



All Saints CEVA Primary School

Equality Policy

And

Action Plan 2021-2023

1. Introduction	3
2. Purpose of the Policy	4
Curriculum, Teaching and Assessment	4
Admissions, behaviour and exclusions	5
3. Equal Opportunities for Staff	5
4. Equality and the law	6
4a. Race Equality	6
4b. Disability	6
4c. Gender Equality	7
4d. Sexual Orientation	7
4e. Community cohesion	8
5. Consultation and involvement	8
6. Roles and Responsibilities	8
The role of governors	8
The role of the Headteacher	8
The role of all staff: teaching and non-teaching	9
The role of the children in the school	9
The role of the visitors to the school	9
7. Tackling discrimination	9
What is a discriminatory incident?	9
Types of discriminatory incident	9
Responding to and reporting incidents	10
8. Public Sector Equality Duty	11
Eliminate unlawful discrimination, harassment and victimisation	11
Advance equality of opportunity between different groups	12
Foster good relations between different groups	13
9. Equality Objectives 2015-2016	13
10. Review of progress and impact	13
11. Publishing the Policy	14
12. Equalities Action Plan	15
13. Appendix 1 Reporting form for racist incidents	17

1. Introduction

All Saints CEVA Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. 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, religion, beliefs 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.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The achievement of pupils will be monitored by race, gender and disability 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. At All Saints School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our approach to equality is based on the following 7 key principles

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

2. Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or staff, it cannot treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation.

Age, marriage and civil partnership, pregnancy and maternity are also “protected characteristics” and are part of the school provisions related to staff but not to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or “general duty” requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties” require all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

As well as the specific actions set out in the Action Plan, the school operates equality of opportunity in its day to day practice in the following ways:

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity, sex, religion or disability.

We aim to provide all our pupils with the opportunity 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 the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- 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;
- provide 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 targets;

- make best use of all available resources to support the learning of all Use contextual data to improve the ways in which we 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;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions, behaviour and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio- economic factors.

The school Behaviour Policy takes full account of the duties under the Equality Act and ensures that a consistent approach to behaviour management is applied across the school regardless of children's race, gender, disability or socio-economic background.

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.

The school is committed to ensuring that all processes are applied fairly.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at All Saints CEVA Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

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.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Equality aspects such as gender, race, disability, sexual orientation, marital or civil partnership status, pregnancy and maternity, 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; Senior Leadership Team ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006), and Equality Act 2010

The action plan at the end of this Equality Policy outlines the actions All Saints CEVA Primary School will take to meet the general duties detailed below.

The principles which underpin our action in each of the following areas will be:

Analysis: collect, analyse and publish information to track our progress towards meeting objectives

Measurement: Agree appropriate measures to monitor our progress

Engagement: work with all stakeholders to implement this policy and keep them informed

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

Eliminate racial discrimination;

Promote equality of opportunity;

Promote good relations between people of different racial groups.

Under our specific duty we will:

Prepare an Equality Plan which includes our written policy for race equality;

Assess the impact of our policies, including this policy, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;

Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Inclusion Policy and the school's Accessibility Audit and Environment Plan.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

Promoting equality of opportunity between disabled people and other people;
Eliminating discrimination and 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.

Under our specific duty we will:

Prepare and publish an Equality Action Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
Review them annually alongside the Accessibility audit.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
Promote equality between men and women.

Under our specific duty we will:

Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

It is a requirement that the development of this Policy and Action Plan 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 questionnaire, and discussions with individual parents about their experiences.

Feedback at governing body meetings.

Input from the Equalities Working Party and school staff with a responsibility for equalities

6. 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.

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 s/he 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 all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and Action 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 Phase Leader/ Deputy Headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

The role of the children in the school

To treat each other with respect and not discriminate against children of other races, religions, gender or abilities.

To inform staff of any incidents of discrimination or bullying and work together to ensure that everyone experiences fairness and inclusion.

The role of the visitors to the school

All visitors to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

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 /Phase Leader/ Deputy Head teacher/ Head teacher where necessary.

The school will follow the LA Guidelines in dealing with incidents of racial harassment. All racist incidents will be recorded and reported to the Governing Body and LA on a termly basis. (See Appendix 1 reporting sheet)

What is a discriminatory incident?

