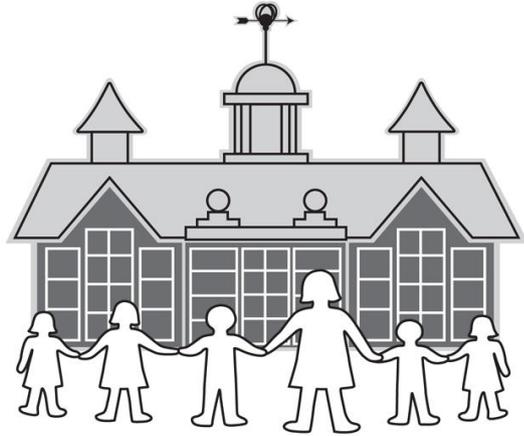


North Ealing Primary School



Equality Plan

Committee with oversight for this policy – Resources	
Policy to be approved by the Resources Committee	
Policy last reviewed by the Resources	19/10/2016
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Policy / Document due for review	Autumn 2020

North Ealing Primary School Equality Plan

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1. Mission statement

North Ealing Primary School is 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, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity, underpinned by our school learning values, in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability, socio economic background 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 North Ealing Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

At North Ealing Primary School we believe that every child matters. We aim to provide high quality learning opportunities within a framework that:-

- offers a challenging and secure educational environment
- stimulates intellectual, social, physical, moral, cultural and spiritual growth
- fosters the highest possible levels of individual educational achievement
- develops personal and shared responsibility, self-esteem, respect for others and fosters independence
- promotes equality of opportunity
- is sustainable and inclusive

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan; the school operates equality of opportunity in its day-to-day practice in the following ways.

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 will:

- Ensure that our learning values underpin all aspects of school life
- Continue to develop the rights respecting and nurturing ethos on our Rights Respecting School Journey.
- Use pupil progress data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender, disability and socio economic and take action to close 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;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender, disability and socio economic, 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;
- Encouraging professional discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school which are inclusive and reflective of the diversity our pupil population.

Admissions and exclusions

Our admissions arrangements 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.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at North Ealing Primary School.

We are committed to the implementation of equal opportunity 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. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need 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;
- Senior Leadership Team support to 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 Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010).

Public Sector Equality Duty

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

Sex
Race
Disability
Religion or belief
Sexual orientation
Gender reassignment
Pregnancy or maternity

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to pupils, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to public bodies, schools including both LA maintained and Academies. The school must have due regard to the need to:

*Eliminate discrimination and other conduct that is prohibited by the act

*Advance equality and opportunity between people who share a protected characteristic and people who do not share it

*Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it

*Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

4a. Race Equality

The definition of race includes colour, nationality and ethnic or national origins.

The school currently draws its students from a mixed catchment area with an increasing percentage of students from ethnic minority groups. We are committed to promoting racial equality and cultural diversity including:

- To respect and value the differences between people
- To prepare students for participation in Britain's multi-ethnic, diverse society
- To make the school a place where everyone, taking account of race, colour, language, religion, sexual orientation, ethnic or national origin, feels welcomed and valued and feels a sense of collective and community identity
- To help students develop a sense of personal and cultural identity
- To promote good relations between different racial, cultural and religious groups within the school and within the wider community
- To acknowledge the existence of racism and takes steps to prevent it
- To oppose all forms of racism, xenophobia, racial prejudice and racial harassment
- To be proactive in tackling and eliminating unlawful discrimination

Our commitment to racial equality and cultural diversity involves all members of the school community – students, staff, parents/carers, governors and visitors, and applies to all areas of school life. These areas include:

- Development of a value based culture across all aspects of school life
- Staffing: recruitment, selection and professional development
- Curriculum content and development
- Teaching and Learning
- Assessment, achievement and progress
- Behaviour, discipline and exclusion
- Personal development, Pastoral Care and safeguarding
- Admissions and attendance
- Partnerships with parents/carers and the community

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

The Equality Act 2010 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'.

- A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial.
- Long-term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- Normal day-to-day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment. Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

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.

Presence: A register will identify how many disabled students there are in the school and which impairment groups are represented.

Achievements: A detailed analysis of outcome data for disabled students will focus on:

- Test results;
- Accredited learning;
- End of key stage outcomes;
- Achievements in extracurricular activities and personal achievements

Legal duties

The Equality Act 2010 places 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 Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

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. By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

4f. Prevent duty

The school exercises its duties under the Counter-Terrorism and Security Act 2015 and ensures that all staff attend 'Prevent' training in respect of radicalisation and extremist behaviour.

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5. Consultation and involvement

It is a requirement that the development of this plan 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 questionnaire, parents' evening, parent-school forum meetings, parent-consultation meetings;
- Input from staff surveys or through staff meetings;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school questionnaires * health surveys; and regular pupil voice sessions with a range of children.
- Issues raised in annual reviews or reviews of progress on EHC Plans/Personalised Provision Maps, mentoring and support;
- Feedback at governing body meetings.

