



The Greneway School

Equality Policy 2015 – 2020

1: Vision and Values

At Greneway we aim to provide a first class education that reflects a love of learning where differences and similarities are embraced, respected and celebrated. We are committed to the development of the whole person within a supportive, secure and creative environment.

Our curriculum seeks to challenge, inspire and enrich, allowing each child to thrive and develop. We strive to design a broad, creative curriculum where learning meets the needs of young people in the 21st Century. Our curriculum is delivered in a way that provides equal opportunity for all pupils to maximise their potential.

We use the acronym 'TEAM' – 'Together Everyone Achieves More' because we passionately believe that by working closely together as a school community, we can all aspire to achieve our very best.

We foster excellent relationships with our feeder First Schools, colleagues across the Academy and with parents, governors and members of the wider community.

At Greneway we aim to promote equality, tackle any forms of discrimination and cultivate harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We are committed to ensuring equality of opportunity for staff, pupils and all those receiving our services. We take seriously our contribution to community cohesion and firmly believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit here.

Our most recent Ofsted inspection in October 2013 noted that "The school values each individual and offers a wide range of subjects and activities that appeal to all students' interests and ambitions. They support each other well and there are few reported incidents of racial, homophobic or cyber-bullying. The school has procedures and practice that make sure staff and students are safe. The levels of care and support for all students are key strengths of the school's practice. Discrimination of any kind is not tolerated."

2: School Context

Our school and its community setting

The Greneway School converted to become an academy school on 1 November 2011 and is a larger than the average-sized middle school. The great majority of students are of White British heritage and very few speak English as an additional language. Students with additional needs receive support through a range of intervention strategies to address various difficulties which cause significant barriers to learning. The proportion of students known to be eligible for support through the pupil premium is below average.

The number of students with addition needs, as of September 2015, is 79, four of whom have statements. Further characteristics of the school are presented below:

Characteristic	Total	Breakdown (number and %)
Number of pupils	440	46 % Female 53.2% Male
Age range		9 – 13 years
Number of staff	68	75 % Female 25 % Male
Number of governors	14	79% Female 21% Male
Pupils eligible for Pupil Premium	65	
Disabled staff	0	
Pupils with Additional Needs		<i>4 statements/ K pupils = 75</i>
BME pupils	24	
BME staff	0	
Pupils who speak English as an additional language	11	
Significant partnerships, extended provision, etc.		Royston Schools Academy Trust North Herts Support Service North Herts Primary Support Service CAMHS North East Herts Sports Partnership
Awards, accreditations, specialist status		Maths and Computing Specialist Physical Education and Sport Quality Mark Arts Mark Gold Healthy Schools School Games Gold

3: Legal Background

At Greneway School we have a statutory duty under the The Equality Act 2010 to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics or protected characteristics. These are:

- Race
- Religion or belief
- Sex (gender)
- Sexual orientation
- Disability
- Gender reassignment
- Pregnancy and maternity
- Age (*not applicable to students*)
- Marital or civil partnership status (*not applicable to students*)

Our school is committed to meeting the general and specific public sector equality duties which apply to pupils, employees, contractors and others who access services provided by the school.

General Equality Duties:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Specific Equality Duties:

These duties enable us to meet our obligations under the General Public Sector Equality Duties (PSED).

- **Publish** annually information (quantitative and qualitative), showing compliance with the PSED
- To set every four years one or more specific measurable equality objectives that further the three aims of the PSED.

Other legislation which underpins our scheme includes:

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998

See Annex 1 for definitions of discrimination.

4: Implementation

A review of Greneway School policies was carried out by the Equality Governor in October 2015. This identified the ways in which the school is meeting the three general duties in relation to the following areas:

- Accessibility
- Additional Needs
- Admissions
- Attendance
- Autism Spectrum Condition
- Behaviour
- British Values
- Child Protection (Safeguarding)
- Collective Reflection and Worship
- Complaints
- Continuing professional development
- Curriculum
- Gifted, Talented and Highly Able
- Grievance and Whistleblowing
- Health and Safety
- Procurement
- Recruitment
- Sex and Relationship Education
- Teachers' Pay
- School development plan

Full details are given in Annex 2.

Community Cohesion

We believe that community cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

Our pupils have the opportunity to mix with and learn with, from and about those from different backgrounds, for example through links with other schools and community organisations. We can promote discussion of a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experiences. By community we include:

- the school community – pupils, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area.
- the UK community; and
- the global community.

