



Single Equality Policy **Bitterne CE Primary School**

Introduction

Bitterne CE Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We aim for 'Good or better- every child- every lesson'.

Our core Christian values are Love, Trust and Forgiveness. These values and associated behaviours that both children and all adults exhibit in school underpin the inclusive nature of the school and promotion of equality and high achievement for all.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

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

- 1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

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

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

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

The **Public Sector Equality Duty** or “general duty”

This requires all public organisations, including schools to:

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

Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable. At Bitterne CE Primary School our equality objectives will run from September to September each year. They will be reviewed at least yearly and run alongside our termly Raising Attainment Plans and School Improvement Plans.

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

Appendix 1 shows the school’s Equality Objectives for 2019-2020 in an Equality Action Plan

Development of the policy

This policy was developed in consultation stakeholders. It is part of our commitment to promoting equalities and providing an inclusive school.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs. We also note that the accountability of the school to show impact on outcomes for children in relation to Pupil Premium.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

Protected characteristics- There are 9 Protected Characteristics detailed below within the Equality Act 2010

Each characteristic is addressed in the new Act in summary as follows:

1. Age

The Act protects employees of all ages but remains the only protected characteristic that allows employers to justify direct discrimination, i.e. if an employer can demonstrate that to apply different treatment because of someone's age constitutes a proportionate means of meeting a legitimate aim, then no discrimination will have taken place.

2. Disability

The Act includes a new protection arising from disability and now states that it is unfair to treat a disabled person unfavourably because of something connected with a disability. An example provided is the tendency to make spelling mistakes arising from dyslexia. Also, indirect discrimination now covers disabled people, which means that a job applicant could claim that a particular rule or requirement disadvantages people with that disability.

The Act includes a provision which makes it unlawful, with limited exceptions, for employers to ask about a candidate's health before offering them work. Find out more about key employment changes [here](#).

3. Gender reassignment

It is discriminatory to treat people who propose to start to or have completed a process to change their gender less favourably, for example, because they are absent from work for this reason.

4. Marriage and civil partnership

The Act continues to protect employees who are married or in a civil partnership. Single people are however not protected by the legislation against discrimination.

5. Pregnancy and maternity

The Act continues to protect women against discrimination because they are pregnant or have given birth.

6. Race

The Act continues to protect people against discrimination on the grounds of their race, which includes colour, nationality, ethnic or national origin.

7. Religion or belief

The Act continues to protect people against discrimination on the grounds of their religion or their belief, including a lack of any belief.

8. Sex

The Act continues to protect both men and women against discrimination on the grounds of their sex, for example paying women less than men for doing the same job.

9. Sexual orientation

The Act continues to protect bisexual, gay, heterosexual and lesbian people from discrimination on the grounds of their sexual orientation.

Types of discrimination

The 2010 Act also extends some of these protections to characteristics that previously were not covered by equality legislation. Employers and business owners now need to be aware of the seven different types of discrimination under the new legislation.

These are:

- Direct discrimination - where someone is treated less favourably than another person because of a protected characteristic
- Associative discrimination - this is direct discrimination against someone because they are associated with another person who possesses a protected characteristic
- Discrimination by perception - this is direct discrimination against someone because others think that they possess a particular protected characteristic. They do not necessarily have to possess the characteristic, just be perceived to.
- Indirect discrimination - this can occur when you have a rule or policy that applies to everyone but disadvantages a person with a particular protected characteristic
- Harassment - this is behaviour that is deemed offensive by the recipient. Employees can now complain of the behaviour they find offensive even if it is not directed at them.
- Victimisation - this occurs when someone is treated badly because they have made or supported a complaint or grievance under this legislation.

What we are doing to eliminate discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way and the way we provide access for pupils to facilities and services.

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

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities. We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the design of new ones.

