

Bishop Perrin Church of England Primary School

Equality Information and Objectives Policy

Statutory Policy



Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 Mission Statement

At Bishop Perrin CE Primary School, we encourage every child to reach their full potential, nurtured and supported in a Christian community, which supported by our Class Values of: Friendship, Endurance, Peace, Forgiveness, Reverence, Service and Justice. Bishop Perrin CE Primary has a distinctive Christian ethos, which is at the heart of the school and provides an inclusive, caring and supportive environment where children build each other up in love and learning. We are committed to promoting equality of opportunity as required by The Equality Act 2010 and tackling unlawful discrimination in all its forms whilst retaining our distinctive Christian ethos.

Each child is valued both as an individual and as a member of the school community. We are committed to equal opportunities and by this we mean that all pupils should have access to the whole curriculum and be able to take part fully in school life, regardless of race, culture, religion, disability, gender, gender identity or sexual orientation. Opportunities are offered for all to develop to their full potential and achieve success. We will also respect the equal rights of our staff and other members of our school community. We are opposed to and will challenge all forms of discriminatory, racist, disablist, sexist or homophobic language or behaviour. The school's Anti Bullying Policy sets out guidance for dealing with bullying behaviour.

2 LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty (PSED) and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

The Public Sector Equality Duty 2011 has three aims under the general duty, to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

3 AIMS

- To challenge and actively tackle all forms of discrimination;
- To prepare our pupils for life in a culturally diverse society, free from discrimination and prejudice;
- To celebrate diversity and contributions made by all the groups in the school community;
- That no one will receive less favourable treatment because of race, nationality, colour, ethnic origin, gender, marital status, sexual orientation, gender identity, age or disability.;
- To work in partnership with the local communities to reflect the diversity of its religious and cultural traditions;
- That everyone is treated with fairness and respect;
- To differentiate our teaching and learning enabling each child full access to all areas of the curriculum;
- Our school will be managed in such a way that no one will be disadvantaged or treated unfairly;
- Employees will be supported in any incident of harassment they may encounter;
- To consider the impact of any changes to policy or practice on equality, diversity or inclusion in relation to pupils or staff and
- To monitor the progress and attainment levels of all pupils in the school, taking into account the needs of pupils from minority/disadvantaged groups and taking appropriate measures to enable all pupils to achieve the expected standards.

4 COMMITMENTS

When considering policies and practices at Bishop Perrin CE Primary School, we will always aim to consider the needs of all people including:

- ✓ All genders, all ages
- ✓ Minority ethnic and faith groups
- ✓ Asylum seekers and refugees
- ✓ EAL learners
- ✓ Travellers
- ✓ Children with special educational needs and/or a disability
- ✓ Looked After/Previously Looked After and Adopted children
- ✓ Children with health and medical issues
- ✓ Children from families under stress
- ✓ Any children at risk of disaffection and exclusion

We will:

- Audit resources to eliminate stereotypical images and ensure a variety of resources to model positive images and show a balanced view of the diverse and multicultural society of the school, the local community and the wider community;

- Enlist the help and support of relevant Local Authority (LA) services;
- Use external agencies such as Speech and Language, Educational Psychologist etc. for advice;
- Use appraisal systems to set targets for pupil progress;
- Support training to ensure that pupils have access to the best learning experiences possible;
- Ensure that every pupil has access to a range of educational visits that enriches the curriculum;
- Monitor pupil attendance data with our Education Welfare Officer and investigate attendance trends of different groups;
- Report racial incidents termly to the LA;
- Ensure incidents of extreme behaviour are recorded, investigated and dealt with and consider their impact; and
- Use the school's Worship themes, Values Framework and the PHSE curriculum to allow pupils to explore, learn and express their views around equality and inclusion. The School Council supports this work.