5: Roles and Responsibilities

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

Commitment to implementation

Mrs L Rawlings, Headteacher, retains overall responsibility for ensuring that the action plan is delivered effectively. Every 4 months, managers and key staff will report to the Headteacher on actions and progress. There will be an annual report on equality and diversity to the Curriculum and Achievement Committee. The action plan will be updated and approved by the Curriculum and Achievement committee annually. The actions fulfilled to meet the objectives will be shared with members of staff, and the Full Governing Body so that any objectives not being wholly met can be addressed, and objectives met can be celebrated. A statement about how Greneway School is meeting their public duty on equality will be available on the website.

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

Responsibility for	Key person
Single equality scheme	Mrs L Rawlings Head Teacher
Delivering equality (including bullying, racist and homophobic incidents)	Mrs L Rawlings Head Teacher
Accessibility	Mr TRC Graves [H&S Committee]
Equality and diversity in curriculum content	Ms C Bowyer Deputy Head [C&AC]
Equality and diversity in pupil achievement	Mr J Hirst Senior Teacher [C&AC]
Equality and diversity – behaviour and exclusions	Mr A Gee Assistant Head/Mrs L Rawlings
Participation in all aspects of school life	Mr TRC Graves Assistant Head
Policy review	Mrs L Rawlings Head Teacher [C&AC]
Communication and publishing	Mrs L Rawlings Head Teacher

Commitment to monitor and review

The school equality scheme is aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

Some examples of the monitoring information that we use at Greneway are:

- attainment data
- achievement data ((positive and negative)
- attendance and exclusion data
- information on behaviour and complaints
- data relating to children with additional needs
- access to free school meals
- Pupil Premium and Sports Premium data
- Child Looked After status
- data from projects to advance equality, eg Mind the Gap, Read,Write Inc, OSL, Pupil Premium, Catch Up Lessons
- Lesson observations/Learning Walks/work scrutinies
- information from teaching staff on specific topics, eg differentiation, questioning, use of new technologies, learning climates
- pupil voice
- employee data

The basic principle underlying the Specific Duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how. We publish equality information so that staff, parents/carers and others can see how we are meeting our requirement under the specific duties.

At Greneway School equality information In what form will we do this?
will be published annually and made available via the school website at www.greneway.herts.sch.uk or the school office (Tel: 01763 243650).

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

The Headteacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
 - Consult pupils, staff and stakeholders in the development and review of the policies
 - Ensure the effective communication of the policies to all pupils, staff and stakeholders
 - Ensure that managers and staff are trained as necessary to carry out the policies
 - Oversee the effective implementation of the policies
 - Hold line managers accountable for effective policy implementation
 - Provide appropriate role models for all managers, staff and pupils
 - Highlight good practice from departments, individual managers, staff and pupils
 - Provide mechanisms for the sharing of good practice
 - Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
 - Ensure that the school carries out its statutory duties effectively
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Line managers will:

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

All pupils will:

- Follow the school rules, including the Code of Conduct, Anti-bullying and Equality Codes.

All parents/carers will:

- Support the school's policies, the Code of Conduct on behaviour and the Anti-bullying and Equality Codes.

6: Engagement

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

In the development of the policy we have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities including:

- Parents – questionnaires at parents' evening, working parties
- Pupils – via School Council and Anti-discrimination Code focus group
- Staff – at SLT meetings, Year group meetings, Inclusion team meetings
- Engagement with local community groups, eg for Assemblies and PHSE curriculum
- Academy meetings

7: Publishing and using information

We ensure that all our policies are rigorously examined for equality impact to ensure that they do not give rise to discrimination. EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life. All policies are assessed for equality impact and EQIAs are carried out for other processes and procedures as necessary to ensure that we do not discriminate against any individual or group and to determine the extent to which our activities further the aims of the general equality duty.

We also value more qualitative information which may be given to us through a variety of mechanisms, eg pupil voice activities (via Pupil Voice link Governor) and School Council, House activities such as selection of House charities.

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

The basic principle underlying the new specific duties is that of 'transparency' which means being open about the information on which we base our decisions, on what to publish and how. At Greneway School we monitor, review and publish information on the school website and in other forms available on request: This may include:

- School assessment data, SATS results etc.
- Achievement/House points.
- Students' involvement in out of school activities.
- Students' involvement in school trips. •
- Parental consultation evenings.
- Information about additional needs provision
- Attendance information.
- Involvement of local organisations and groups
- Participation in community cohesion and curriculum enrichment activities

Our success indicators include:

- Students achieve in line with expectations and prior-attainment indicators, regardless of any protected characteristic.
- Any gaps between groups are reduced.
- The diversity of the school can be seen in various positive ways in the school.
- Departments are able to demonstrate the ways in which they promote equality and diversity within their schemes of work.
- No statistically significant differences exist in rates of sanction between groups with protected characteristics and those without.
- Incidents of racism, homophobia, disability or gender bullying and harassment are recorded and dealt with promptly.
- There continues to be a low level of incidents of bullying, racial or homophobic incidents or attitudes.

