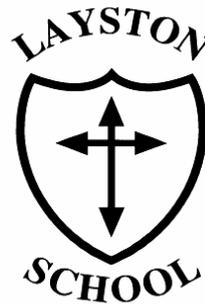




# Layston C of E First School



## School Equality Scheme

Reviewed  
Review due

Nov 2017  
Nov 2018

**Policy Review**

This policy will be reviewed in full by the *Governing Body* annually.

The policy was last reviewed and agreed by the *Governing Body* on 13.11.17.

It is due for review in Autumn Term 2018 (up to 1 year from the above date) by the *Governing Body*.

Signature ...*M.Bloomfield*.....

Date ...*15.11.2017*.....

Head Teacher

Signature ...*C.Tallis*.....

Date ...*15.11.2017*.....

Chair of *Governors*



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# 1: *Vision and Values*

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## Our equality vision and the values that underpin school life

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We aim to provide an education of the highest quality within the context of Christian belief and practice.

We aim to be a community which warmly welcomes all and which creates a stimulating environment for learning through a lively, creative curriculum - a place where every child will have the support they need.

We aim to:

- Develop an understanding of the Christian Faith, and to foster spiritual growth.
- Provide all our children with a safe and happy school in which learning is valued as an enjoyable experience.
- Encourage children to be curious and creative, to think for themselves and to develop enquiring, questioning minds which thrive on challenge and which aim high.
- Develop a love of learning and a determination to try their best, and to become life-long learners.
- Give children the confidence to embrace change and to engage with technological advances.
- Promote good health through a rich and varied programme of sporting activities and through a commitment to healthy eating.
- Provide an environment where children feel good about themselves and optimistic about the future. A place where caring for and supporting others is second nature and where good manners are a given
- Encourage children to value everyone and show respect for all members of the community whatever their race, gender, sexuality or creed.
  
- Promote equality and tackle discrimination. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of The Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.
  
- Provide an ethos where children feel that their voice can be heard and that by making a contribution they can make a difference and make changes for the better.
- Foster concern about the world they live in: to take pride in their school and their local environment and care about the world that they will leave for future generations.
- Work in partnership with parents in the education of their children and encourage their involvement & support.

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

### **Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as 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
- whatever their sexual identity.

### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status

- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

### **Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- people from a range of sexual orientations.

### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people from a range of sexual orientations.

### **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

### **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

## 2: School Context

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### The characteristics of our school

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#### **A brief description of our school and its community setting**

Layston Church of England VC First School is situated in a rural setting on the eastern edge of Buntingford. There are 151 pupils on role (PAN 150), the extra child is a CLA. Children are taught in single age classes. Pupils are admitted to Reception in a single intake in the September of the year they are five and move on to middle school at the end of Year 4. The school is popular and enjoys a good reputation locally.

Buntingford is an area of very low ethnic diversity. The main ethnic group at Layston is white British at 91% with 1% of children having English as an additional language.

Families who send their children to this school are in the main 'nominally' Christian, with some from practising Christian families. 46% of pupils have their religion recorded as Christian, 41% are recorded as having no religion and 13% pupils had no entry.

The children come from a range of social and economic backgrounds. Most, 92% live in the vicinity of the school which is one of private and local authority housing in an old market town. 8% of pupils travel to school from the outlying villages or from Stevenage by car or bus.

A significant expansion in housing has taken and is continuing to Buntingford within the last two years and the governors are in dialogue with the planning department and developers about the possible impact this will have on Layston. There is considerable pressure for school places at first school phase in Buntingford and the school is in close liaison with school planning and admissions monitoring capacity. Millfield First School will expand by one form of entry from 2018-9. Layston is oversubscribed at YR and all year groups are currently full. There is no further information on any expansion plans. *(Source Oct17 HT report)*

The percentage of children eligible for Pupil Premium in 2017-8 is 12 children (8%).

8% of children are on the Special Needs Register (12 children) and no child has an EHCP

Pupils are admitted to Reception in a single intake in the September of the year they are five and move on to middle school at the end of Year 4.