6. Roles and Responsibilities

The role of governors

The governing body at North Ealing is expected to:

- 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 the protected characteristics;
- Ensure that equality schemes are easily identifiable (these may be included within the school development/improvement plan, the school's accessibility plan or may be standalone documents);
- Designate a governor with specific responsibility for the equality policy
- Ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics;
- 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;
- Welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability;
- Ensure that no child is discriminated against whilst in our school on account of their race, sex or disability, gender, religion, socio economic and belief or the fact that they are pregnant or are undergoing gender reassignment.

The role of the Head Teacher and senior management

The role of the North Ealing Primary School head teacher and senior management is to;

- Implement the school's Equality Plan supported by the governing body in doing so;
- Ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it;
- Ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy;
- Ensure that all staff are aware of the Equality Plan, have access to training, and that teachers apply these guidelines fairly in all situations;

- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- 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;
- Promote 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;
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness;
- Report annually to the Governing Body on the school's compliance with the Equality Policy.

The role of all teaching and associate staff:

The role of teaching and associate staff is to;

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives.
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.
- Support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment or victimisation on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy 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.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

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 / Head Teacher where necessary. All incidents are reported to the Head Teacher and racist incidents are reported to the governing body on a termly basis.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person"

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ("a prohibited act") in connection with the Act e.g. making an allegation of discrimination.

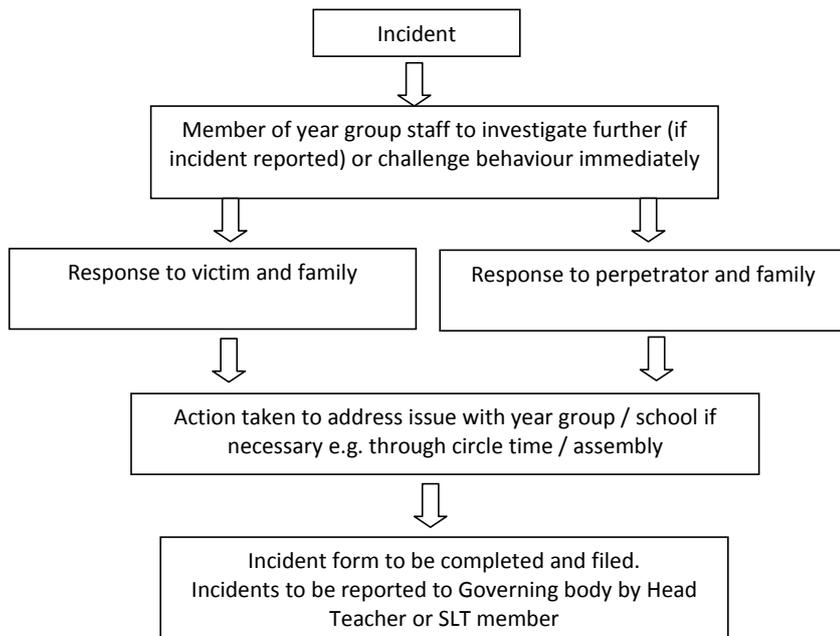
Types of discriminatory incident

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

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.



8. Review of progress and impact

Our Governing Body has agreed the objectives. 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 objectives annually and review the entire plan and accompanying action plan on a four-year cycle.

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

9. Publishing the objectives and demonstrating compliance

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will publish our information and objectives on the school website. Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications.

Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender, disability and socio economic and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach, underpinned by the learning values, to ensuring 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 by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support is given to the whole school community through the Place 2 Be counselling services provided at NES
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.

- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Through the use of British Values, NES learning values and a Rights Respecting agenda shared values, awareness of human rights and how to apply and defend them is explored and promoted in all areas of school life;
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender, ethnicity and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

Area	Focus	Action/s	Deadline	Monitoring by/Reported to GB Committee
Outcomes for pupils	Pupil achievement is monitored by race, gender, disability, ethnicity and socio economic and any trends or patterns in the data that may require additional action to narrow the gap are addressed;	Data of all pupils is collected & analysed 6 times per year by class teachers. Interventions will be put in place to meet the needs identified.	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Phase Leaders meet with class teachers. Standards reports reported by Phase Leader to Deputy (Pupil Progress) Report to GB – Curriculum and Standards Committee.
	Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being	Ensuring that: children with visual impairment have accessible texts; children with hearing impairment have an enhanced acoustic classroom environment;	Termly	Deputy to report interventions and adaptations to SEN governor and Curriculum and Standards committee.
	Provision and advice for parents of under-achieving pupils	Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs); advice, workshops, parenting classes. Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of		Progress of implementation reported to Curriculum and Standards Committee. Evaluations & feedback from parents involved via questionnaires and surveys.