8: Our School's Equality Objectives

Achievements to date:

- Promoting equality of opportunity between boys and girls, men and women, when carrying out their functions and activities
- Further development of work with whole school on raising awareness and needs of pupils with additional needs

- Further research and continuous professional development for staff regarding pupils with disabilities
- Reviewed sections of our Behaviour Policy to ensure parity of care and support
- Reviewed and amended Anti-Bullying section of the Behaviour Policy
- Creation and incorporation of Equality poster (devised by the School Council)
- Ensuring that religious beliefs are understood and valued
- Identifying our most gifted and talented and highly able pupils and challenge them
- Reflecting on our diverse community at Greneway

At The Greneway School we have drawn up our current set of equality objectives to ensure that we make further progress in meeting the aims of the equality duty. We have shaped our objectives in consultation with pupils, staff, governors, trade unions, parents, and others who have an interest in our equality performance.

The data sources we have used and the people involved in developing our equality objectives include:

- Additional Needs data by year group from Inclusion Lead
- Lesson Monitor data
- RAISE Online
- Incident reporting
- SIMS data
- School transition data, Y4-5 and Y8-9
- Staff observation, especially during first Y5 term and ongoing
- Work scrutinies
- Staff CPD
- PSHE curriculum (covering children and adults with additional needs)
- Data from Barriers to Learning, Mind the Gap, Read, Write Inc, OSL and Pupil Premium projects

Our equality objectives:

Equality Objectives	Protected Characteristic
1. Narrow the gap between different groups narrowed (including Pupil Premium and non-Pupil Premium).	Gender, Ethnicity, Disability
2. To improve the physical learning environment of the school	Disability
3. To clarify the consequences system particularly in relation to racial and homophobic incidents	Ethnicity, Sexual Orientation
4. Pupils to design an Equality Code, and update Anti-Bullying Code	All
5. To introduce Education Health Care Plans (EHC) and work closely with health services and social care to meet the needs of all pupils.	Disability
6. To improve ways in which community projects/links with other organisations are integrated into curriculum/extracurricular opportunities.	Ethnicity, disability, Religion and Belief
7. Ensuring gender equality within the House System, eg House Captains and House events	Sex (Gender)

ANNEX 1: Definitions of discrimination

Unlawful discrimination is defined in the Equality Act 2010 as follows¹:

Direct discrimination occurs when you treat a person less favourably because of a protected characteristic. It occurs when you treat a person less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). Direct discrimination also occurs when you treat a person less favourably because you perceive them to have a protected characteristic.

Discrimination because of pregnancy and maternity occurs when you treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

Indirect discrimination occurs when you apply a provision, criterion or practice in a way that creates disproportionate disadvantage for a person with a protected characteristic as compared to those who do not share that characteristic, and is not a proportionate means of achieving a legitimate aim. In the context of school education, examples of legitimate aims might include:

- Maintaining academic and other standards.
- Ensuring the health and safety and welfare of pupils.

Even if the aim is legitimate, the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary'. The financial cost of using a less discriminatory approach cannot be the only a justification for not using it, however cost can be taken into account.

Discrimination arising from disability is different from those for other protected characteristics because it includes the additional provision of "Discrimination arising from disability". This occurs when a school treats a disabled pupil unfavourably because of something that is a *consequence of their disability*, and cannot justify such treatment. In this case, the motive for the unfavourable treatment does not matter and there is no need to show a comparison between the disabled pupil and anyone else in order to illustrate the disadvantage. An example of discrimination arising from disability might be a school refusing to allow a pupil with attention deficit hyperactivity disorder (ADHD) to go on a class visit to the theatre, because that pupil has attention difficulties and may disrupt the performance. The pupil's attention difficulties are a consequence of his disability.²

Schools also have a duty to make '**reasonable adjustments**' to ensure that pupils with disabilities can participate in all aspects of school life. Positive action provisions allow schools to target measures to alleviate disadvantage experienced by, or to meet the particular needs of, pupils with protected characteristics. This might include specific educational interventions or adaptation of the school premises to increase accessibility or the provision of auxiliary aids and services to disabled pupils in order to alleviate any substantial disadvantage in comparison to non-disabled peers. Provision for disabled pupils is closely linked with the existing provisions for pupils with additional needs. However, it is more inclusive since a significant proportion of children identified as disabled under the Equality Act 2010 do not have an identified special educational need.

