



**Equality Policy
and Equality Action Plan**

Date of Policy:	4/5/21
Person Responsible:	S Richardson
To be reviewed:	Two Yearly
Review Date:	4/5/ 23

This policy reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012.

Part One sets out the school's aims to promote equality of opportunity and comply with the Act.

Part Two sets out the legal duties which are referred to in Part One.

Part three is our action plan

Part One:

The primary aim of St Michael and All Angels CE VA School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

At St Michael and All Angels CE VA School we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- ☐ We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- ☐ We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- ☐ We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- ☐ We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- ☐ We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school development plan.
- ☐ We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.

- We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the school development plan
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- We welcome a diverse range of candidates and encourage those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- We will maintain and update an equality page on the school website to show how it we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, we will carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. We will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations where necessary (DCC policies will have already had EIAs carried out).

St Michael and All Angels CE VA School is an inclusive community where everyone is valued and actively encouraged to reach their full potential both academically and socially. In considering the School's Equality Scheme the following principles will be followed:

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.

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.

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 nondisabled 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.

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.

5: We aim to remove inequalities and barriers that already exist

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.

6: We consult and involve proportionally and with specific purpose

We engage in consultation pertinent to the actions we propose. Such consultation may be qualitative or quantitative and is always purposeful. As appropriate we will include the ideas of:

- ☐ 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 with different sexual orientation.

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 all groups of people.

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. However, in considering the publication of information, we will consider the sensitivities of children and families in our school. This is because some pupil groups in school are very small making it inappropriate, in some instances, for information to be published where it could enable individual children to be identified.

Part Two

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

1. **Age** - A person of a particular age (e.g. 32-year-old) or a range of ages (e.g. 18 - 30-year-olds). Age discrimination does not apply to the provision of education, but it does apply to work.
2. **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
3. **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act, but the school

will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

4. **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
5. **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
6. **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
7. **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
8. **Sex** - A man or a woman.
9. **Sex and sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

- ☐ Direct discrimination - Less favourable treatment because of a protected characteristic.
- ☐ Indirect discrimination - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- ☐ Harassment - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- ☐ Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

- ❑ Discrimination arising from disability - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- ❑ Gender re-assignment discrimination - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- ❑ Pregnancy/maternity related discrimination - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- ❑ Discrimination by association or perception - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.

- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
 - Increase disabled pupils' access to the school curriculum
 - Improve the physical environment
 - Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Responsibilities

Governing Body

- ☐ Ensure that the school complies with equality-related legislation.
- ☐ Ensure that the policy and its procedures are implemented by the Headteacher.
- ☐ Ensure all other school policies promote equality.
- ☐ Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- ☐ Implement the policy and its related procedures.
- ☐ Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- ☐ Take appropriate action in any case of actual or potential discrimination.

☐ Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.

☐ Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff

☐ Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.

☐ Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.

☐ Promote equality and good relations and not discriminate on any grounds.

☐ Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.

☐ To be models of equal opportunities through their words and actions.

Pupils

☐ Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

☐ To be aware of, and comply with, the school's equality policy.

☐ To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Appendix Definitions

Equality This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive Making sure everyone can participate, whatever their background or circumstances.

Diversity Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community From the school's perspective, the term "community" has a number of meanings:

- ☐ The school community – the children we serve, their families and the school's staff.
- ☐ The community within which the school is located – in its geographical community, and the people who live and/or work in that area.
- ☐ The community of Britain – all schools by definition are part of it.
- ☐ The global community – formed by European and international links.

Gender Dysphoria Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with or feels themselves to be.

Part 3

St Michael and All Angels School Characteristics 2021

Number of pupils on roll	200
Number of SEN pupils	31 Identified as having additional needs SEN Support 1EHC
Number of Pupil Premium	34
Main Language	English 196 Tamil 1 Mandarin 3

Number of ethnic groups	White/Asian 1 Any Other White British 196 Chinese 3
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School Characteristics

Saint Michael and All Angels CE Primary is an average sized school in Lancashire, though smaller than the national average; the school roll is 200. Almost all pupils (97%) are of White British heritage and approximately a third (29.75%) come from families whose socio-economic circumstances are best described as being in the two most advantaged groups in terms of deprivation across England and Wales. There is however a significant percentage of children in the lower banding-E 40.98% (LSIP 18/19).

The number of pupils eligible for Pupil Premium Grant (PPG) is approximately 15% pupils; this is below the Lancashire and national averages (LA 20.9% and NA 24.3%).

The proportion of pupils with SEND is 15% and is just above the Lancashire average of 12.7% and remains just above the national average of 14.2%. The school has four CLA (Children Looked After) The school works in partnership with a number of external agencies to support these children and their families.

The school's attendance is broadly in line with the national average (97.8%) with no exclusions.

St Michael and All Angels Equality Action Plan

Our Action Plan aims to have due regard to the need 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.
- Foster good relations between people who share a protected characteristic and those who do not.

These are often referred to as the three aims of the general equality duty.

