PAN.

Many parents and carers give time and help by coming into school to support the children's learning, in particular with guided reading, cookery, sewing, knitting, library and to help with educational visits and sports fixtures. Parents and carers also support their children with reading at home and ensuring that pupils complete homework.

We have an energetic School Council; two pupil representatives, from each class from Years 1 to 6, meet twice a term to suggest and discuss a range of issues with the senior teachers. We also have an Eco-Council which meets with our Eco-Coordinator, to ensure that Little Chalfont Primary maintains the highest levels of ecologically responsible actions and behaviour and help the work to maintain our Green Flag status. We have 3 children from each KS2 class that are Digital Leaders, promoting digital citizenship and online safety throughout the school.

The school benefits from a very hard working and high fundraising PTA. Christmas and summer fairs are favourite events, and PTA discos and film nights are particularly enjoyed by the children. The PTA also organises coffee mornings for parents new to the school. Each year has parent representatives who liaise with teachers to help organise various events and activities. We also have a hardworking Governing Body who support events throughout the year.

11+ results have been good with approximately 70% of Year 6 pupils achieving the required qualifying score for a place at grammar school. At secondary level, pupils move to a number of senior schools in the area, both state and independent. We encourage former students to stay in contact and visit the school to share their experiences with our current pupils and we look forward to seeing them at PTA events such as the Christmas and Summer fairs. We are keen to develop links with neighbouring schools enjoying science workshops with St Clement Danes and a joint community initiative with Dr Challoners High School.

The requirement for individual child provision plans and out of school provision is low and is tracked by the Governing Body. The number of children with special educational needs (SEN) at the school is low.

Music and performance are an important aspect of our school. At the end of the autumn term, the Infant children perform the Christmas production. In the summer term, upper key stage two performed a musical production to parents and other children in the school..

Pupils take part in a number of festivals, including the Amersham In-Concert Music Festival and the school frequently takes part in regional singing events at venues in London such as the "Voice in a million" event at Wembley Arena. Each summer term, Little Chalfont Primary holds its own music festival to celebrate our musical achievements. At the end of the autumn term, we mark Christmas with a service at Little Chalfont Methodist Church, with carols, readings and prayers.

Little Chalfont Primary provides access to a wide range of sporting opportunities for all pupils. Alongside the curriculum and extra-curricular clubs broadening the range of sports available. The school competes in a range of sports including football, netball, cricket, gymnastics, cross-country and athletics.

There is a wide range of extracurricular activities, both free and paid for, on offer to pupils. During lunch hours cheerleading, chess, mini-tennis and tae-kwondo clubs are available and after school, a wide variety includes: gym club, football, tag-rugby, netball, cricket, hockey, athletics, cross country, rounders, country dancing, reading and art/drawing clubs. Certain clubs may only be available to specific age groups and in certain terms, but all clubs are available to both boys and girls in those age groups.

The school's ethos is to ensure that all of our children are supported to the greatest possible extent in all subjects and activities, to enable them all to enjoy school life and reach their highest possible potential.

The school operates very successful Before and After School Clubs through Little Walkers, providing extended services from 7.30am to 6pm.

Catering company, Chartwells, use our kitchen to provide hot school meals. Free school meals for infant pupils has been taken up by the majority of families. The hot school lunch provision is also available to junior classes for a modest sum. For all pupils bringing in a packed lunch from home, the school continues to encourage parents to make packed lunches as healthy as possible and we encourage packed lunch pupils to use recyclable and reusable containers for their lunches.

The school has a number of pupils with moderate or high allergic sensitivities. Pupils and parents must avoid foodstuffs, in particular, with nut content, and where appropriate, specific medication is held in class rooms and centrally in the medical room for each child. Staff routinely attend training and refresher courses on administering this medicine.

The school has a mix of ethnic groups, primarily white British, but with a significant minority of European, Asian, Caribbean, African and Chinese heritages. The religious backgrounds of pupils and parents are taken into account when planning the curriculum, and religious festivals are recognised. There are a number of children who speak a different language to English at home: Czech, Dutch, Polish, Romanian, Russian, Arabic, Telegu, Tamil, Bengali, Hindi, Punjabi, Urdu, Katchi, and Vietnamese. 22.8% of our pupils have English as an additional language compared with 21.2% nationally.

The majority of the staff are white British females. At the moment we have five male members of staff and we have four staff of Asian heritage. The age range for staff is from early twenties to over 65 years. The Governing Body currently comprises seven men and six women and we have governors with Asian and white British heritages, covering the age spectrum from parents to retirees.

Our school is physically accessible to all with the exception of one small “booster” classroom which is rarely used. Entry to the school is very accessible; direct entry to the school office is moderately restricted but access is available through the Nursery classroom. However, arrangements are made on each occasion to ensure that meetings etc can be undertaken in accessible areas. The number of disabled children at the school is currently extremely low. The Governing Body monitors accessibility and any improvements required are implemented by the Premises Committee via the Accessibility Plan (available on the school website) and form part of the School Development Plan.

