



Witton Gilbert Primary School

Equality Policy Statement

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INTRODUCTION

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act, and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

This Equality Policy and Plan sets out the school's approach to promoting equality and diversity in line with legislative requirements of the 2010 Equality Act.

The Single Equality Act reflects the Government's commitment, 'to narrowing gaps, and to tackling the barriers to equal opportunities and social mobility which hold individuals back, and bring heavy social and economic costs. Equality is central to building a strong economy and fairer society. It underpins the guiding principles of freedom, fairness and responsibility'.

We wish to tackle educational inequality; empower children and build a fairer society where social mobility is unlocked; where everyone, regardless of background, has the chance to succeed.

This Policy sets out some of the ways in which, as a school, we are going to tackle inequality and promote equality, to raise standards and narrow gaps.

SCHOOL CONTEXT

At Witton Gilbert Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls
- All minority ethnic groups
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Looked after children

The achievement of all pupils will be closely monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Special Educational Needs
- Low income leading to difficulty in participating in some aspects of school life
- Low parental support or different parental expectations
- Language difficulties

The school recognises that it has a legal obligation under the disability discrimination act to meet the needs of people with disabilities even if it requires giving them more favourable treatment. (Disability Equality Schemes paper)

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

EQUALITY AND THE LAW

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes that schools need to be aware of.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. *It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.*

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, sexual orientation or because they are undergoing gender reassignment.

It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure.

It is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or has recently had a baby.

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.

The action plan at the end of this Equality Plan outlines the actions Witton Gilbert Primary School will take to meet the general duties detailed below.

Race Equality

The definition of race includes colour, nationality and ethnic or national origins. The 2010 Act states that, 'Schools need to make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils. Our school checks that there are no practices which could result in unfair, less favourable treatment of such pupils.

Disability

The Equality Act 2010 states, 'The overriding principle of equality legislation is generally one of equal treatment - i.e. that we must treat a black person no less well than a white person, or a man as favourably as a woman. However, the provisions relating to disability discrimination are different in that we may, and often must, treat a disabled person more favourably than a person who is not disabled to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent that a person without that disability can. We aim to treat male and female, black and white, gay and straight pupils equally - but we may be required to treat disabled pupils differently. Discrimination is also defined rather differently in relation to disability.

We work closely with parents and make reasonable adjustments to support children with a disability being able to access services that we provide fully.

Definition of Disability

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Long term is defined as lasting, or likely to last, for at least 12 months.

Unlawful Behaviour with Regard to Disabled Pupils

Direct Discrimination: A school must not treat a disabled pupil less favourably simply because that pupil is disabled.

Indirect Discrimination: A school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only – unless they can show

that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.

Discrimination arising from disability: A school must not discriminate against a disabled pupil because of something that is a consequence of their disability – for example by not allowing a disabled pupil on crutches outside at break time because it would take too long for her to get out and back. Like indirect discrimination, discrimination arising from disability can potentially be justified.

Harassment: A school must not harass a pupil because of his disability.

Reasonable Adjustments and When They have to be Made

The duty to make reasonable adjustments applies only to disabled people. At Witton Gilbert Primary School:

- We work with the pupil and family and take all reasonable steps to ensure that a disabled pupil is not placed at a disadvantage compared to other pupils
- We work with families and other agencies to provide aids or services to best support disabled pupils and ensure disabled pupils do not face any substantial disadvantage in comparison with other pupils.

If an adjustment is reasonable then it should be made and there can be no justification for why it is not made. Schools are not be expected to make adjustments that are not reasonable.

We plan for the needs of people with a range of disabilities and consider reasonable adjustments for particular individual disabled pupils. We plan strategically to improve access for disabled pupils. Our Accessibility Plan is reviewed regularly and can be accessed via the school website. We consider the reasonableness of adjustments based on the circumstances of each case.

Factors that we need to consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route.

Cost will inevitably play a major part in determining what is reasonable and it is more likely to be reasonable for a school with substantial financial resources to have to make an adjustment with a significant cost, than for a school with fewer resources. The Act gives the example, 'a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it. Often, though, effective and practicable adjustments for disabled

pupils will involve little or no cost or disruption and are therefore very likely to be reasonable for a school to have to make’.