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 incident

- 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 e.g. 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

All pupils and staff should be encouraged to report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Any incident of racial harassment is unacceptable in our school. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures as appropriate:

Stop the incident and comfort the pupil who is the victim;

Investigate the incident speaking separately to all those involved including witnesses

Fill in the reporting form

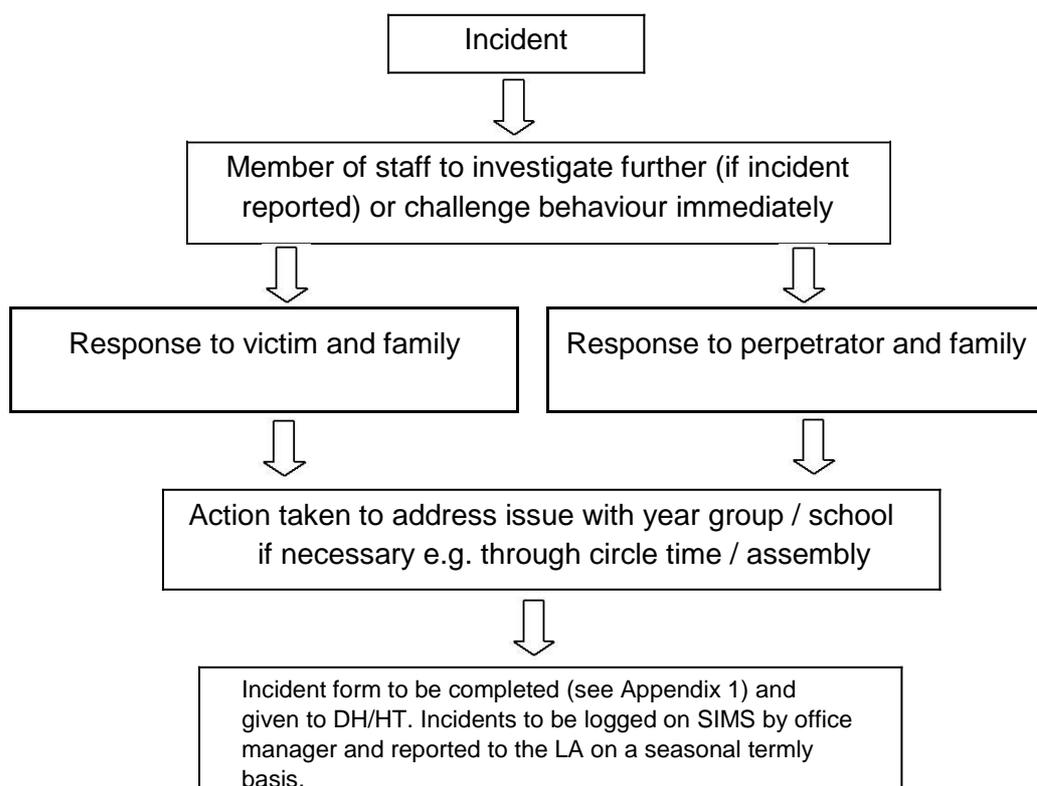
Inform the class teacher(s) of both the victim and the aggressor and pass on the form

Report the incident to the head teacher or deputy head teacher

Inform the victim, aggressor and any witnesses what action has been taken and why it is wrong;

Inform both sets of parents, if appropriate.

Procedure for reporting discriminatory incidents



8. Public Sector Equality Duty

The **Public Sector Equality Duty** or “general duty” requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

At All Saints CEVA Primary School we do the following to comply with these duties:

Eliminate unlawful discrimination, harassment and victimisation

The school Behaviour Policy is consistently applied across the school regardless of children’s race, gender, disability or socio-economic background.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and to stop disabled pupils from being placed at a disadvantage.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Achievement of all students is celebrated in a number of ways, including sharing best work, Green points, certificates of merit, celebration workshops, etc

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation or gender reassignment.

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- ~ prejudices around disability and special educational needs
- ~ prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- ~ prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- ~ creating an ethos in which pupils and staff feel valued and secure;
- ~ building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- ~ having consistent expectations of pupils and their learning;
- ~ removing or minimising barriers to learning, so that all pupils can achieve;
- ~ ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- ~ actively tackling racial discrimination and promoting racial equality through our School Prospectus, policies, newsletters to parents and displays of work;
- ~ making clear to our pupils what constitutes aggressive and racist behaviour;
- ~ identifying clear procedures for dealing quickly with incidents of racist behaviour;
- ~ making pupils and staff confident to challenge aggressive and racist behaviour.