5 ROLES AND RESPONSIBILITIES

Governors

- The Governing Board 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, colour, ethnicity, religion, nationality, sexual orientation, gender identity, age and disability.
- The Governing Board seeks to ensure that people are not discriminated against when applying for jobs.
- 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 admissions applications to join the school, whatever a child's socio-economic background, religion, colour, ethnicity, religion, nationality, sexual orientation, gender identity, age and disability.
- The Governing Board will ensure that staff have received appropriate training to ensure that no child is discriminated against whilst in our school on account of their socio-economic background, religion, colour, ethnicity, religion, nationality, sexual orientation, gender identity, age and disability.
- Any concerns or complaints received concerning possible discrimination will be investigated promptly and thoroughly in line with the school's Complaints Policy.

Headteacher

- It is the Headteacher's role to implement the school's Inclusion and Equality Policy and s/he is supported by the Governing Board in doing so.

- It is the Headteacher's role to ensure that all staff are aware of the Inclusion and Equality Policy and that all staff apply these guidelines fairly in all situations.
- 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 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.

All Staff

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will have read and will adhere to the school's Inclusion Information and Objectives Policy.
- All staff will strive to provide material that gives positive images based on race, religion, ethnicity, gender, sexual orientation and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, bias, stereotyping, racism or homophobia, and notify the Senior Leadership Team of any serious incidents that they are made of aware from either pupils or other members of staff.

6 DEFINITIONS

Discrimination: behaviours, practices and institutions which disadvantage groups or individuals on the ground of race, culture, religion, disability, educational ability, age, gender, gender identity and sexual orientation.

Harassment: behaviour that ridicules, degrades, demeans, humiliates or intimidates someone or some group on the grounds of their colour, nationality or citizenship, religious beliefs, physical or mental wellbeing, gender, gender identity or sexual orientation. It may take the forms of verbal, actions or physical harassment.

Racial Incident: any incident which is perceived to be racist by the victim or any other person. (Stephen Lawrence Inquiry Report (1999))

Types of discriminatory incidents that can occur, but are not limited to, 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
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

7 ADVANCING EQUALITY OF OPPORTUNITY AND ELIMINATING DISCRIMINATION

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- 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;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender, religion, ethnicity, sexuality 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;
- Encouraging classroom and professional discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches, including displays, appropriate for the whole school population, which are inclusive and reflective of our pupils.

Also see Appendix 1

Admissions and Exclusions

Our Admissions Policy is fair and transparent, and does not discriminate on grounds of: ethnicity, race, faith, disability, gender, gender identity or sexual orientation 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.

Religion and Belief

Parliament approved the Racial and Religious Hatred Act, 2006 bill on 31 January 2006 that made it a criminal offence to use threatening words or behaviour with the intention of stirring up hatred against any group of people defined by their religious beliefs or lack of religious beliefs. We will monitor all incidents of harassment alongside our monitoring of racist and bullying incidents. We will ensure that our curriculum is non-discriminatory and includes equality of opportunity for learning about a variety of religious beliefs and cultures.

Age

The Employment Equality (Age) Regulations 2006 prohibits unlawful discrimination on the grounds of age. Bullying and harassment in any of the above areas should be monitored through anti-bullying reporting and the implementation of the school's Anti-bullying Policy.

Race

Since the introduction of the Race Relations Act 1976 (amended 2000), schools are statutorily obliged to have due regard to:

- promote the elimination of unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between persons of different racial groups.

Racist incidents are reported to the Local Authority termly.

We promote a multi-cultural approach to education at Bishop Perrin School and careful monitoring helps us to ensure we maintain a community where everyone feels safe, welcome and valued. We work towards achieving this by:

- Displays reflecting the richness in cultural diversity using photos, artefacts, children's work
- Our website and Twitter feeds reflect success in all groups
- A curriculum which reflects multi-cultural aspects
- Encouraging open discussion and discussing fundamental issues which affect all people
- Respecting everyone and upholding our School Values
- Inviting representatives of other cultures to school to talk to children
- Visits to local places of worship or cultural communities
- Ensuring books in our Library provide a rich variety of fiction and non-fiction to represent different cultures
- Teaching significant non-Christian festivals from different religions through our RE curriculum

- Positively and proactively promoting the British Values to recognise tolerance and understanding
- PSHE taught and embedded in the curriculum
- Collective Worship celebrates a variety of religions, cultures and traditions.