Equality Strand	Priority	Actions	Lead Responsibility	Timescales	Measurable Success Indicator
Race	Ensure that all role models are reflective of a range of cultures	Invite diverse range of visitors from other cultures and faiths Create links with Marsden Primary school	SLT	Ongoing	Children are more able to talk about different faiths and cultures. Children can enunciate why people have different beliefs and experiences. Children know other children of different faith and race personally.
	Plan on-going events that will embrace diversity, encourage positive attitudes and understanding of pupils with protected characteristics including different forms of disability	Involvement in National Deaf Awareness Week Awareness-raising assembly on autism and the difficulties this presents Art and music planned to celebrate diversity e.g. art Louise Bourgeois spider sculpture Plan assemblies on cultural events throughout the year, e.g. Chinese New Year, and invite speakers into school Anti-bullying week Assemblies on different people e.g. Rosa Parks, Martin Luther King	All staff	Ongoing	Children are more able to talk about different faiths and cultures. Children can enunciate why people have different beliefs and experiences Children can talk about the experience of discrimination.
	Ensures the curriculum provides opportunities to learn about different cultures and faiths locally, nationally and globally	Whole school curriculum map revised by SLT. New Statutory Framework and curriculum planning for Reception reflects this.	SLT Reception Lead	Summer 2021	Staff and children can justify why we learn about certain topics in the curriculum .e.g. Sir Learie Constantine West Indian cricketer who played for Nelson lawyer and politician who served as Trinidad and Tobago's High Commissioner to the United Kingdom and became the UK's first black peer

Disability Equality	To break down barriers to the perception of disability	To celebrate the achievements of disabled role models national and globally. E.g. Paralympian visit by Invite visitors who have a range of disabilities Art and music planned to celebrate diversity e.g. art Tom Yendell paints with his mouth and feet.	SLT, P.E. lead	Summer 21	Children talk positively about overcoming perceived barriers. Children are inspired by people who have overcome difficulties and challenged themselves.
	To reduce the physical barriers to disability at school	Provide large text where needed. Wheelchair access installed. ICT bought in school to identify and support dyslexic pupils Specialist teachers to assess and advise the school on Access Arrangements and support for individual children e.g. Qualified Teacher of the Visually impaired Provision in place for VI child Laptops for all pupils who need this Access Early intervention for the new Reception intake e.g. Seek advice from the Mobility Officer and Advisory Teacher for Visual Impairment for a prospective pupil with visual difficulties and ensure reasonable steps are taken to make the school as accessible as possible and ensure all curriculum materials are enlarged appropriately	SENCO SLT Reception teacher	Ongoing Reception intake Summer 21	Wheelchair access installed to side and front entrance Summer 2020. Ensure children who are disabled have access to school trips/residentials Participation of pupils with protected characteristics in extra-curricular activities, including residential trips and activities out of school, the School Council, Headboy and Girl and positions of responsibility. Pupils with additional needs have suitable provision to access the curriculum and facilities at school. It is a legal duty to implement accessibility plans to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment to enable disabled pupils to take better advantage of their education.

Gender Equality	To increase the participation rates of girls in sport outside the curriculum requirements to be reflective of the school population.	PE Lead to actively seek participation for girls.	PE Lead	Ongoing	To increase the participation of girls in sports clubs and out of school clubs by 10%
	To ensure the school promotes gender identity	Provide a balance of male and female role models through school e.g. Rosa Parks, Corrie Ten Boom Library has a balance of texts to about both male and female role models. Resources reviewed to ensure that they provide children with a range of images and messages about diversity and which challenge stereotyping e.g. posters, books, computer software	All staff and curriculum leads	Ongoing	Both boys and girls talk positively about male and female role models.
Community Cohesion	To achieve a greater awareness of national and community identity, particularly in Nelson and Colne	To increase opportunities for visitors from different cultures and faiths- adults and children to visit school. To develop links with Marsden Primary school To ensure cultural events are celebrated throughout the year e.g. Diwali, Ramadan Foulridge's racial composition in 2011 was 99% White and 1% Asian. The largest religious groups is Christian 81% Muslim is 1% Compared to Nelsons racial composition of white 59% and Asian 41% Christian 39% and Muslim 38%	SLT DHT from Marsden to co-ordinate visits	Postponed due to COVID until Autumn 2021	Children are aware of the diversity of culture outside Foulridge and in other nearby schools. Children are increasingly knowledgeable about events outside the Christian calendar learn about world development issues, global issues and our interdependence on each other
	To create a sense of pride in the children regarding the local area.	To continue to upkeep the flower plot in the Community Garden in Foulridge.	School Business officer Eco Club	Ongoing	Children have a sense of pride and knowledge of their local area and are active in the upkeep.