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

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

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

Behaviour, Exclusions and Attendance

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

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

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

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

What we are doing to advance equality of opportunity between different groups

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

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

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

We collect and analyse data:

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

We publish an analysis of standards reached by different groups at the end of key stages: (Where a group is small for example fewer than 5 children, the school will have internal data and tracking of standards but will not publish analysis for small groups where the achievement of individuals could be identified)

- Gender- male/ female
- White – British/ other ethnic codes
- Free School Meals
- EAL
- All SEN
- SEN School Action and SEN statement
- SEN statements
- Looked after Children
- Known Gypsy, Roma, Traveller

The school also collects and analyses attendance data for groups. Information of group attendance is analysed each half term alongside governors.

Paper copies of the above data are available on request in the school office or see the school's website.

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school. We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all pupils

We provide support to pupils at risk of underachieving

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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

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

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We are also implementing our School Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

In order to foster good relations, Bitterne CE Primary School will:

- prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils;
- teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum;
- use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping;
- promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- include the contribution of different cultures to world history and that promote positive images of people;
- provide opportunities for pupils to listen to a range of opinions and empathise with different experiences;
- promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, Deaf Awareness week;
- include Equalities matters in our Newsletters to parents and Carers.

Other ways we address equality issues

We maintain records of all training relating to the Equalities

Our monitoring records include evaluations of aspects of Equalities

We keep minutes of meetings where equality issues are discussed

We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.

The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting

- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/ Provision Maps, pupil progress meetings, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Publishing Equality Objectives (see Equality Action Plan/ Raising Attainment Plan) see Appendix 1.

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

We produce an Equality Action Plan that shows how we will achieve our objectives. This links directly to our school development plan/ Raising Attainment Plan as appropriate.

Monitoring and reviewing objectives

We review and update our equality objectives every year and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers. We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

- *Governing body*

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The Governor's Inclusion Group has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

- *Headteacher and Leadership team*

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes. They will have expert and informed knowledge of the Equality Act.

- *Teaching and Support Staff*

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting once a year in the autumn term.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

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

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

Monitoring and Reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves information from pupils, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- as paper copies in the school office
- in an annual Equality Bulletin as a newsletter to parents
- as part of induction for new staff

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

Signed Chair of Governors _____

Signed Inclusion Governor _____

Signed Headteacher _____

Date of next review September 2021

Acknowledgement- Camden Equality Policy

APPENDIX 1 Equality Action plan 2020-2021 Bitterne CE Primary School- Please read this alongside the termly RAP

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Target 1- developing whole school equality All	Update overview of pupil, staff and parent needs in order to have equal access to school, all curriculum activities in and out of school across Primary School. Info on newsletter for parents. PEPs updated, intimate care plans , medical care plans	Parent and staff survey EHC plan reviews for children Specialist external reports for individual children PEP reviews Care plans	HT, Bus Man, Incl Lead	Half termly	All adults and children are included in all school activities and are safe.
Target 2- equality of achievement of groups All	Continue to monitor and analyse pupil achievement by race, gender, disability and socio economic factors (FSM/ Disadvantaged pupils) and act on any trends or patterns in the data that require additional support for pupils. Link to RAP target 2019-2020 for Disadvantaged pupils and SEND pupils	Achievement data analysed by race, gender and disability Half termly progress meetings	Headteacher / Governing body	Termly report to governors	Analysis of teacher assessments / annual data demonstrates differences narrowing groups – focus disadvantaged pupils
Target 2A Disadvantag ed pupils	FOCUS- To monitor progress and attainment for disadvantaged pupils (pupil premium) To account for successes linked to pupil premium funding To focus monitoring on FSM6 (linked to focus children/ gender/ race/ SEND) To provide additional support for disadvantaged pupils to make good progress and achieve potential- strategic overview of pupil premium and impact reported on termly with half termly reviews with teachers. see Pupil premium funding plans Focus disadvantaged in Reading and early reading and phonics - data progress. Identify barriers for phonics Y1 for disadvantaged children – plan individual actions	Half termly data tracking Governors’ termly HT report linked to pupil premium. Disadvantaged annual report Y1 phonics tracking – disadvantaged EYFS tracking	HT/ Governors All staff	Half termly HT report termly. Annual report	Diminish the difference in attainment/ progress in all year groups for all subjects for disadvantaged pupils More disadvantaged children in RWM (focus on reading) reached expected standards
Target 2B – more able	FOCUS- to review provision for more able to achieve higher than expected , continue to focus on writing	Govs – raised question and response Half termly progress meetings Ht report	HT and curriculum leaders	AGT research by Nov Identificatio n Dec	More children are on track to be greater depth (exceeding Year R) than July 2019