We try to ensure that disabled pupils can play as full a part as possible in school life and make reasonable adjustments to support that. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable.

The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN Statement provisions which are part of education legislation, under which Local Authorities have to provide auxiliary aids to pupils with a Statement of special educational need.

The duty applies in respect of all disabled pupils but many will have an Education, Health and Care Plan and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have an EHC Plan (or the EHC doesn’t provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Schools’ Duties Around Accessibility For Disabled Pupils

Witton Gilbert Primary provides and regularly reviews its accessibility plan, which is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

Our Accessibility Plan is available on the school website or a hard copy can be obtained via the school office, tel 0191 371 0424. It is available in large print on request.

Religion or Belief

The Equality Act defines, ‘religion’ as being any religion, and ‘belief’ as any religious or philosophical belief. A lack of religion or a lack of belief is also protected characteristics. These definitions are fairly broad and the concepts of religion and belief therefore must be construed in accordance with Article 9 of the European Convention on Human Rights and with existing case law. This means that to benefit from protection under the Act, a religion or belief must have a clear structure and belief system, and should have a certain level of cogency, seriousness and cohesion, and not be incompatible with human dignity.

Religion ‘will include for example all the major faith groups and ‘belief’ will include non-religious worldviews such as humanism. Religion will also include denominations or sects within a religion, such as Catholicism or Protestantism within Christianity. It is not however

intended to include political beliefs such as Communism or support for any particular political party.

Lack of religion or belief is also included in the definition of 'religion or belief'. This means it will be unlawful to discriminate against someone on the grounds that they do not adhere, or sufficiently adhere, to a particular religion or belief (even one shared by the discriminator), or indeed any religion or belief at all – such as, for example, an atheist.

Discrimination because of religion or belief means treating a person less favourably than another person is or would be treated, because of their religion or belief, or the religion or belief they are perceived to have, their lack of religion or belief, or the religion or belief, or lack of it, of someone else with whom they are associated.

The Equality Act makes it clear that, 'unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator. This is to ensure that any potential discrimination between, e.g. Orthodox and Reform Jews, or Shia and Sunni Muslims, would also be unlawful.

The definition of discrimination on grounds of religion or belief does not address discrimination on any other ground (such as race, sex or sexual orientation). The Act does not allow a teacher to discriminate against a pupil because of his own personal religious views about homosexuality or the role of women for example.

Sex/Gender

The 2010 Act states that, 'Schools need to make sure that pupils of one sex are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of boys or girls.

Although the Equality Act forbids discrimination in access to benefits, facilities and services; the Act does contain an exception which permits single-sex sports.

Sexual Orientation

The Equality Act places a requirement on schools, 'to make sure that all gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different and less favourable treatment from that given to other pupils.

At Witton Gilbert Primary School, we check that there are no practices which could result in unfair, less favourable treatment of such pupils.

EQUALITY IN POLICY AND PRACTICE

Witton Gilbert Primary School serves its community by working in partnership to provide an education of the highest quality. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

Witton Gilbert Primary School operates equality of opportunity in its day to day practice in the following ways:

- School Culture and Ethos
- The school is committed to celebrating diversity and equality in many ways, in particular by recognising the uniqueness of every individual
- Good personal and community relations are actively promoted by fostering a positive atmosphere of mutual respect and trust among all members of our community.
- Diversity is recognised as having a positive role to play within the school.
- Information on ethnicity, gender and disability is collected through the admissions process.
- Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour, sustained effort and hard work, contributions to the school, community, and achievements outside school.
- We promote positive attitudes towards disabled people by having an open admissions policy and including all children in all activities.
- We promote positive attitudes towards people of different ethnic groups/religions
- We involve pupils, parents and staff in the life and work of the school, for example through involvement in community events, through our PTA etc.
- We promote high expectations through celebrating achievement.
- We communicate behaviour expectations through modelling good behaviour, and having a clear and explicit Behaviour Policy which is shared with pupils and parents.
- We ensure that we welcome applications for school places and jobs from all sections by having a comprehensive, non-selective intake. Advertisements for jobs adhere to Durham County Council Equal Opportunity Policies.
- We provide more favourable treatment for disabled students in our break and lunchtime support arrangements.