All staff, governors and parent helpers have been DBS checked. The Little Chalfont area tends to be a low crime area and the school has taken part in initiatives promoted by Buckinghamshire Constabulary for the older children to engage with Community Police Officers.

3. Legislative Context

Equality is not about benefitting some people at the expense of others – equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity, this Scheme will prioritise the following groups:

- Disabled Persons – We will follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people’s attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness, all of which are substantial.
- With regard to age, our focus is on older persons (over 60) and younger people.
- In the case of race equality, we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: ‘A racist incident is any incident which is perceived to be racist by the victim or any other person.’
- With regard to sexual orientation, we refer to the LGBT community, i.e., lesbians, gay, bisexual and transgender people.
- With regards to religion, we actively support the rights of all to practice their beliefs/non-beliefs equally.

Appendix A sets out a more detailed legal context for our Equality, Diversity and Cohesion Scheme.

4. Development of the Scheme

The school community has a responsibility in respect of the Scheme; a number of groups are being involved in designing this Scheme:

- Staff, parents, pupils, the PTA and the Parish Council (Community Group) are consulted as part of the development of this scheme. Local businesses have provided support to the school over many years and will continue to be included to gain their inclusion and support.
- Staff have been consulted through discussions at staff meetings; pupils and parents through questionnaires. The school has used a series of questionnaires to parents and carers to inform a range of innovations and changes which have enabled the school to enhance learning and development experiences for our pupils, and to garner feedback and ideas from

end of families whose children were leaving the school, primarily to move on to secondary education.

- The Scheme will be available on the school website, with hard copies available at the school office.
- In order to ensure that the Scheme is a true reflection of the school community and that there is a whole school commitment, the development of the Scheme will be an integral part of the School Development Plan.
- As part of the development process, the School Council are involved in discussion and implementation of the aspects of the Scheme and are asked to lead in appropriate areas.
- The provision within the school is audited and monitored by staff and governors on a regular basis as part of the School Improvement cycle.

5. Responsibilities

Under the School Equality, Diversity and Cohesion Scheme, there are significant responsibilities for the Governing Body, Headteacher, staff, pupils, parents and carers, along with any other persons or groups directly associated with the school.

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality, Diversity and Cohesion scheme is maintained and updated regularly;
- That procedures and strategies related to the scheme are implemented;
- The Diversity Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

A member of the Governing body is responsible for Equality, Diversity and Cohesion.

Positive Action:

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This action is designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action may include:

- encouraging applications from specific groups which are under-represented in the school
- encouraging people with disabilities to apply for posts
- advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but to make it clear that selection will be on merit
- flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- language/literacy training
- supporting training measures for under-represented groups
- assistance with applications for candidates with language problems
- provision of childcare facilities or support with the costs of childcare facilities for staff
- exploring the possibility of career breaks to assist with family commitments
- commitment to interviewing disabled people who meet the basic criteria for the post
- encouraging staff to become representatives of trade unions/association

Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or

ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school has procedures to resolve grievances and for the handling of complaints of harassment or bullying at work. The Governing Body is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be the Headteacher, or Chair of Governors as appropriate. In addition, staff have the right to approach their professional association or trade union representative for support.

The Headteacher and Senior Management are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equality, Diversity and Cohesion Scheme;
- Co-ordinating the activities related to equality and diversity;
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Cohesion Scheme
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, issues of radicalisation, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief / non-belief.
- Supporting parents to become involved in their children's education.
- Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).

All Staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or any other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

All Parents/Carers are responsible for:

- Ensuring that their children receive an appropriate education and complying with the educational requirements of the school;
- Being aware of, and complying with, the school's Equality, Diversity and Cohesion Scheme;
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including governors;
- Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, parents' councils, informal discussions with staff, parents' consultation evenings).

All Pupils are responsible for:

- Being aware of and complying with the Equalities and Community Scheme;
- Not discriminating on grounds of race, sexual orientation, religion, belief or non-belief, gender or any other equality issues;
- Reporting any racist incident or act of discrimination, in which they were directly or indirectly involved either in or out of school;
- Understanding, valuing and celebrating diversity;
- Challenging stereotypes, and prejudices.
- Treating others with respect and as their equals.

6. Eliminating Discrimination, promoting equality and celebrating diversity

A. Learning and Teaching Curriculum

We aim to provide all of our pupils with the best opportunities to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;
- Develop learning materials and activities that emphasise the benefits of having diverse communities, neighbourhoods, schools and groups;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Promote attitudes and values that will challenge discriminatory or radicalised behaviour;
- Strengthen individual and collective skills to deal with change across time and space;
- Provide opportunities for pupils to identify shared interests among members of different social groups and categories;
- Use a range of sensitive teaching strategies when teaching about different cultural traditions;
- Develop pupils' awareness so that they can detect bias and challenge discrimination;
- Ensure that the PSHE and Citizenship curriculum covers issues of equalities, diversity, human rights and inclusion;
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate;
- Seek to involve all parents in supporting their child's education;
- Provide a range of educational visits and extra-curricular activities that reflect all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make the best use of all available resources to support the learning of all groups of pupils;
- Increase achievement for all pupils in English, Maths, Science and ICT/Computing across all stages;
- Reduce direct, indirect and institutional discrimination;
- Reduce group segregation, disproportion and under/over representation;
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families;
- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels;

- Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors;
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups;
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

B. Personal development and pastoral guidance

Our aim is to ensure the widest possible range of opportunities to promote and ensure the highest level of personal development, together with supportive pastoral care:

- Pastoral guidance takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- All pupils are encouraged to consider the full range of opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race, as well as their sexual orientation or religion/belief or non-belief;
- Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services;
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done, to ensure that such actions do not occur again.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- All pupils develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.

C. Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality;
- All steps are taken to ensure that all pupils have access to mainstream curriculum by considering the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles;
- Provide reasonable means for children, young people, their friends and families to have meaningful and continuous interaction with people from different backgrounds, lifestyles and identities;
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups;
- Challenge perceptions among majority groups about special treatment of minority groups;
- Challenge cultural, geographical or generational boundaries of the "community";
- Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation;
- Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries;
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families;

- Facilitate meaningful and continuous interaction between people from all walks of life;
- Increase awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality;
- Remove barriers to access, participation, progression, attainment and achievement;
- Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome);

D. Staff recruitment and professional development

We aim to support our staff by ensuring that:

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality and good practice throughout the recruitment and selection process;
- Steps are taken to encourage people from underrepresented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff inductions (*see staff induction pack*);
- All supply staff are made aware of equalities policies and practices;
- Training for staff, teachers, governors and head teachers on community cohesion is facilitated and refreshed;
- We do not tolerate any direct, indirect and institutional discrimination with regards to staff recruitment, training and retention;
- Our aim will be to allow the workforce at all levels to reflect local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.

E. Partnerships with parents/carers and communities

- All parents/carers are encouraged to participate at all levels in the full life of the school;
- We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities;
- Members of the local community regularly join in school activities e.g. school fairs, Harvest festival, multi-cultural assemblies;
- The school has a role in to play in supporting new and settled communities;
- We will monitor and evaluate the efficiency and fairness of extended services;
- We will maintain established links with community groups and organisations, increasing the range of activities and services they can offer;
- We are working to improve perceptions about efficiency, efficacy and fairness of service provision at a local level;
- We plan to establish more links with community groups and organisations to share good practice and grassroots knowledge;
- We emphasise the equal contribution to society of members from different backgrounds with various lifestyles and identities;
- We are working to increase the sense of responsibility and reciprocity between and within groups and individuals;
- We are working to promote the understanding and recognition of overlapped and interconnected sources of identity for persons and groups;
- We have increased the awareness amongst pupils, parents, carers, and families about social services at county, district, parish and neighbourhood level as well national support services

and benefits;

- We foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families;
- We facilitate meaningful and continuous interaction between and within members of different groups and are working to involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups ;
- We have established and strengthened effective approaches to monitor, evaluate, manage and prevent conflict.

7. Putting our Scheme into Practice

In order to put our Scheme into practise, we have established an action plan (Appendix B) which will be reviewed at least annually. This identifies:

- Areas for development with clear targets for implementation;
- Staff and governors with responsibility for meeting the targets;
- A timeline for achieving targets.

These action areas are part of the School's Development Plan and will be drawn up in collaboration with and shared with staff and the Governing Body. The targets of the Accessibility Plan are incorporated into the action plan and it is made clear who is responsible for implementation.

8. Monitoring and Reviewing

The attached action plan will be monitored and reviewed annually and a report on progress made be given to a full Governing Body meeting.

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this Scheme. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions;
- Incidents of racism, radicalism, sexual harassment and all forms of bullying;

- Parental involvement.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

9. Impact Assessments and how this scheme relates to other school policies

We take account of the need to impact-assess all policies for adverse impact on any groups referred to in this Scheme. It is important to show how this Equality, Diversity and Cohesion Scheme relates to other policies in the school so that there is a clear understanding of how equality and diversity plays an integral part in the life of the school.

We ensure that the commitments embodied in our mission statement for equality and community cohesion apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Pupils' progress, attainment and assessment
- Behaviour, discipline and exclusion
- Pupils' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Staff recruitment and retention
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority policies for impact assessment will be drawn up.

This policy was reviewed and adopted by the Pupils Committee, on behalf of the Governing Body of Little Chalfont Primary School, at its meeting held on 15th May 2023.

Signed.....
Lead Governor

Date.....

Appendix A

The Equality Act 2010

The Equality Act 2010 replaced all existing equality legislation from 1st October 2010. It streamlines all the various legislation into a single requirement.

The Act prohibits schools from discriminating against, harassing or victimising:

- prospective pupils
- pupils at the school
- in some circumstances former pupils

Schools also have obligations as employers, bodies which carry out public functions and service providers.