English as an Additional Language (EAL)

At Bishop Perrin School, we are committed to welcoming and celebrating diversity. In order to provide equal opportunities for EAL pupils we aim at all times to respect and value each child's home language(s), religion and culture. We believe every child should have access to the National Curriculum and appropriate support will be provided to facilitate this, including advice and guidance from the Local Authority.

Disability

Since September 2002 it has been unlawful for any school to discriminate against disabled pupils in regard to admissions, education and associated services and exclusions. We will:

- promote the elimination of unlawful disability discrimination;
- promote equality of opportunity.

The Disability Equality Duty (DED) came into force in December 2006. This was brought in to ensure the elimination of unlawful discrimination on the grounds of disability and to promote equality of opportunity for disabled people, including accessibility to buildings and publications

Gender including trans-gender

The Gender Equality Duty (GED) came into force in April 2007. It requires all public authorities, including schools, to:

- Promote gender equality of opportunity between men and women
- Eliminate unlawful discrimination
- Eliminate harassment

It is our aim at Bishop Perrin School to promote equal respect for all children. We acknowledge achievement and effort in all areas of the curriculum and the whole life of the school regardless of gender. We monitor the achievement of pupils in relation to gender and strive to close any gaps. We aim to do this by:

- Promote an atmosphere of respect through our School Values
- Acknowledge the differences between genders and celebrate diversity
- Ensure the books in our Library do not promote stereotypes but positively promote equal opportunities
- Ensure equal access to clubs and all school opportunities and promote non-stereotype activities
- Ensure equal access for boys and girls to playground, playground equipment and class resources

- Ensure both boys and girls are encouraged to speak up and actively ensure one group is not dominant
- To provide opportunities for children to work in mixed groups to learn to appreciate others strengths
- As staff we aim to be careful about the things we say and do so as to avoid giving the children mixed messages
- Challenge stereotypes during Collective Worship and in all school situations

Sexual Orientation

The Equality Act (Sexual Orientation) Regulations 2007 outlaw discrimination on the grounds of sexual orientation in the provision of goods and services. Admissions and recruitment procedures should be non-discriminatory and ensure equality of opportunity.

Additional Educational Needs

Bishop Perrin School ensures that all children with additional needs have opportunities to thrive and flourish, demonstrate their abilities and overcome barriers. Our priority is to provide Quality First Teaching for all pupils - 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN' Code of Practice 2014 6.37.

Teachers regularly adjust their practice to ensure all children have access to the teaching. This includes:

- differentiating the activity, including for challenge
- arranging and adapting class furniture and seating plans;
- adjusting the format of resources such as the whiteboard, books and reading materials;
- supplying specialised writing tools and classroom equipment;
- using visual timetables as well as implementing a variety of teaching styles to engage and include all pupils;
- supported teaching groups.

We also look at the whole school day and the wider school environment, responding to individual needs and making adaptations when necessary, such as:

- small group support at lunchtimes;
- play therapy, friendship, nurture and Lego therapy groups;
- monitoring the attendance at school clubs and extra-curricular activities of pupils with additional needs;
- individual risk assessments and adjustments for children to be able to access school trips and educational visits;
- sensory toys and tools to help with focus and concentration.

Teaching Assistants (TAs) and Learning Support Assistants (LSAs) are deployed according to need and additional hours, as outlined in Educational Health Care Plans.

Parents Attending Events

At public events such as Parents Interviews, Class Assembly, school productions, Open Days and Sports Days, the school acts as a service provider. We will, therefore, make reasonable adjustments to ensure these events are accessible to all. Parents with disabilities are invited to communicate any barriers which may prevent them from accessing public events hosted at the school and we will make reasonable adjustments to allow them to attend and participate.

What is reasonable for an organisation to do depends on, among other things:

- Its size and nature
- The nature of the services it provides

Community Cohesion

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical developments of pupils at school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’ (The National Curriculum September 2013) The Education and Inspections Act 2006 also inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained schools to promote community cohesion. Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds. By ‘Community’ we mean:

- the school community – the pupils, their families and the school’s staff
- the community around the school – the local community of people who live and work there
- the wider community of Britain (the understanding of British Values)
- the global community – formed by international links.