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we:

- Use contextual data to improve the ways in which we track pupil progress and identify underperformance, and provide support to individuals and groups of pupils.

- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Ensure that the curriculum is relevant to the needs and interests of all pupils
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Ensure that the school's Marking Policy promotes learning for all.
- Promote and maintain high levels of attendance, for example through termly monitoring of data, recognising and awarding high attendance.

Supporting Learners with Particular Needs

Recognising that some of the groups covered in this policy are more likely to have particular needs, the school:

- Provides in-class TA support and intervention groups for all children identified through Provision mapping.
- Arranges language support as required.
- Provides appropriate training to enable staff to meet particular learning needs, such as training from School Nurse, Behaviour Support Service.
- Will draw on the expertise of outside professional services to meet the individual needs of pupils.

Listening to Pupils, Staff, Parents and Others

To do this:

- Children are encouraged to express their views during PSHE lessons and Circle Time, and through regular consultations
- The school hears the 'pupil voice' through the School Council; Lunchtime Leaders Group; Anti-Bullying Champions; Rights Respecting Representatives; Play Leaders; House Group assemblies.
- The school actively seeks staff views and listens to staff concerns, for example through Staff Meetings.

- The school seeks the views of parents through parent/teacher consultations, weekly newsletters and regular surveys including Parent Questionnaires.
- The school encourages, enables and hears the full range of views including those with disabilities.

Equalising Opportunities

Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, the school:

- Ensures school uniform is affordable by avoiding expensive clothing.
- Avoids putting parents under unnecessary financial pressure by offering subsidies for certain activities, for example the cost of school trips and visits.
- Promotes the take-up of extra-curricular opportunities by promoting low charge for clubs run by the school, and subsidising those pupils who cannot afford other chargeable activities.
- Attendance at clubs is monitored to ensure equality of opportunity.

Admissions and Exclusions

We follow Durham County Council's admissions arrangements which are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Ensuring Fair and Equal Treatment for Staff and Others

At Witton Gilbert Primary School, our policies are checked to ensure that they do not discriminate, directly or indirectly, against adults as well as pupils in school. We believe that positive role models and a wider perspective strengthens our school. To demonstrate this, we:

- Show our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing, recruitment and employment practices.
- Ensure that all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law and reflects the diversity of our community wherever possible

Employer Duties

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating

Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Promoting dignity at work
- Leadership Team support to ensure equality of opportunity for all.

Ensuring Fair and Equal Treatment for Pupils

At Witton Gilbert Primary School, our governors check to ensure that our policies and practice do not discriminate, directly or indirectly, against pupils.

We:

- Will accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example).
- Monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others.
- Will ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively.

Informing and Involving Parents and Carers

At Witton Gilbert Primary School, we recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. To address this, the school:

- Explains how it operates through its newsletter, Prospectus, information evenings for parents, parent workshops and its website.
- Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact, through Home Learning Books links and parent evenings.
- Actively encourages parents to attend consultation evenings by teachers telephoning non-attenders or making alternative arrangements.
- Ensures that parents understand how well their child is progressing through regular progress checks and end of year report.
- Explains how parents can help their child at home, for example class-based parent workshops covering English and Mathematics; information evenings to explain KS1 and KS2 SATs, the school's approach to Sex Education etc.
- Explains how parents and others can help in school, for example by helping in classrooms, on trips, hearing children read, joining the PTA etc.

- Encourages parents to join Friends of the School group and the Governing Body by regular announcements in the School newsletter.

Encourage Participation of Under-represented Groups

At Witton Gilbert Primary School, we recognise that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and emotionally disadvantaged groups, the school will:

- Recruit Governors representative of the pupil population and/or community.
- Encourage the widest participation in PTA activities by running events that appeal to a cross section of the school community.