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Target 2C SEND	<p>Review planning Y6 groups for greater depth writing- link to GD criteria – focus group provision and evaluate impact All cohorts identify in RWM potential for greater depth- see targets in RAP (after Nov pupil progress) Review provision and identification of AGT – research current academic research in identification and report to gov. Follow on from those identified last year – impact – pupil conf Further focus AGT across the curriculum – sport, music , foundation subjects . What does greater depth look like in each subject? Ensure progression in skills and knowledge for each subject ensure more able challenged _Revise structure of policies – raise profile of AGT in each subject</p>	<p>Data Planning and work books</p>		<p>Review provision</p>	<p>Planning and work books show challenge to get to greater depth.</p>
Target 2D EAL	<p><u>FOCUS-</u> To continue to monitor progress and attainment for SEND- evaluate impact of revised tracking form 2018-2019. To provide additional support for children with SEND to make good progress and achieve potential.- provision map clear with impact Review half termly – monitor impact To account for successes of specific interventions To focus work sampling on SEND (gender/ race/ FSM) especially in reading To commission SAOS reviews for cohorts as needed and SAOS staff training ASD To increase engagement in learning and curriculum access - develop woodland group and revise curriculum for nurture group.</p>	<p>Half termly data tracking Governors termly HT report for SEND Targets review Governors Inclusion group notes and questions SEND monitoring notes Intervention progress data and TA appraisals Passports to success half termly reviews with teachers Provision map SAOS reviews Woodland planning</p>	<p>HT/ Governors Incl Leader All staff</p>	<p>Half termly</p>	<p>Diminish the difference in attainment/ progress in all year groups in all subjects Passports to success are used to support learning across curriculum. Parents know our SEND local offer ASD children show progress from starting points. Greater enjoyment – woodland and nurture. Challenging behaviour reduces over time</p>

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	<p>FOCUS- to continue to closely monitor progress and attainment for children with English as an additional language (EAL) in reading , writing and maths –</p> <p>Plan for basics of English for children new to English in any year group. Ensure individual plan in place.</p> <p>Review progress and attainment for EAL group and individuals especially in reading (phonics) and writing. Barriers- identify barriers for phonics for EAL – plan for intervention</p> <p>Further develop leadership role of EAL Champion in holding others to account and expert advice.</p>	<p>Half termly data tracking</p> <p>subject action plan</p> <p>evaluations</p> <p>EYFS data</p> <p>Speech and language</p> <p>Y1 phonics tracking</p> <p>KS1 data</p> <p>KS2 data</p>	<p>Maths,</p> <p>Reading,</p> <p>Writing</p> <p>Leaders</p> <p>EAL Leader to monitor</p>	<p>Half termly</p>	<p>Closure of gap in all year groups/ classes for target groups.</p> <p>Higher proportion of EAL children achieve Y1 phonics and expected at end of each year.</p> <p>EAL leader monitoring notes with follow up impact.</p>
<p><u>Target 3- equality of curriculum provision</u></p> <p><u>Gender</u></p>	<p>Continue to ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</p> <p>Focus on successful adults with a learning disability to raise aspirations – around school.</p> <p>Further develop and review tracking of SEND and disadvantaged participation in internal and external sport – report to governors</p> <p>Increase disadvantaged participation in music – baseline for peri . What are barriers? Plan for these</p>	<p>Increase in pupils' participation, confidence and achievement levels</p>	<p>Year Leaders</p>	<p>Annual review</p>	<p>Notable increase in participation and confidence of targeted groups</p> <p>Maintain silver sport award linked to SEND / PP participation achieved.</p>
	<p>Academic research and case studies nationally in reducing gender differences eg boys read and write and girls maths from EYFS to Y6.</p> <p>Devise curriculum changes based on research .</p> <p>Eng and Ma talk to children what do they enjoy not enjoy?</p> <p>Report to govs</p> <p>To ensure that girls' progress and attainment in maths in every year group matches that of boys in and national-</p>	<p>Half termly tracking</p> <p>Work sample- Girls Maths</p> <p>Data analysis</p> <p>Govs reporting</p>	<p>SLT</p> <p>Maths Leader</p> <p>Writing Leader</p> <p>Reading Leader</p>	<p>Half termly track</p>	<p>Progress and attainment for girls in maths and boys in writing is accelerating</p> <p>Vast majority of girls I maths and boys in writing are making expected progress</p>