8 EQUAL OPPORTUNITIES FOR STAFF

Bishop Perrin School is 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. 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 Bishop Perrin School needs to ensure that it eliminates discrimination and harassment in its employment practice and actively promotes equality across all groups within the 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 re-evaluating staff structures, to ensure decisions are free of discrimination.

9 BREACHES OF THE POLICY

Any incident of discriminatory behaviour by pupils, staff, parents, visitors and contractors is reported to the Headteacher or Deputy Headteacher. Breaches of the policy will be dealt with in line with our commitment to meet the general duty. The incident will be discussed in line with the school's commitment to anti-discriminatory practice and appropriate action taken. If the person/s raising the issue do not feel that it has been dealt with satisfactorily then they will be advised to follow steps laid out in the Complaints Policy (for pupils, parents and third parties) or the Grievance Policy (for staff and Governors).

If it is deemed that addressing an incident that is initiated by a pupil can be facilitated through the curriculum, then teachers/SLT will adapt their lessons/Worship delivery to help remind pupils of appropriate behaviours.

If the Headteacher is suspected of discriminatory behaviour, the matter should be reported to the Chair of the Governing Board.

10 ASSESSING AND MONITORING

This policy will be reviewed every three years by the Governing Board (or sooner if there is a change in guidance or legislation). The effectiveness of the school's Equality Information and Objectives Policy will be monitored the following mechanisms:

- Pupil curricular and extra-curricular access, engagement and progress;
- Any discriminatory behaviour or actions that are evidenced within the school community;
- Pupil awareness of equal opportunity and diversity related issues and the contribution that others make to the school and wider communities.
- The work of the Parent Forum (which meets termly)

This will be carried out through review systems that are in place and include pupil progress meetings, termly returns to the LA, termly School Improvement Partner meetings and reports and SLT meetings.

11 PUBLICATION OF THE POLICY AND FEEDBACK

The Equality Information and Objectives Policy will be published on the school website and is available as a paper copy on request from Office.

Bishop Perrin School welcomes feedback and comments about its Equality Information and Objectives Policy from all its stakeholders. This can be done via letter, email or by arranging a meeting with the Headteacher.

EQUALITY OBJECTIVES

At Bishop Perrin CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, religion or socio-economic background.

Under the Public Sector Equality Duty (PSED) the school is required to set Equality Objectives. Our published information must be updated annually and objectives updated and published at least once every four years. Our objectives are supported within our School Development Plan (where applicable) and also within the school's Accessibility Plan.

In order to further support all members of the school community, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective	Why we have chosen this objective	To achieve this objective, we plan to	Progress we are making towards this objective
To monitor and analyse pupil achievement by ethnicity, date of birth, socio-economic, gender and disability and act upon any trends or patterns in this data that require additional support for pupils	To ensure that pupils, regardless of ethnicity, date of birth, socio-economic factors, gender and disability are supported academically and pastorally, to ensure they make at least their expected progress dependent on their starting points	Identify pupils who are not on track to make their expected progress and identify the barriers preventing them from making the progress required. On identifying the barriers, the school will implement support and interventions to close the gap and monitoring the impact.	The school is developing and refining, where needed, robust assessment and tracking systems to ensure that all children's strengths, needs and areas for development can be identified and acted upon in a timely manner.
To review and revise our curriculum in order to remove unconscious bias by analysing and decolonising the available curriculum, moving away from a Eurocentric, able-bodied model to ensure subjects offer a representation of an equal society where protected characteristics are embedded within the curriculum.	We want our children to keep the open mind and fairness that they hold as young children. To enable equality to be nurtured, children need to see all people represented in their curriculum in an unbiased way. This provides opportunities for children to explore any thoughts and ideas in a safe environment.	<ul style="list-style-type: none"> • Look at the English texts used and ensure they depict a wide variety of characters, landscapes and cultures. • Reconstruct our current curriculum to incorporate diverse perspectives, looking at the variety of contributions made by people of protected characteristics to the making of the U.K, ensuring we are not only showing a deficit model of other countries so that children receive 	We have made some changes to our English texts across the school and are organising staff CPD to begin the process of looking at each curriculum subject and how we can reframe and incorporate historical events, current events and alternative knowledge and topics so that children continue to develop their skillset whilst broadening their understanding and engaging in a wider variety of learning themes.