¹ Adapted from: Equality and Human Rights Commission. Equality guidance for education providers: schools. www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance

² Equality and Human Rights Commission. What is Discrimination? <http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance/key-concepts/what-discrimination>

ANNEX 2: Implementing the Equality Duty

At Greneway School, in order to meet the three general duties, we do the following:

Accessibility:

- improve the physical environment to enable pupils with additional needs to take better advantage education, benefits, facilities and services we provided. See *Accessibility Plan* and “*School Offer*” on school website.

Additional Needs:

- ensure that all pupils make appropriate individual progress.
- ensure that all pupils receive the appropriate educational provision which corresponds to the broad, balanced and inclusive curriculum, illustrating coherence and progression in learning.
- ensure all pupils, regardless of their ability, have equal opportunity and access to all activities delivered by the school, as far as is appropriate.
- provide all children with the opportunity to express themselves on matters affecting their lives and to be heard and respected in accordance with the U.N.C.R.C.
- include and inform parent/carers in all stages of planning and supporting their children’s development.
- work collaboratively with parents/carers, other professionals and support services for the best interests of the pupils.
- positively support pupils in helping them achieve and experience success.
- ensure that all staff and governors carry out their responsibilities for Additional Needs effectively and that good practice is maintained, see *Additional Needs Policy* and *Supporting Pupils at School with Medical Conditions Policy*

Admissions:

- ensure equality in admissions to the school and act according to the Admissions Policy determined by Hertfordshire Education Authority. The governors contribute annually to the Authority's consultation process. See *Admissions Policy*

Attendance:

- maximise attendance rates for all pupils and be sensitive towards circumstances which lead to non-attendance. We will support parents and carers in ensuring the regular and punctual attendance of pupils and will respond promptly to issues which may lead to non-attendance.
- deal sensitively to the needs of individual parents and pupils and this will be reflected in the way in which attendance issues are addressed. See *Attendance Policy*

Autism Spectrum Condition:

- support children with ASC to achieve their full potential. All ASC pupils have equal opportunities in all activities delivered by the school, in line with the U.N.C.R.C; the Equality Act and the SEND policy. See *ASC Policy*

Behaviour:

- ensure that we take individual circumstances into consideration and look at alternative sanctions for particular policy breaches, where appropriate. We collect information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender. See *Behaviour Policy*

British Values:

- ensure that we promote the fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. Some examples of how this is done include: School ethos, Home-school Agreement, E-Safety Policy, Behaviour policy, RE and Collective Worship Policy, PSHE lessons, Assemblies, Anti-bullying code, Equality code, Ready to Learn Code, School Council and House Captain elections. Key staff have also received training in the Prevent duty of the Counter-Terrorism and Security Act 2015. See *British Values Policy*.

Child Protection (Safeguarding):

- establish and maintain an environment where all children feel secure, are encouraged to talk, and are listened to when they have a worry or concern without judgement or discrimination.
- establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well being of a child.
- ensure that children who have been abused receive equal support in line with a child protection plan, where deemed necessary.
- include opportunities in the PSHEe curriculum for all children to develop the skills they need to recognise and stay safe from abuse. See *Child Protection (Safeguarding) Policy*.

Collective Reflection and Worship:

- take account of the cultural and religious diversity of our society and provide an opportunity to gather together for moral and spiritual purposes.
- provide a caring and supportive environment for all children to:
 - become increasingly aware of themselves as individuals and groups within the school and wider community
 - grow in understanding of the feelings of other people in everyday situations and beliefs
 - explore the language which people use to express their feelings
 - respond freely to and explore questions about meaning and purpose, values and beliefs
 - acknowledge diversity affirm each person's life stance, whether it be religious or not.

See *Collective Reflection and Worship Policy*

Complaints:

- handle complaints properly, sensitively and without prejudice or discrimination. See *Complaints Procedure*

Continuing professional development:

- ensure all staff, teaching, support staff and governors have an entitlement to equality of access to high-quality induction and continuing professional development. All members of staff through performance appraisal (see Teachers' Standards) and through other mechanisms should have equal opportunity to discuss their professional needs. See *CPD Policy*.