We run a nurture group(NG) called "Little Acorns" three lunchtimes and afternoons a week plus 1 forest school NG session to support our vulnerable children as identified using tools such as the Boxhall Profile. In summer 2016 Layston School achieved the Marjory Boxall Nurture Group Accreditation Award ( MBNGA) a nationally recognised award for excellence in nurture provision across the school.

A Breakfast Club (7.00am - 8.45am) and After School Club (3.15pm - 6.00pm) are run on the site by Buntings, an independent provider. Buntings also provide holiday club provision. A charitable trust runs a preschool provision, Layston preschool, from our site. We work closely with our providers and many of the children take up places in our reception class. We are currently oversubscribed at YR this age range and are in the disappointing situation of having to turn away families who attend the on site preschool.

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (number and %)</b>
Number of pupils	151	77 Female 51% 74 Male 49%
Number of staff ( teachers)	5	5 Female 72% 2 Male 28%
TA's /MSA's		16 Female 94% 1 Male 6%
Admin staff		3 Female 100% 0 Male
Number of governors	14	11 Female 73% 4 Male 27%

Religious character	Yes	Church of England Voluntary Controlled
Attainment on entry		2016-7- 46% boys and girls are within A.R.E. in all 7 areas of learning. 54% are below
Mobility of school population		Low
Pupils eligible for FME( including ever6's)	9	3 Female- 33% 6 Male – 67%
Deprivation factor	12	Pupil Premium
Disabled staff	0	
Disabled pupils (SEND)	12	6 Communication and Interaction 2 Social, Mental + Emotional Health 4 Cognition + Learning
Disabled pupils (no SEN)	0	none
BME pupils	yes	3
BME staff	0	
Pupils who speak English as an additional language	no	0
Average attendance rate	95.7%	2016-2017
Significant partnerships, extended provision, etc.		HIP Educational Psychologist Speech and Language Therapist SpLD Base ( Specific Learning Difficulties) Behaviour and Attendance Support Team Rib Valley Local Schools Partnership Family Support worker NE Herts School Sports Partnership Friends of Rib Valley Schools NE Herts Small School's Alliance School Nurse Service
Awards, accreditations, specialist status		Marjory Boxhall Nurture Group Accreditation Award Anti-Bullying Accreditation Healthy Schools Eco Green Flag Award Forest School Level 3 accreditation Sports Kite Mark Gold and Silver HQS Active Mark

## Current situation

### **The standard procedures and processes of our school – disability:**

Our SEN policy and inclusion policy identify ways in which children with disabilities in school are to be assessed, supported and included fully in school life. Our accessibility policy notes that staff will monitor pupil needs and address any inequalities in provision. As our school is set on a hill, there are issues with access for people who have mobility issues. Our office and main hall and visitor toilet are accessible and we would make reasonable adjustments in order to support a child with a motor disability in school. Plans have been drawn up to modify access to the building at the side of the site

which currently can only be accessed through a series of steps. Governors have costed this modification and are continuing to pursue funding options as part of the 2017-8 SDP.

We monitor the progress of the children on the SEND register throughout the year to ensure that they are on track to reach their targets and identify any areas where we could improve our support and service. All SEND children have case studies plus a front data sheet detailing progress against pre-arranged outcomes.

We work with parents and outside agencies in order to support the progress of all children.

#### **The standard procedures and processes of our school – gender**

We monitor the standards and achievements of boys and girls. We note difference and aim to provide for the needs of each group. We track our children's free choice in EYFS to ensure that all children access all areas of the curriculum.

Our curriculum challenges gender stereotypes e.g. example mixed sports teams. No child is prevented from accessing any part of the curriculum because of their gender. Our comprehensive SMSC curriculum and Jewel Award scheme at KS2 (evidencing British Values, Character Education and wellbeing) encourages and rewards children for valuing diversity and tolerance respect for all.

#### **The standard procedures and processes of our school – race**

Our culturally diverse curriculum gives children an understanding about different cultures and different faiths. We provide good role models to ensure that all cultures are respected.

We monitor the standards and achievements of all minority ethnic groups to ensure they make the expected progress, actions will be taken if underachievement is noted. There have been no incidents of racial harassment reported in 2017-2018 or in the previous 2 years.