	To become involved in local community activity	Encourage children to attend the Karate club held at school in the evenings. To provide activities in the local area e.g. the Community Youth Action Group- Kickboxing 10-week course, 3-week pizza making course.			Children experience different activities and meet people from different faiths and cultures.
Sexual Orientation	To recognise people are different and have can contribute to diversity in a society.	Provide opportunities to include teaching about the contributions of men and women, gay people and disabled people and our shared human needs and similarities, irrespective of ethnic and cultural background. Sessions on What makes us the same?	All staff HT assembly	Ongoing	Children are able to recognise that we can be different but have some shared human needs and similarities, irrespective of ethnic and cultural background
All	To ensure groups of children who are not making progress (academically or socially and emotionally) are supported to make accelerated progress to be at least in line with their peers.	To identify group of pupils who are not making expected progress and provide intervention work, such as group work or mentoring Rigorous pupil progress meetings and data tracking using the new Itrack allows early identification of the children who are not ARE. Staff training on intervention programmes. Monitoring and evaluation of the intervention programmes. Nurture support provided by a trained teaching assistant to support emotional and social wellbeing.	SLT SENCO Nurture TA All Staff and TAS	Ongoing with termly Pupil Progress Meetings	Progress and achievement data on individuals and groups (RAISE online, school SIMS termly assessment tracking data, data on interventions, before and after)
All	Attendance is found to be an issue with a particular group of pupils; mentoring is planned to support these pupils	Robust first response to attendance by School Business Officer. Tracking of attendance using CPOMS and termly analysis by the Headteacher. Support for individuals whose attendance is not 97% including Nurture support, access to After School Club and Breakfast club.	School Business Officer HT Nurture TA	Ongoing with termly analysis by the HT	Attendance data on individuals and groups

Checklist for school staff and governors on Equality Act 2010 planning

- ☐ Is pupil achievement monitored by protected characteristics? Are there any trends or patterns in the data that may require additional action?

Rigorous systems of analysis of pupil performance data by protected characteristics, including clear monitoring and evaluation by governors, so that any significant differences between groups with protected characteristics are swiftly recognised and investigated. This analysis feeds clearly into school improvement planning. The new Itrack system allows easy filtering of many characteristics.

- ☐ Are the current reporting systems for bullying and prejudice-related incidents understood and followed by all pupils, staff and visitors?

Use of CPOMs to analyse any bullying and behaviour reports/logs, analysis of incidence logs (staff), evidence that governors analyse data identifying any trends and take required actions including ensuring swift action by staff when incidents happen.

- ☐ Does the school take part in annual events such as various fund-raising events connected to different charities and other national campaigns that raise awareness of disabilities, gender differences, etc to raise awareness of equality and diversity?

The school raised money for a boy who lost both his legs due to meningitis in September 2020, an overseas Charity Hope in Sri Lanka, Down Syndrome etc.

- ☐ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

School Accessibility Plan is up to date.

Wheelchair ramps were installed to the main entrance and side all entrance during Summer 2020.

- ☐ Is information available to parents, visitors, pupils, past pupils and staff in formats which are accessible if required? Is everyone aware of this?

Stakeholders are made aware that information can be made available in different formats, for example large print, translating services etc, and are consulted on this facility. This is part of the Accessibility Plan.

- ☐ Are staff aware of the 2010 Equality Act and their responsibilities to comply with the Act? Are they aware of the different forms of discrimination? Are they aware of the term 'reasonable adjustments' and what this means in practice?

Some evidence of on-going staff training and support. An equality policy is in the process of being reviewed, adopted and implemented (Summer 2021 and Autumn 2021)

□ Are procedures for the election of parent governors open to all candidates and voters? How are different protected characteristics represented on the governing body and does this broadly reflect the diversity within the community?

The governing body has a recruitment procedure which actively encourages membership from protected groups. Procedures for election are accessible to all protected groups.

□ Have recruitment guidelines been changed to ensure that no health questions are asked at interview, or health questionnaires completed before offering a job? Are reasonable adjustments in place for staff with a disability? Are the recruitment, promotion and training opportunities monitored for staff with protected characteristics?

The school has adopted an up-to-date recruitment policy. Evidence is kept of questions asked at interview. The senior leadership team and the governing body seeks advice and support from Human Resources services when necessary. Staff recruitment, promotion and training are monitored by the governing body.

□ Does the governing body have clear and transparent systems which demonstrate how SEN funding, the pupil premium and LAC funding are spent, with clear links to how this money is spent and what impact it has on those groups with the relevant protected characteristics?

The school has clear financial systems, with clear lines of accountability, terms of reference and minutes of finance meetings, showing clear strategic planning with regard to these separate streams of funding. The governing body monitors and evaluates the impact of funding on protected groups and can evidence that the funding has a direct impact on school improvement.

□ Where possible, necessary and relevant, and in accordance with data protection legislation, is information collected on protected groups (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation) with regard to both pupils and staff? Is this information used to improve the provision of services? Are auxiliary aids and services provided for disabled pupils?

The school gathers such information and uses it to understand the school context in relation to protected characteristics. Further guidance on monitoring is available from the Equality and Human Rights Commission's website (EHRC). We follow guidance and take into account data protection legislation when gathering information about people. We collect information in relation to gender, race, disability/SEN and free school meal status. For other protected characteristics such as sexual orientation, other methods of information gathering may be necessary such as anonymous surveys as some pupils may not be 'out' about their sexual orientation. Sexual orientation may not be apparent in primary school children so there would be no need to collect data on this protected characteristic. Other data includes bullying and prejudice-related incidents.