What the law protects against

These are main forms of prohibited conduct:

Discrimination

This includes:

- Treating a person worse than someone else because of a protected characteristic (known as **direct discrimination**). Although in the case of pregnancy and maternity direct discrimination, this can occur if they have protected characteristic without needing to compare treatment to someone else. It is not possible to justify direct discrimination, so it will always be unlawful.
- Putting in place a rule or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified (known as indirect discrimination). Indirect discrimination will occur if the following four conditions are met:
 - You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
 - The provision, criterion or practice puts, or would put, pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
 - The provision, criteria, practice or rule puts, or would put, the particular pupil at that disadvantage, and
 - You cannot show that the provision, criterion or practice is justified as a 'proportionate means of achieving a legitimate aim'.
- Treating a disabled person unfavourably because of something connected with their disability when this cannot be justified (known as **discrimination arising from disability**). Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is

whether the disabled pupil has been treated unfavourably because of something connected with their disability.

- Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else. Discrimination arising from disability will occur if the following three conditions are met:
 - You treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this not your intention, and
 - This treatment is because of something connected with the disabled pupil's disability, and
 - You cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'.

Failing to make reasonable adjustments for disabled people

- The reasonable adjustments duty was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however this element of the duty will not come into force until a later date yet to be confirmed. The objective of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.
- In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage and there is no need for additional reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them.

Harassment

- Unwanted conduct which has the purpose or effect of violating someone's dignity or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature.

Victimisation

- Treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so. These are called 'protected acts'.

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act)
- Helping someone else make a claim by giving evidence or information
- Making an allegation that the school or someone else had breached the Act
- Doing anything else in connection with the Act

There is also protection for pupils who are victimised because their parent or sibling has carried out a protected act.

As well as these characteristics, the law also protects people from being discriminated against:

- By someone who wrongly perceives them to have one of the protected characteristics.

- Because they are associated with someone who has a protected characteristic. This includes the parent of a disabled child or adult or someone who is caring for a disabled person.

New positive action provisions

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil, provided certain conditions are met.

These are known as positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions.

It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to permanently discriminate in favour of disabled pupils (or applicants).

Why we need to address race equality issues:

Legal Requirements:

- *The Equality Act 2010 outlines that all public authorities including schools have a statutory duty to:*

*Eliminate racial discrimination;
Promote equality of opportunity;
Promote good relations between people of different racial groups.*

The specific duties require us to:

- *Prepare a written policy on racial equality;*
- *Assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;*
- *Monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.*

Why we need to address gender issues:

Legal requirements:

The Equality Act 2010 states that it is unlawful to treat a person less favourably than another is treated in similar circumstances on the grounds of sex:

- *Apply a condition which discriminated against a man or a woman because they are less able to comply with it than a member of the opposite sex is and;*
- *Discriminate against somebody because they are married.*

The Equality Act 2010 requires that men and women should be paid equally where they are carrying out:

- *The same job*
- *Work of equal value*
- *Work related as equivalent under the job evaluation scheme.*

The Equality Act 2010 permits employers to act positively in favour of a particular gender by:

- *Offering access to training to employers and/or non employees to help fit them to particular work in the organisation in which their gender group has been identified as under represented and;*
- *Encouraging employees and/or non employees to take up opportunities for work.*

The specific duties:

- *Consider the need to include objectives to address the causes of any gender pay gap.*
- *Gather and use information.*
- *Consult stakeholders and take account of relevant information.*
- *Assess the impact of its current and proposed policies and practices.*
- *Implement the actions set out in its scheme.*
- *Monitor, evaluate and report.*

Discrimination because of pregnancy and maternity

It is discrimination to treat a woman (including female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Gender Reassignment

Gender Reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- *make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:*
 - *once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on*
 - *they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention, they are protected*
- *start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person*
- *undergo treatment related to gender reassignment, such a surgery or hormone therapy, or*
- *have received gender recognition under the Gender Recognition Act 2004.*

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender assignment.

This guidance uses the term "transsexual person" to refer to someone who has the protected characteristic of gender reassignment.

Why we need to address disability issues:

The Equality Act 2010 outlines that a person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- *Condition that affect the body such as arthritis, hearing or sight impairment (unless that is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.*
- *HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.*
- *Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided long-term requirement is met (see below).*
- *People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.*
- *Mental impairment included conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome, and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:*
 - *The length of the effect of the condition has lasted or will continue; it must be a long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur, or if the person no longer has the condition, they will considered to be a disabled person.*
 - *Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.*
 - *If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.*
 - *Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.*

The Duty:

- *The Equality Act 2010 places a general duty on schools, who need to have due regard for the*

following when carrying out their functions:

- *Promoting equality of opportunity between disabled people and other people;*
- *Eliminating discrimination that is unlawful under the DDA;*
- *Eliminating harassment of disabled people that is related to their disability;*
- *Promoting positive attitudes towards disabled people;*
- *Encouraging participation in public life by disabled people;*
- *Taking steps to meet disabled people's needs, even if this requires more favourable treatment.*

Why we need to address sexual orientation issues:

Legal requirements:

- *The Equality Act 2010 covers discrimination, harassment and victimisation in work and vocational training. They make it unlawful to deny people jobs because of prejudice about their sexual orientation. They enable individuals to take prompt and effective action to tackle harassment, and enable people to have an equal chance of training and promotion, whatever their sexual orientation or the sexual orientation of those with whom a person is associated or related.*
- *The Equality Act 2006 included an order making power that allows Regulations to be made to prohibit sexual orientation discrimination in the provision of all goods, facilities and services in education and in the execution of public functions. These Regulations entered into force on the 30th of April 2007.*

Sexual orientation means an individual's sexual orientation towards:

- *people of the same sex as him or her (gay or lesbian);*
- *people of the opposite sex (heterosexual);*
- *people of both sexes (bisexual)*

It does not include transsexuality which is related to gender and is covered in the employment context by sex discrimination legislation.

The Regulations prohibit discrimination on the basis of a person's:

- *Actual sexual orientation;*
- *Perceived sexual orientation by him or her;*
- *Sexual orientation of someone with whom he/she is associated.*

Discrimination is defined as:

- *Direct discrimination on the grounds of sexual orientation happens when a person is treated less favourably than another person is, or would be, treated in the same circumstances, and that treatment is because of their sexual orientation, perceived sexual, or that of a person with whom he or she is associated- such as a parent.*
- *Indirect discrimination on the grounds of sexual orientation happens where a provision, criterion or practice is applied to everyone, but it has the effect of putting a person of a particular sexual orientation at a disadvantage- and it cannot be reasonably justified by reference to considerations other than sexual orientation.*
- *Victimising someone by treating them less favourably because of anything they have done or intend to do in relation to these regulations such as making a complaint or giving evidence for a*

complainant, is also unlawful discrimination.

The specific duties require us not to unlawfully discriminate against a person:

- *In the terms on which it offers to admit him or her as a pupil*
- *By refusing to accept an application to admit him or her as a pupil*
- *In the way in which a pupil is afforded access to any benefit, facility or service*
- *By refusing access to any, benefit, facility or service*
- *By excluding him or her*
- *By subjecting him or her to any other detriment*

Why we need to address Religious belief/non-belief issues:

Legal requirements:

- *The Equality Act 2010 outlines discrimination on grounds of religion, religious belief or similar philosophical belief. It covers direct or indirect discrimination, harassment and victimisation in work and vocational training on grounds of perceived as well as actual religion or belief (i.e. assuming - correctly or incorrectly - that someone has a particular religion or belief). It is illegal to discriminate against any one because of their religion or faith when providing goods or services.*
- *Exceptions may be made in very limited circumstances if there is a genuine occupational requirement for the worker to be of a particular religion or belief in order to do the job or to comply with the religious or belief ethos of the organisation*
- *Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. It will be for the Employment Tribunals and other Courts to decide whether particular circumstances are covered by the law.*

For example it is unlawful to:

- *Decide not to employ someone*
- *Dismiss them*
- *Refuse to provide them with training*
- *Deny them promotion*
- *Give them adverse terms and conditions*

Because they follow, or do not follow, a particular religion or belief.

Why we need to address age issues:

Legal requirements:

- *The Equality Act 2010 prevents unjustified age discrimination in employment and vocational training. It protects against discrimination that is directly against anyone:*
 - *That is, to treat them less favourably than others because of their age – unless objectively justified*
 - *Discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively*

justified

- *Subject someone to harassment. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim*
- *Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of age.*

Why we need to address Community Cohesion issues:

Legal Requirements:

The Education and Inspections Act 2006 establishes general duties of governing bodies:

Section 38 states that governing bodies should conduct the school with regard to four new duties one of which is the duty to "promote community cohesion".

Section 154 states the duty to report to OFSTED on the contribution of certain schools to community cohesion.

Section 33 about requirements to foundation schools contains a subsection 96) which establishes an explicit requirement that a foundation school should "promote community cohesion". This seems to be linked to the Government's desire "to promote ethnic, religious, and cultural tolerance and respect between different groups of people living together." Therefore, trusts will need to demonstrate that they are committed to providing "opportunities for young people from different backgrounds to learn from each other and encourage an understanding of, and respect for, other cultures and faiths and by activities in the community, which help build bridges between different ethnic groups." This duty also implies assessing if certain activities would constitute an obstacle to meeting this requirement.

Schools play a fundamental role in decreasing deprivation and exclusion, in valuing and celebrating ethnic diversity, raising achievement and attainment, preventing and managing bullying, anti-social behaviour and discrimination incidents.

Beyond statutory requirements for schools to promote community cohesion, it is important that these policies are developed in a context-wise, evidence-based and problem-solving manner. Likewise, it is useful to acknowledge that the school's efforts to promote community cohesion will be more significant if the duty is mainstreamed across all areas such as curriculum, teaching and learning, equity and excellence, engagement and extended services.