Welcoming New Pupils and Helping Them to Settle Effectively

At Witton Gilbert Primary School, we recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year difficult, the school:

- Fosters a happy start through induction days prior to the start of a new academic year
- Challenges any inappropriate behaviours/attitudes.
- Ensures effective school transfer and induction mid-year by the use of visits, buddies and sensitive communication between home and school.
- Ensures that extra help is given to children who find a change of school challenging
- Ensures well-planned school adjustments are made to cater for a child with disabilities
- Liaises with support services/schools of transfer in advance of transfer to inform any on-going necessary modifications or alterations to provision.

Making the School Accessible for All

Details about how we make the school accessible for all and how we intend to improve access in the future are available in our Accessibility Plan. This is reviewed regularly. We welcome contributions from and discussions with families and community to address issues which impact on accessibility to our school, curriculum, information and activities held within the premises.

The school:

- Ensures that curricular and extra-curricular opportunities are available for pupils with disabilities by assessing access issues and putting risk assessments in place.
- Provides 1:1 for children who require a higher level of supervision at break, on visits out of school, and other times.

CONSULTATION AND INVOLVEMENT

It is a requirement that the development of this Policy and the actions within it have been

informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent and pupil questionnaires, feedback from other activities
- (visitors, staff, parents, pupils), parents' evening, governors' meetings
- Input from staff surveys or through staff meetings / INSET.
- Feedback from the School Council, PSHE lessons and Circle Times, whole school surveys on children's attitudes to school and learning.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support.
- Feedback at Governing Body meetings.

ROLES AND RESPONSIBILITIES

The Role of Governors

The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability. Further:

- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The Role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Plan and she is supported by the Governing Body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of Staff: Teaching and Non-teaching Staff

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

TACKLING DISCRIMINATION

Bullying and harassment on account of race, gender, disability or sexual orientation are unacceptable and are not tolerated within the school environment. The school's abhorrence of such behaviours is communicated to pupils, parents and staff. For example, through the curriculum, the Prospectus, newsletters, and staff training. All parents of new pupils receive a summary of the school's behaviour expectations and Anti-bullying Policy as part of an Induction Pack.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / member of the Senior Leadership Team/ Headteacher where necessary. All incidents are reported to and logged by the Deputy Headteacher, who shares this information with the Headteacher in regular reports. Racist incidents are reported to the Governing Body and Local Authority on a termly basis. All incidents are discussed with the Governor who leads on Safeguarding. Incidents are monitored to ensure that they are dealt with effectively.

What is a Discriminatory Incident?

Bullying and harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of Discriminatory Incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference, for example food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

RESPONDING TO AND REPORTING INCIDENTS

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school, and ensure that incidents are reported and addressed swiftly and effectively. The agreed procedure for responding and reporting is outlined below:

Incident

Member of staff to investigate further (if incident reported) or challenge behaviour immediately

Response to victim and family/Response to perpetrator and family

Action taken to address issue with year group/school if necessary eg. Through circle time/assembly

Inform Deputy Headteacher/ Headteacher

Incident form to be completed and given to Deputy Headteacher to be filed

Incidents to be reported to Governing Body and Local Authority

REVIEW OF PROGRESS AND IMPACT

The Policy has been agreed by our Governing Body. We recognise that the strength of this Policy depends upon ensuring that everyone is actively implementing it, and that gaps and the need for further development will arise from effective evaluation.

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

The school has a rolling programme for reviewing policies and their impact. In-line with legislative requirements, we will review progress against our Equality Plan annually and review the entire Policy and accompanying Action Plan on a three year cycle. Completion and discussion of the Checklist for Staff and Governors below will inform the review, and pupils and parents will be consulted on how the policy is working and how it could be improved. All aspects of inclusion and equality will be reported via the school website and newsletters.

PUBLISHING THE POLICY

In order to meet the statutory requirements to publish a Single Equality Policy, we will:

- Publish our Policy on the school website
- Raise awareness of the policy through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available.

Agreed by the Behaviour and Safety Committee: 9th March 2017