Advance equality of opportunity between different groups

We know the needs of our school population well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions process.

Under achievement is addressed with differentiated work, and where appropriate, with additional input by support staff for within the school and from outside agencies. Support is allocated and monitored by the Inclusion Manager in consultation with class teachers.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect and analyse data:

- ~ on the school population by gender and ethnicity;
- ~ on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- ~ by year group – in terms of ethnicity, gender and proficiency in English;
- ~ on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

We also collect, analyse and use data in relation to attendance and exclusions of different groups and this is regularly presented to Governors.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all pupils
We provide extensive support to pupils at risk of underachieving and the impact of this provision is regularly monitored and Governors informed.
We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
We have an Accessibility Plan which designed to increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and improve the availability of accessible information to disabled pupils.

Foster good relations between different groups

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

9. Equality Objectives 2021-2023

Our Equality Objectives are:

1. All pupils to make **at least** expected or better progress across KS1-KS2 in English and Mathematics regardless of their gender; ethnicity; religion or belief; sexual orientation or disability
2. Promote the respect and celebration of diversity and equality throughout the curriculum promoting role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.
3. Ensure the Equalities and related policies are available on the school website. Promote this to parents and children so they are aware of the policies and their responsibilities under the Equalities Act

10. Review of progress and impact

This Policy and Action Plan have been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Policy annually and review the accompanying action plan on a three year cycle in conjunction with the Accessibility Audit and inform the Environment Plan.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender

and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

11. Publishing the Policy

In order to meet the statutory requirements to publish our Equalities objectives and demonstrate how we are complying with the three strands of the Public Sector Equality Duty, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, worships, staff meetings and other communications;
- Make sure hard copies are available on request
- Summarise our commitment to equalities in the School prospectus



12. All Saints CEVA Primary School Equalities Action Plan 2021- 2023

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for Implementation?	What are the time Frames?	Early success indicators
All	<p>Publish and promote revised plan objectives and policy,</p> <p>Through: School website, newsletter and staff meetings.</p> <p>Develop and strengthen the positive understanding of disability across the school to ensure that negative stereotyping is avoided and eliminated.</p> <p>As school policies, procedure and documents are reviewed they will be considered in light of the Equalities Duty(see Schedule)</p>	<p>Question about parent awareness of Equalities in annual survey 2021-22.</p> <p>Lesson and curriculum audits identify positive examples.</p>	Head teacher / DHT/ Inclusion leader	Autumn 2021	Staff are familiar with the principles
All	<p>Raise attainment in English and maths by accelerating progress and ensuring that all children make at least expected or better progress by the end of KS2 regardless of their starting point.</p> <p>Monitor and analyse pupil achievement by race, gender and disability and act on any trends or</p>	<p>Attainment and progress data</p> <p>Analysis by race, gender and</p>	Head teacher / DHT/Inclusion Leader	Termly	Analysis of teacher assessment data at

	patterns in the data that require additional support for pupils.	disability			pupil progress meetings/ demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school's diversity	Increase in pupils' participation, confidence and achievement levels	curriculum leads through monitoring	On-going	Notable increase in participation and confidence of targeted Groups. Pupil Voice shows children feel represented in the curriculum offer and resources.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, disability and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor Through learning walks	SLT/Governors	Ongoing	More diversity reflected in school displays/resources across all year groups

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, worship, fund raising and sports etc.	Pupil voice representation monitored by race, gender, Disability.	Inclusion Leader PE leader		Continued diversity in Pupil voice groups membership
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Local Authority on a termly basis and Governors annually	The Head teacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Head teacher / Governing body	Termly to LA and FGB	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Disability Equality Duty	All members of the school community have the opportunity to make it known that they have a disability (including a hidden disability.)	Monitor forms at start of year and ensure provision is made	Inclusion Leader, Office Manager	Ongoing	All parents feel their own and child's needs are catered for if they have a disability of any kind.
Community Cohesion	Celebrate a range of cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, and Christmas.	Learning environments	Member of staff leading on RE/CW	Ongoing	Increased awareness of different communities shown in Learning environments