Appendix B
School Equality, Diversity and Cohesion Action Plan

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
	The school has identified the following strategies that are specifically designed to address equality issues	What more can the school do to improve?			
1.	Eliminating discrimination, promoting equality and celebrating diversity	<ul style="list-style-type: none"> • Celebrate diversity/equality • Celebrate achievement • Promote positive attitudes towards disabled people • Promote positive attitudes towards people of different ethnic groups/religion etc • Involve pupils, parents and staff • Promote high expectations and use of rewards • Remain vigilant and take immediate action regarding any incident 	<p>All Staff</p> <p>All Staff</p> <p>SLT/All Staff</p> <p>SLT/All Staff</p> <p>Governing Body/All Staff</p> <p>All Staff</p> <p>Governing Body /SLT</p>	<p>Ongoing by way of:</p> <ul style="list-style-type: none"> • Assemblies • Parent Consultations • School Productions • Reward Strategies • Fund Raising • School brochure • School Profile <p>Continued focus on good behaviour</p> <p>Ongoing</p>	<p>Development of well-behaved, responsible and considerate pupils able to develop into responsible and active members of their communities</p> <p>Specific focus on behaviour each Autumn term to produce good improvement in behaviour across all classes by Spring term.</p> <p>Relevant policies posted on website for staff, parents &</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		<p>linked to radicalised behaviour</p> <ul style="list-style-type: none"> • Embed expectations in school policies • Communicate behaviour expectations • Ensure that applications for Nursery, Before and After School Clubs (BASC) and school places and jobs are welcomed from all sections of the community. 	<p>All Staff</p> <p>Governing Body</p> <p>Headteacher</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>governors in separate zones. Also current information disseminated in weekly newsletters, so all parents and pupils aware.</p> <p>Very well behaved, helpful and understanding pupils in all classes</p> <p>Applications managed by school, in line with BCC admission rules, and available to all families within catchments and the community. Applications for jobs in school are welcomed from the wider community. Details of vacancies posted on website.</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
2.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment.</p>	<ul style="list-style-type: none"> • Communicate to pupils, parents and staff its zero tolerance to all forms of bullying and harassment • Ensure that incidents are reported and addressed swiftly and effectively • Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc. 	<p>Headteacher & Governing Body</p> <p>All Staff</p> <p>SLT & Governing Body</p>	<p>Ongoing. Include in School brochure</p> <p>Annual review of anti-bullying policies.</p> <p>Termly report to Governing Body</p>	<p>Zero tolerance of bullying behaviour leading to minimising of possible occurrences.</p> <p>Anti-Harassment & Anti-Bullying Policy + Toolkit (for staff) updated Oct 2017 and Behaviour & Anti Bullying Policy updated by Autumn 2018.</p> <p>To target any incidents with specific action and avoid any further occurrence.</p>
3.	<p>Listening to pupils, staff, parents and members of the local and extended communities</p>	<ul style="list-style-type: none"> • Hear the student voice • Actively seek staff views and listen to staff concerns • Seek the views of parents and relevant stakeholders • Wider use of email to 	<p>Student Council</p> <p>Headteacher/SLT</p> <p>Questionnaire/Communications Committee/PTA</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As required</p>	<p>Ensure views of staff, pupils, parents and all relevant stakeholders sought and acted upon, as appropriate. Maintain two way flow of information - weekly newsletters, SLT availability every day and questionnaires</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		<p>facilitate faster communications to/from parents and carers.</p> <ul style="list-style-type: none"> Ensure it encourages, enables and hears the full range of views, including from those with disabilities and other specific needs. Identify areas in which the school needs to operate differently to capture all the views it needs – for example it may be necessary to seek views from voluntary groups outside the school to get the full picture on disability, race equality and/or community cohesion 	<p>Headteacher</p> <p>Governing Body</p> <p>Headteacher/Governors</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>completed at parents' evenings to elicit feedback and opinions.</p> <p>Ensure all parents/ carers are signed up to communicate electronically (via email, Dojo etc)</p> <p>Use feedback from newsletters, parents' evenings, questionnaires and pupil progress meetings to inform strategies.</p> <p>To obtain views of all stakeholders and incorporate into School Development Plans where possible.</p>
4.	Developing the Curriculum	<ul style="list-style-type: none"> Ensure a lively, current and challenging National Curriculum. Ensure that all subject areas reflect cultural 	<p>All teaching staff</p> <p>Subject Co-ordinators</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Curriculum updated and developed. Subject policies reviewed at least triennially.</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		<p>diversity and respect for others.</p> <ul style="list-style-type: none"> • Use RE/PSHE/ Citizenship as models for best practice in developing an inclusive curriculum and understanding of British Values. • Use multi cultural resources to ensure pupils enhance their understanding of different religions and cultures. • Make use of positive role models in the classroom to develop the self esteem of vulnerable groups and the respect of all for diversity within the community. 	<p>SLT/Subject Co-ordinators/SENCO</p> <p>Headteacher/Subject Co-ordinators</p> <p>Class teachers/Subject Co-ordinators</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Well-rounded, responsible and kind pupils, who espouse British Values and recognise and understand the attributes of different cultures, religions and characteristics of their community, through a strong and vibrant curriculum, through RE and PSHE lessons in particular. This will enable pupils develop tolerance and appreciation of differences.</p> <p>Use of class Dojo and positive recognition to develop respect.</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
5.	Equalising opportunities Recognising that some of the groups covered by this policy are likely to be economically disadvantaged.	<ul style="list-style-type: none"> Ensure access of school learning and activities to the widest number of classes and to all boys and girls. Ensure school uniform is affordable Avoid putting parents under unnecessary financial pressure Promote the take-up of extra-curricular activities Ensure that the school charging Scheme is appropriate Monitor take-up of extra-curricular opportunities Widen access to careers advice and work experience placements 	<p>Headteacher/SLT/Subject Coordinators</p> <p>Headteacher/SLT</p> <p>Headteacher/Bursar</p> <p>Governing Body</p> <p>Governing Body</p> <p>Governing Body</p> <p>Headteacher/SLT</p>	<p>Ongoing</p> <p>Ongoing. Annual price review. PTA second hand uniform sales</p> <p>Ongoing, with an annual review of Charging & Remissions Policy.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Focus on equal opportunities and access. Continue to maintain and expand where necessary.</p> <p>Ensure prices monitored and maintained. PP pupils receive school uniform.</p> <p>Ease of electronic payments system introduced to facilitate payments. Pricing monitored annually to ensure most competitive outcomes</p> <p>Clubs available to widest range of classes, for both boys and girls. Many are free and PP pupils can undertake any club space permitting).</p> <p>General and specialist training/CPD opportunities so that</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