#### **The standard procedures and processes of our school – community cohesion**

We view the school as a significant part of the local community. We support various groups within the community such as preschool provision, the elderly and the church. We have strong links with other schools and with support service eg school nurse, EP.

We have a curriculum that provides learning about different faiths. The staff work hard to include children from different faiths into school life, where this is not possible i.e. when the parent does not want the children to be involved in Christmas activities, we work closely with the parents to ensure we do not go against their wishes.

## 3: Legal Background

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### The duties that underpin our scheme

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Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

#### **General Duty under the Equality Act 2010:**

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

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- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.

- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

### **The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty ( PSED)**

#### **The specific duties require schools to:**

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

### **Protected Characteristics**

The Equality Act 2010 protects pupils and adults from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

### **Disability**

At Layston Cof E First School we implement accessibility plans which are 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.
- See Accessible Schools document

### **Community Cohesion**

Community Cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

## 4: Roles and Responsibilities and Publish Information

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### Chain of accountability

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The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

### Commitment to implementation

Headteacher, Myra Bloomfield retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 6 months, staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Myra Bloomfield - Headteacher
Disability equality (including bullying incidents)	Susie Betley - Inclusion Co-ordinator
SEND/LDD (including bullying incidents)	Susie Betley - Inclusion Co-ordinator
Accessibility	Myra Bloomfield - Headteacher
Gender equality (including bullying incidents)	Myra Bloomfield - Headteacher
Race equality (including racist incidents)	Myra Bloomfield - Headteacher
Equality and diversity in curriculum content	Myra Bloomfield – Headteacher / SLT
Equality and diversity in pupil achievement	Myra Bloomfield - Headteacher
Equality and diversity – behaviour and exclusions	Myra Bloomfield - Headteacher
Participation in all aspects of school life	Myra Bloomfield – Headteacher /SLT
Impact assessment	Myra Bloomfield - Headteacher
Stakeholder consultation	Myra Bloomfield - Headteacher
Policy review	Myra Bloomfield - Headteacher
Communication and publishing	Myra Bloomfield - Headteacher

### Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated annually. Following this regular impact assessment, the whole equality scheme will be reviewed annually.

### Commitment to publish

At Layston CofE First School we will publish information annually.

Equality information will be available on the school website [www.layston@herts.sch.uk](http://www.layston@herts.sch.uk).

We will publish the following information:

Evidence of staff training on the Equality Act 2010

- Copies of policies, for example the behaviour policy or anti-bullying policy, where the importance of avoiding discrimination and other prohibited conduct is expressly noted
- Attainment data which shows how pupils with different characteristics are performing

- Aspects of the curriculum which explore different cultures and promotes understanding of different religions
- Involvement with the local communities
- Links with other schools in the UK and abroad which enable pupils to exchange experiences with children from different backgrounds
- Initiatives to explore and improve relationships between different groups of pupils within the school community

### **Commitment to action**

	<b>Governors will:</b>
Policy Development	Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies Highlight good practice and promote it throughout the school and wider community
Behaviour	Provide appropriate role models for all staff and pupils Congratulate examples of good practice from the school and among individual staff and pupils Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
	<b>Headteachers and senior staff will:</b>
Policy Development	Initiate and oversee the development and regular review of equality policies and procedures Consult pupils, staff and stakeholders in the development and review of the policies Creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	Ensure the effective communication of the policies to all pupils, staff and stakeholders Ensure that staff are trained as necessary to carry out the policies Oversee the effective implementation of the policies Hold staff accountable for effective policy implementation
Behaviour	Provide appropriate role models for all staff and pupils Highlight good practice from staff and pupils Provide mechanisms for the sharing of good practice Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	Ensure that the school carries out its statutory duties effectively

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	<b>All staff: teaching and non-teaching will:</b>
Policy Development	Contribute to consultations and reviews Raise issues with line managers which could contribute to policy review and development
Policy Implementation Behaviour	Maintain awareness of the school's current equality policy and procedures Implement the policy as it applies to staff and pupils Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	Contribute to the implementation of the school's equality scheme