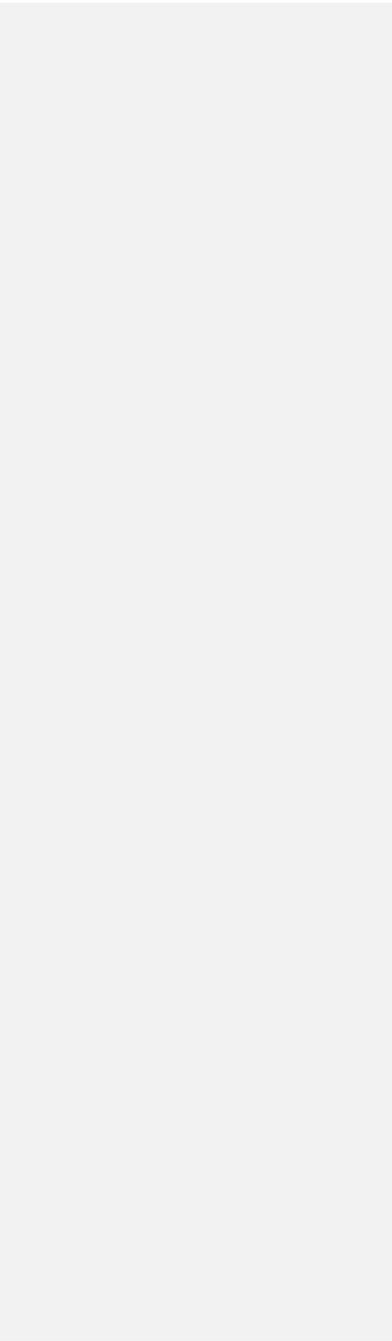
		the school to support wheelchair users).		
	The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender, disability and socio economic, and use this to inform strategies to raise achievement;	Data Analysis of achievement via Classroom monitor, LA data, Raise on line and SIMs attendance.	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Phase Leaders meet with class teachers. Standards reports reported by Phase Leader to Deputy (Pupil Progress) Report to GB – Curriculum and Standards committee.

Area	Focus	Action/s	Deadline	Monitoring by/Reported to GB Committee
Curriculum and Assessment	The talents of all pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in race, gender, disability and socio economic background	Equal access and support to ensure they can take part in all programmes – physical and financial	Immediately	Feedback on G & T pupils to Curriculum and Standards committee
	Disabled pupils can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;	Use of pupil premium, sports premium, PTA funds to support equal access & support. Support for clubs, play schemes, lunchtime activities, assemblies, curriculum days & visits. Support for pupils & carers to access visits & school journeys.		Feedback to Curriculum and Standards committee on use of pupil premium
	Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and	Financial support for pupils drawing down the PPG Free places in play schemes and After school clubs, Clubs represent the social & racial diversity of schools Personal support by adults to support pupils' access.		Feedback to Resources committee

	socio-economic status;			
	Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;	Meetings between receiving school SENCo and class teachers & North Ealing Primary School SENCo. Taster visits accompanied by TA	Review of transition policy Autumn 16	Feedback to Curriculum and Standards committee

Area	Focus	Action/s	Deadline	Monitoring by/Reported to GB Committee
School Ethos	Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability,	Assemblies, books, publications and learning materials and in classroom/corridor display. Communication translations for parents, workshops, letters etc. Language of the month	Immediately	Reported to Curriculum and Standards committee
	Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;	Link schools – language of the month; Curriculum content, school events represent the community of the school Develop and adapt its procedures on anti-bullying to include equality perspectives;	Immediately	Reported to Curriculum and Standards committee and full GB
	Helping children and young people to understand others and value diversity;	Promoting shared values, awareness of human rights and how to apply and defend them; assemblies PSHE SEAL	Immediately	Reported to Curriculum and Standards Committee
	Review behaviour policy, Rewards & Sanctions	Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity; Keep a record and report	Annually Autumn Term Included as part of Induction	Reported to Resources Committee

		how these incidents are dealt with to the governing body and local authority		
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Area	Focus	Action/s	Deadline	Monitoring by/Reported to GB Committee
Staff/Governors	Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;	Induction and regular staff training on the Behaviour policy and safeguarding guidance bi-annually	On-going	Resources committee
	All staff/governors are aware of the school's Equality Plan;	Review of associated policies to take place, included in induction of all new staff on appointment	As and when	Training governor and Head's report to GB
	Recruitment to school staff	Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;	As vacancies arise	Resources Committee
	Recruitment to Governing Body	Actively seek to recruit disabled people to the governing body and try to reflect the diversity of the school community in its membership. (Make reasonable adjustments to ensure that people with a disability can fully participate and contribute)	As vacancies arise	Resources Committee

Parents/Carers	Parent/Carer awareness of the Equality Policy	The governing body will report annually to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.	On going	Resources committee
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