		<p>a broad viewpoint of the world around them.</p> <ul style="list-style-type: none"> • Have meaningful and challenging conversations with children and staff to foster a culture of inquiry and critical thinking. Ensuring that subliminal bias or stereotypical views are not perpetuated in the classroom through the media we use to teach lessons. • Engage in professional development training to upskill staff on their cultural competencies which will ensure that staff have a bias free classroom and are highly skilled at identifying and challenging negative, patronising or stereotypical thoughts and images within topics, texts and discussions. • Connect with national issues and current events to promote a positive attitude for difference and develop a deep respect and understanding of the diverse world we live in. 	
To review the accessibility of the school building and environment to ensure that it is as accessible as possible to pupils, staff and visitors.	To ensure that the building, taking into account its age and layout and in consultation with all stakeholders, can become as accessible as possible to all members of the school community.	Consider all future building works with accessibility in mind and seek to remedy any issues already identified (in Governor Accessibility Audit, Mar 2019)	<ul style="list-style-type: none"> • Governor Accessibility Audit carried out in March 2019 • Annual Building Condition Survey carried out with Diocesan appointed surveyors to highlight areas for improvement • New building works to take into account accessibility issues.

<p>To recruit a more diverse workforce and membership of the Governing Board</p>	<p>We recognise that it is important to have a workforce and Governing Board that represents the society we serve and we want to ensure that our pupils have a diverse range of role models within the school.</p>	<p>When we need to recruit for new staff and Governors, we will closely monitor each stage of the process, particularly at the application, short listing, interview and job offer stage. Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.</p>	<ul style="list-style-type: none"> • Since 2015, the school staff population and Governing Body membership has become more diverse, reflecting and representing the diversity within our school population • The school has registered to use the DfE recruitment website as well as eTeach when advertising for staffing positions, thus expanding the reach of our adverts to ensure they are seen by a wider variety of the population
<p>To ensure that the school maintains a professional workforce</p>	<p>We want all staff to feel valued and be able to realise their full potential</p>	<ul style="list-style-type: none"> • Ensure that staff induction includes raising awareness of, and staff understanding their responsibilities under, the Equality Act. • Ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting. 	<ul style="list-style-type: none"> • Addition of reference to Equalities Information and Objectives Policy in Staff Handbook which is used for induction • Equalities Information and Objectives Policy added as a key policy to be read by staff annually. • Appraisal systems in place to identify training needs and budget to support CPD • Individual CPD logs to record training and development • Instigation of annual staff survey to measure impact and understanding of equalities objectives

Appendix 1

Ensuring Equality of Opportunity and Participation

The school will ensure that:

- Pupil achievement is monitored by ethnicity, gender, date of birth, additional educational needs criteria, Free School Meal (FSM) and previous FSM status and any trends or patterns in the data that may require additional action to narrow the gap are discussed, agreed and actioned
- All staff are required to read annually the school's Equality Information and Objectives Policy and to sign to say that they have understood it and that they will abide by it.;
- There is an inclusive approach 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); class assemblies; fund raising; sporting activities
- Pupils with additional needs (both educational and medical) can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and assemblies;
- Extended school activities such as extra-curricular 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 and Inclusion Policy through input and feedback from staff meetings, School Council meetings, parent questionnaires and the Parent Forum, etc.

The school will provide:

- Additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of pupils with additional needs (Learning Support Plans and extended Parent Interview timings);
- Consideration for all adults accessing the school who have mobility or health issues in order to all them to fully participate 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 ethnicity, gender, religion and additional needs, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Not discriminate on grounds of disability when recruiting and appointing both members of staff and Governors. The school will support them in their work and development, and make reasonable adjustments to make sure they can fully participate and contribute;
- Regularly review its curriculum to facilitate learning, events, activities and opportunities for pupils to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Supporting pupils with additional needs in the period of transition between primary and secondary school
- Help pupils to understand others and value diversity;
- Promote shared values, awareness of human rights and how to apply and defend them;