	<b>All Pupils will:</b>
Policy Development	Have the opportunity to contribute to consultations and reviews through Talk Circles and pupil voice interviews
Policy Implementation	Be made awareness of the relevant parts of the school's current Equality Policy, Anti-Bullying Policy, Behaviour Policy and E Safety Policy through class and school rules and Talk Circle discussions
Behaviour	Be expected to abide by class and school rules Be aware of a consistent response to incidents, e.g. bullying cases and racist incidents

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	<b>All Parents/carers will:</b>
Policy Development	Have the opportunity to contribute to consultations and reviews
Policy Implementation Behaviour	Be made awareness of the school's current equality policy and procedures Sign the school's Home-School Agreement. This includes a commitment to: Supporting the school's Behaviour and E Safety Policies Ensuring that their child attends regularly and punctually Supporting the school's policy of celebrating diversity, respecting difference and promoting equal opportunities
Public Sector Duties	Have the opportunity to contribute to the implementation of the school's equality scheme

## 5: Engagement

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Involving our learners, parents/carers and others

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### **Engagement – Participation and Involvement**

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We welcome the participation and involvement of people from broad and diverse backgrounds and of different abilities.

We have involved staff, pupils, parents and others with particular interests in the development of this scheme.

All pupils have the opportunity to discuss a variety of equality issues during our regular Talk Circle sessions. The agenda for these sessions always reinforces our aims and values and can be responsive to current issues eg needs of vulnerable pupils. We addressed the issue of gender equality through discussions in our Talk Circles with pupils and through a questionnaire.

Through our Values Education programme we explore a different value each month both in assemblies and in the classroom. These values have included Equality, Friendship, Caring and Respect. Our new Jewel Award system at KS2 enables children to work on aspects of British Values, Character Education, Wellbeing and promotion of a 'growth mindset'.

We also held a 'Parent Chat' session where we spoke to parents about gender equality issues in school. Race issues were also addressed through 'Parent Chat'.

When deciding what to do to tackle equality issues, we will continue to consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement will be included in the published material showing how the duty has been addressed.

## 6: Using information – Equality Impact Assessment, data and other information

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### Evaluating the impact in terms of the outcomes

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#### 2015-16

**Pupils at KS1** achieved extremely well. Attainment: 93% achieved at expected standard or above.

Gender: There was a difference of 30% between boys and girls in overall expected level or above

Boys 100%, girls – Girls 69% however this pertained to 2 pupils with SEND who happened to be female

EAL : This one child achieved at above expected level

Disadvantaged: 1 child achieved at expected level.

BME: 4 children achieved at expected level.

SEND (3 children): These 1 pupil scored at expected level. 2 scored at working towards.

Summer borns: These 9 pupils achieved at expected level.

#### End of Year 4 Exit Data

Pupils achieved high standards on exit from Y4. Attainment 100% ARE or above in reading, 87% in writing and 84% in maths

Gender: There was no significant difference between boys and girls

EAL: 1 child who achieved at ARE

Disadvantaged: 10 pupils - 100% or above ARE reading, 80% writing, 80% maths

BME: 4 children achieved at expected or above 100%

SEND (1 child): achieved ARE in reading and working towards in writing and maths

#### Evaluation of achievement in Early Years Foundation Stage

All children have achieved very well. 83% pupils achieved a Good Level of Development (GLD) (Herts GLD = 70%).

This high level of attainment for EYFS pupils is broadly in line with trends over the last 5 years

There were no disadvantaged children at EYFS in 2015-6.

SEND- 1 child – achieved GLD

Gender – At GLD achievement was split 91% boys and 79% girls (Herts 63% boys and 77% girls).

This is a reversal of county (and national trends) and demonstrates our boys attain very well

Ethnicity – All white British

Summer borns - 16 children

#### Summary

Standards of attainment for most pupils are above national averages and progress is very good for almost all pupils. There are no significant issues associated with minority or vulnerable groups and any anomalies can be explained by the particular barriers identified with individual children within the cohort.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.

- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as Talk Circles and questionnaires.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

### **Equality Impact Assessment (EQIAs)**

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

# 7: Our School's Equality Objectives

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## Key priorities for action

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### **Achievements to date:**

**Disability:** We have maximised disabled access to school especially those in wheelchairs by replacing exterior doors with those which meet disabled access specifications. We have drawn up plans to provide disabled access to the side of the building and have explored funding options. This continues to be an SDP priority for 2017-8. Our forest school and Nurture provision are key pillars of the school ethos together with our Christian Foundation and Values teaching.

Our Eco Warriors and Allotment club continue to maintain and develop the Sensory Garden, forest school area, allotment and our outdoor sensory environment.

**Gender:** We regularly review our curriculum to maximise opportunities to engage boys and girls in high quality learning experiences. Our strong outdoor curriculum led through forest school ( one session per week for all children) and practical learning experiences such as the Jamie Oliver Cooking programme or the Mantle of the Expert topic planning all give opportunities for active children and kinaesthetic learners to achieve and enjoy.

**Race:** As part of our curriculum review we have looked at ways to reflect our multi-cultural society. All staff have received training in 'Responding to Racist Incidents'. Books and resources purchased to ensure a multi-cultural mix. New persona doll purchased which reflects the ethnic mix of the school. All staff received persona doll training with Madeleine Lake.

**Religion:** Our broad based and inclusive curriculum ensures that children learn about a range of religious beliefs. Staff particularly value visits to places of worship to promote inter-faith understanding eg mosque, gurdwara, Hindu temple.

**Sexual orientation:** Our aims and values promote an inclusive ethos where everyone is valued. Playground / classroom incidents are closely monitored in order to be aware of and respond to any homophobic language

**Community Cohesion:** We have excellent links with our local community and have a programme of charitable giving that includes local, national and international concerns such as fundraising for the children living on the rubbish tips in South America.

Our equality objective-setting process has involved gathering evidence as follows:

- Analysing achievement, progress data and JARV judgements
- Monitoring of progress against SDP Action Plan

This has involved all teaching staff through assessing pupils and analysing data and by working on the SDP.

Governors are involved in monitoring achievement and progress data and progress against the SDP. School reports to govs on bullying and racist incidents.

Parent and Pupil Voice information is gathered through Parent Chat, Talk Circles and questionnaires.

**List of equality objectives:**

Equality Objectives	Protected Characteristic
1. Ensure equality of outcome for all pupils at each KS irrespective of gender	Gender
2. To promote cultural development through a rich range of experiences both in school and beyond	Race
3. Anticipate the needs of incoming pupil	Disability
4. To improve attendance and punctuality of vulnerable groups	All
5. To further develop stakeholder awareness of equality issues	All

## Setting Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
1. Ensure equality of outcome for all pupils at each KS irrespective of gender	Gender				Advance equality of opportunity	SLT All staff	No significant difference in outcomes for boys/girls	Monitor at pupils progress meetings once a term	July 2018
To promote cultural development through a rich range of experiences both in school and beyond	Race				Eliminate unlawful discrimination Advance equality of opportunity	Head, SLT, All staff	Curriculum Display + Resources Visits/ Visitors Investigate feasibility of an international school award e.g international school, global school, fair trade	On going	Nov 2018
Anticipate the needs of incoming pupils	Disability / SEN				Advance equality of opportunity	Head, INCO, Reception teacher, All staff, pupils	Pupil successfully accessing school, settled and making progress Disabled access to side of building established	Summer term 2017	July 2018
To improve attendance and punctuality of vulnerable groups	All				Advance equality of opportunity	Head, Mary Powell Governors AO officer	Children's attendance/punctuality will improve	Termly AO visits	Nov 2018

To further develop stakeholder awareness of equality issues – staff, gobs, parents, pupils	All				Eliminate unlawful discrimination Advance equality of opportunity	Named gov, Head, INCO, All staff, pupils and parents	Questionnaires, Talk Circles, Pupil voice, Parent Chat, Gov Meetings, Staff meetings Teachers analysis of data / tracking/ targeting	FGB meetings	July 2018
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