					enhances staff and learning throughout school.
6.	<p>Informing and involving parents, carers</p> <p>Recognising that some of the groups covered in this policy are more likely to find the school intimidating, strange or inaccessible.</p>	<ul style="list-style-type: none"> • Offer a range of ways of communicating between school and parents/ carers that meet parents'/ carers' circumstances and needs • Encourage parents/ carers to let the school know if they have a particular disability or other need • Encourage parents/ carers to discuss their concerns • Ensure that parents/ carers understand how well their child is progressing • Explain how parents/ carers can help their child at home • Explain how parents, carers and others can help in school • Encourage parents/ carers to join the PTA and/or 	<p>Headteacher/SLT/ Governors</p> <p>Headteacher/Governing Body/SENCO</p> <p>All Staff</p> <p>Headteacher/SLT/Class Teachers</p> <p>Class Teachers</p> <p>Headteacher/Class</p>	<p>SchoolComms used to facilitate fast communication via email and text. School website upgraded including newsletters, calendar, latest news and contact us pages.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Parents, Carers and relevant stakeholders involved and advised.</p> <p>Opportunities for feedback through daily access to Headteacher in playground before and at end of school, to ensure issues known to SLT.</p> <p>Good progress by pupils made through regular communications between teachers and pupils. Help guides and videos</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		governing body	Teachers/Governing Body Headteacher/PTA/ Governing Body	Ongoing Ongoing	available on the school website. As many parents/ carers have the opportunity to help as often as possible.
7.	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year.</p>	<ul style="list-style-type: none"> • Ensure a happy start to the school at normal times • Ensure effective school transfer and induction mid-year, including key stage transfers and transfers to secondary school • Ensure that extra help is given to pupils who find change of school challenging • Ensure well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school • Ensure school's uniform Scheme is clear to parents, impact assessed and 	<p>SLT/Class Teachers</p> <p>Headteacher/Key Stage Co-ordinators</p> <p>SLT</p> <p>SLT/SENCO</p> <p>SLT/Governing Body</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As required</p> <p>As required</p> <p>As required</p>	<p>For new children and their families to feel settled within their new school community.</p> <p>So pupils in need of support can progress to the best of their ability through targeted help and learning materials.</p> <p>To ensure that all new parents are aware by briefings at welcome meetings and via weekly newsletters for current parents.</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		<ul style="list-style-type: none"> • inclusive 			
8.	<p>Addressing the full range of learning needs</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve.</p>	<ul style="list-style-type: none"> • Ensure curriculum is relevant • Ensure appropriate teaching styles and classroom organisation for age and ability of pupils • Planning is based on earlier learning • Marking policy promotes learning for all • Track pupil progress and identify under-performing • Promote and maintain higher attendance - strategies and monitoring • Develop provision management to establish effective analysis and development of interventions 	<p>Headteacher/SLT/Co-ordinators/Class Teachers/ Curriculum Committee/SENCO</p>	Ongoing	<p>Full range of learning needs addressed.</p> <p>Planning available on school network on a timely basis.</p> <p>Progress is recorded and maintained through robust assessment processes.</p> <p>Effective remedial action taken at the earliest opportunity.</p>
9.	<p>Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this</p>	<ul style="list-style-type: none"> • Provide distance learning packs for children out of school • Prepare personal Provision 	<p>Appropriate class & specialist teachers</p> <p>SENDCO</p>	As required	<p>Appropriate support defined and implemented for all learners</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
	policy are more likely to have particular needs.	<p>Maps to focus on learning priorities</p> <ul style="list-style-type: none"> • Provide basic skills support • Ensure language support is available as required • Provide Homework/ Revision support • Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission. • Gaps identified in training needs analysis are reflected in staff development process 	<p>SLT</p> <p>SLT</p> <p>Headteacher/SLT</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing/Spring & Summer terms revision club</p> <p>Ongoing through performance management</p> <p>Ongoing</p>	<p>Best possible progress for learners with additional needs is achievable.</p>
10.	Making the school accessible to all	<ul style="list-style-type: none"> • Meet the needs of pupils, staff and others with physical disabilities, • Meet the needs of pupils, staff and others with other disabilities, as appropriate • Ensure that curricular and 	<p>Governing Body/Headteacher</p> <p>Governing Body/Headteacher</p>	<p>As required</p> <p>As required</p>	<p>That the school is accessible to all and where it is recognised that needs might not be met, action is taken to rectify as soon as possible.</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		<p>extra-curricular opportunities are available for pupils with disabilities</p> <ul style="list-style-type: none"> • Identify further developments to address any outstanding issues, as appropriate • Include transport and supervision for children with disabilities, as appropriate. 		<p>As required</p> <p>As required</p>	<p>If there is a structural reason that needs might not be met, the learning environment is changed to ensure the pupil's needs are met (eg changing rooms, replacing or rearranging furniture to accommodate a child).</p>
11.	<p>Ensuring fair and equal treatment for staff and others</p> <p>Recognising that the school needs to ensure that policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school.</p>	<ul style="list-style-type: none"> • Ensure non-discriminatory recruitment and employment practices • Promote dignity at work • Encourage the development of all staff 	SLT/Governing Body	Ongoing	<p>All staff and others treated fairly and equally.</p> <p>Ensure that pupils develop caring and responsible behaviours, and understand and tolerate all different characteristics.</p>
12.	Encourage participation of under-represented	<ul style="list-style-type: none"> • Recruit governors representative of the 	Governing Body	Termly at GB meetings	Demographic monitored, reviewed