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	To ensure that boys' progress and attainment in writing matches girls and that of national (especially if they are also SEND and / or disadvantaged)				Provision is based on current research and successful case studies
Target 4 Increasing equality behaviours Race / sexual orientation equality Ensure School of Sanctuary principles impact well on everyone	Continue to identify, respond and report racist incidents as agreed by governors. Report the figures to the Governing body. Policy updated, as needed.	Termly report to governors on any incidents.	Headteacher / Governing body	Termly	New teaching staff are aware of and respond to racist incidents Report, including nil reporting, is challenged by the Governing Body
	To monitor and evaluate negative remarks related to sexual orientation To review impact of previous Stonewall training on reported incidents and increased adult awareness in school – link to RP and understanding others views- update training DHT to monitor and report to governors on incidences where homophobic associated language was used.	Behaviour tracking half termly- incidents recorded and impact over time Report to governors on incidents	DHT/ Governors	Half termly	Use of negative stereotype language does not happen All adult stakeholders acting as a positive role model.
	To continue to review impact of restorative practice introduced last year. How is this helping to resolve situations and ensure forgiveness? Train new staff members Plan for updates with children. See RP action plan	Behaviour tracking impact of policy RP monitoring reports Pupil conferencing	DHT/ Governors	Termly	Children can explain how RP helps to resolve.
	To further develop the School of Sanctuary principles. Focus on families who have to move area to our school due to domestic violence. Initial support to settle in schools and in new community. Create system of what happens and is offered for new families escaping DV	Pupil conf children Speak to parents	DHT HT	Each term	Families moving to escape DV settles quickly and children supported emotionally and academically to succeed. They feel safe.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
<u>Target 5- increasing cultural understanding of different faiths</u>	Link to SIAMS inspection action- continue to plan for - <i>'more first-hand experiences are needed to increase children's knowledge of different faiths, and their similarities to and differences from Christianity.'</i> Evaluate visits from last year and plan for further visits to places of worship linked to RE curriculum- report to Church Partnership group Plan for visitors to come to school – overview	Overview of first hand experiences Governors Church Partnership Review work in books and talk to children about impact of experiences.	DHT Church Partnership to evaluate impact	By Jul 2020	Children's understanding of all faiths is increased Links to places of worship planned. Evidence shared through Church Partnership.
	To extend the links developed with a local school with different cultural profile- link to SIAMS action link the school councils in different school.	Impact of joint work Plan/ pupil conferencing. SIAMS updated evaluation document	Year team DHT RE leader	By spr 2020	Visit planning and work as evidence More children have experienced working with the other school

Key to abbreviations

RWM	reading , writing and maths
RAP	Raising achievement plan
AGT	Able gifted and talented
SEND	Special educational need and disability
EHCP	Education Health and Care Plan
FSM	Free school meals
EYFS	Early years foundation stage
EAL	English as an additional language
RP	Restorative practice
DV	Domestic violence
GD	Greater depth
SIAMS	Statutory inspection of Anglican and Methodist schools
SAOS	Southampton advisory outreach service
ASD	Autistic spectrum disorder