Curriculum:

- ensure that all pupils:
 - have equal access to the whole school curriculum;
 - are encouraged to achieve their best, to feel confident and to attempt new work and situations;
 - have an informed perspective about their role in the community, society and the world of work and are aware that society encourages a life-long approach to learning;
 - develop a set of personal values based on honesty and trust, tolerance, understanding, caring and respect for others;
 - establish effective personal and social relationships;
 - appreciate the need to advocate the basic rights of others, understand the causes of inequality of opportunity and treatment afforded to others on the account of ethnicity, gender, social class or disability and the need to remove such discrimination.

Gifted, Talented and Highly Able:

- identify pupils who exhibit high ability in one or more areas, as early as possible
- provide a curriculum which meets the needs of all GTHA pupils
- provide extracurricular activities which provide enrichment opportunities to extend and challenge pupils
- enable all GTHA pupils to develop the skills and attributes needed to support their future success. See *Gifted, Talented and Highly Able Policy*

Grievance and Whistleblowing:

- strive to achieve fair and equitable treatment for all employees of the school. See *Grievance and Whistleblowing Policies*

Health and Safety:

- recognise and accept responsibility for providing a safe and healthy workplace and a working environment for all users of the school's facilities - staff, pupils, visitors, other users and contractors. See *Health and Safety Policy*

Procurement:

- ensure that when procuring goods and services from external suppliers, we ask questions to help ensure that equality issues and duties are taken into account. We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors. See *Procurement Policy*

Recruitment:

- in considering all applicants for posts at The Greneway Middle School, the governors and appointment panel, will ensure that they act in accordance with the following principle: That no job applicant will receive less favourable treatment on the grounds of race, colour, nationality, cultural or national origins, sex, age, marital status or disability or is disadvantaged by conditions or requirements which cannot be justified as being necessary for the safe and effective performance of the job. See *Staff Appointments Policy*

Sex and Relationship Education:

- educate pupils in a balanced and objective way in matters relating to their growing and sexual development which complements and supports parents/carers' contribution to their children's SRE. See *Sex and Relationship Education Policy*.

Teachers' Pay:

- ensure that all pay progression decisions for all teaching staff are achieved in a fair, equitable and transparent way and are made without unlawful discrimination.
- demonstrate that decisions on pay are fair, just and transparent
- recognise the principle of equal pay for like work and work of equal value
- monitor the outcomes and impact of the pay policy on a regular basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.
See *Royston Schools Academy Trust Pay Policy*

School development plan

- ensure that our School Development Plan drives our commitment to:
 - eliminating discrimination and delivering equality, eg by reflecting on the Equality Scheme with the School Council and developing whole school resources;
 - advancing equality of opportunity, eg by raising achievement for all pupils, ensuring every individual makes measureable progress that is good or outstanding whatever their starting point; and
 - fostering good relations eg by working together as a TEAM to ensure that our pupils are healthy and safe, enjoy learning and achieve success, make a positive contribution to society and are prepared for economic security in the future; that they are a valued and active part of the local community; and by promoting a powerful collaborative approach to learning through our partnership with other local schools.

9: Equality Action Plan

Equality Objectives	Protected Characteristic	R	A	G	General Duty	Responsibility	Measurable success indicator	Timing	Review date
The gap between different groups attainment is narrowed (including PP and non-PP).	Gender, Ethnicity, Disability				Advance equality of opportunity	SLT/HG	Data tracking indicates narrowing of gap between different groups.	July 16	
To improve the physical learning environment of the school.	Disability				Advance equality of opportunity	TG/FP			
To clarify the consequences system particularly in relation to racial and homophobic incidents	Ethnicity, Sexual Orientation				Eliminate unlawful discrimination	AG	Pupil and parent feedback positive in relation to handling of incidents. Number of incidents continue to decrease.	July 16	
Pupils to design an Equality Code, and update Anti-Bullying Code.	All				Eliminate unlawful discrimination, Foster good relations	CB	Pupil and staff feedback indicates bullying and discrimination rarely occur.	Dec 15	
To introduce Education Health Care Plans (EHC) and work closely with health services and social care to meet the needs of all pupils.	Disability				Advance equality of opportunity	AR	Plans in place and pupils making good progress.	Dec 15	
To improve ways in which community projects/links with other organisations are integrated into curriculum/extra-curricular opportunities.	Ethnicity, disability, Religion and Belief				Foster good relations	TG	Range of opportunities diverse and meet need of community	July 16	
Ensuring gender equality within the House System, eg House Captains and House events	Sex (Gender)				Advance equality of opportunity	JS	Data reflects gender equality	July 16	

Review

This policy was reviewed and agreed by the:

Curriculum & Achievement Committee on: 3 June 2015 (Equality Action Plan)
18 November 2015 (Equality Policy)

Full Governors: 2 December 2015

Review date: November 2019