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
	<p>groups</p> <p>Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups.</p>	<p>pupil population and/or community</p> <ul style="list-style-type: none"> • Encourage the widest participation in Parent and Teacher Association (PTA) activities • Support individuals and community groups to express their views on matters affecting themselves and their community 	<p>Governing Body/PTA</p> <p>Governing Body/PTA</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>regularly and appropriate action taken, as required</p> <p>Appropriate action taken, as required</p>
13.	<p>Monitoring and evaluating the policy</p> <p>Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.</p>	<ul style="list-style-type: none"> • Governors to advise and consult with parents/ carers through questionnaires and user findings as impact assessments • Monitor and review practices • Report to governors • Report to parents and pupils • Train all staff and governors • Consult pupils, parents and 	<p>Governing Body</p> <p>SLT/Governing Body Communications Committee Governors/Headteacher</p> <p>Governors/SLT</p> <p>Governors/Headteacher</p>	<p>As required</p> <p>Ongoing</p> <p>At least annually Ongoing</p> <p>Ongoing</p> <p>As required</p> <p>Ongoing and as part</p>	<p>Ensure policy meets demands/needs of school and local community</p> <p>Maintain best current practice</p> <p>Monitor feedback and take action as required</p> <p>Take appropriate</p>

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
		<p>staff on how the policy is working and how it could be improved</p> <ul style="list-style-type: none"> • Monitor and review practice • Carry out impact assessment to evaluate practice • Requirement to report on disability aspects in school prospectus • Report on aspects of inclusion via website, newsletter. Governors' newsletter, etc. • Changes will also need to be reflected in the School Development Plan. 	<p>Governors/SLT</p> <p>Governors/sub-committees</p> <p>SLT</p> <p>Headteacher/Governing Body/Communications Committee</p> <p>Headteacher/Governing Body</p>	<p>of the questionnaire to parents (typically on a 3-4 year cycle)</p> <p>As required and at least annually</p> <p>As required and at least annually</p> <p>Ongoing</p> <p>As required</p> <p>Ongoing and at each SEF/Development Plan update</p>	<p>actions on significant findings</p>

Appendix C

Resources used or referred to in this document include:

Guidance for Education Providers: Schools

<http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-schools/>

The Employment Equality (Sexual Orientation) Regulations 2003

<http://www.opsi.gov.uk/si/si2003/20031661.htm>

Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services

<http://www.communities.gov.uk/documents/communities/doc/485013.doc>

The Equality Act (Sexual Orientation) Regulations 2007, Guidance for Schools

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12504>

For detailed guidance on:

- Admissions, teaching and the curriculum
<http://www.dfes.gov.uk/sacode/>
<http://www.teachernet.gov.uk/teachingandlearning/subjects/>
- Handling sex and relationship education
<http://www.dfes.gov.uk/sreguidance>
- Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)
<http://www.teachernet.gov.uk/wholeschool/equality/religion>
- Anti-discrimination legislation
<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>
- Tackling homophobic bullying
http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secondary
- Code of Practices for Disability, Gender and Race

<http://www.equalityhumanrights.com>