

Elton Primary School & Nursery

# Equality Policy

*In our school, the wellbeing and education of all our children comes first*

<b>Full Governors</b>	Summer 2025
<b>Review</b>	Summer 2028

## **Elton Primary School and Nursery Equality Policy and Plan**

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### **1. Mission statement**

#### **“Love Learning, Love Life, Always Aiming High”**

At Elton Primary School and Nursery, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and SEND and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment, which champions respect for all. At Elton Primary School and Nursery, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **2. Mainstreaming equality into policy and practice**

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

#### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and SEND and provide intervention/support where any differences are identified;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;

- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents and carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, socio-economic factors or any other protected characteristics.

Exclusions will always be based on the school's Behaviour For Learning Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Elton Primary School and Nursery.

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. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

#### **Employer duties**

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

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion, or any other protected characteristics are considered when appointing staff.

Actions to ensure this commitment is met include:

- Monitoring recruitment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

### **4. Equality and the law**

**There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006& latterly 2010).**

**The action plan at the end of this Equality Plan outlines the actions Elton Primary School will take to meet the general duties detailed below.**

#### **4a. Race Equality**

**Race - A person's nationality, ethnic or national origin. It includes Gypsy, Roma, Travellers as well as White British people.**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty, we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

We strive to eliminate all forms of racism and racial discrimination. Should an alleged racist incident occur it is investigated, acting immediately to respond in the appropriate manner and prevent any repetition of the incident. We also do all we can to support the victim, and if necessary their families too, in overcoming any difficulties they may have. All racial incidents will be reported on SIMS or CPOMS and submitted for Governor analysis on a termly basis via the Headteacher's report.

#### **4b. Disability**

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

##### **Definition of disability**

Disability - The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. Long-term illnesses such as HIV and cancer are all considered as disabilities regardless of their effect.

##### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty, we will:

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

Reasonable adjustments:

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users. To enable all children to access the curriculum:

- School visits are planned accordingly and individual children's needs are risk assessed.
- If necessary, staff allow for the additional time required by some disabled pupils to access tasks e.g. use equipment in practical work.
- Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.
- Teachers and teaching assistants have the necessary training to teach and support disabled pupils.
- Staff seek to remove all barriers to learning and participation. This includes, at times, individual risk assessments and adjustments being made in conjunction with advice from medical professions.
- 1:1 teaching assistants work with a range of children with complex needs and seek advice from the SENDCo and external agencies to support them appropriately.
- Some adjustments to the school building have been made including:
  - Areas to which pupils, staff and visitors have access are well lit and are easily accessible by all users.
  - Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disability.
  - Alarms with both visual and auditory components would be considered if a child was admitted with such needs.

#### **4c. Gender Equality**

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.

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty, we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty, we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4d. Sexual Orientation**

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.

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

At Elton Primary School & Nursery, we follow the Christopher Winter Sex and Relationships programme in all year groups from Reception upwards. Parents and carers are informed before each session about the content and have the opportunity to discuss the content of the lesson with the class teacher or senior leadership team (see RHE policy).

We investigate appropriate relationships with children and seek to address misconceptions that children may have. We are aware of different religious beliefs and sensitively approach this subject. This links directly to our citizenship overview where children work annually with the NSPCC to identify how to keep themselves safe and what to do if they are concerned or have worries.

#### **4e. Age**

Age discrimination does not apply to the provision of education, but it does apply to work. The admission of pupils out of their chronological age is considered on an individual basis and we would work alongside the admissions teams and other external agencies as appropriate.

#### **4f. Marriage and civil partnership**

Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

#### **4g. Pregnancy and maternity**

Maternity refers to the period of 26 weeks after the birth (including stillbirths), 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.

#### **4h. Religious Beliefs**

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 (see Collective Worship Policy).

At Elton Primary School and Nursery, we recognise that people can face discrimination because of attitudes in society towards the faith communities to which they belong. In Britain, we acknowledge that faith-based hate crime has been on the increase in recent years; in our local area, this has not been an issue. Our RE scheme of work is available on the school website and follows the local agreed syllabus for RE.

The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

#### **4i. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. Although no longer a legal requirement since 2011, we strongly believe that the ethos of Community Cohesion underpins much of our work in diversity and tolerance and therefore continue to embed its principles.

#### **5. Consultation and involvement**

The development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We ask for, and listen to, the views of all parents and have put particular systems in place to communicate verbally with our GRT parents about their concerns.

#### **6. Roles and Responsibilities**

##### **The role of governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender, disability and other protected characteristics.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability and other protected characteristics.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender, disability and other protected characteristics.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex, disability and other protected characteristics.

##### **The role of the Headteacher (or senior leader responsible for Equality)**

- It is the Headteacher's role to implement the school's Equality Plan and he is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

- The Headteacher ensures that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender, disability and other protected characteristics; and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **7. Tackling discrimination**

Harassment on account of race, religion, gender, disability, sexual orientation or other protected characteristics is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other protected characteristics, or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:  
'Any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

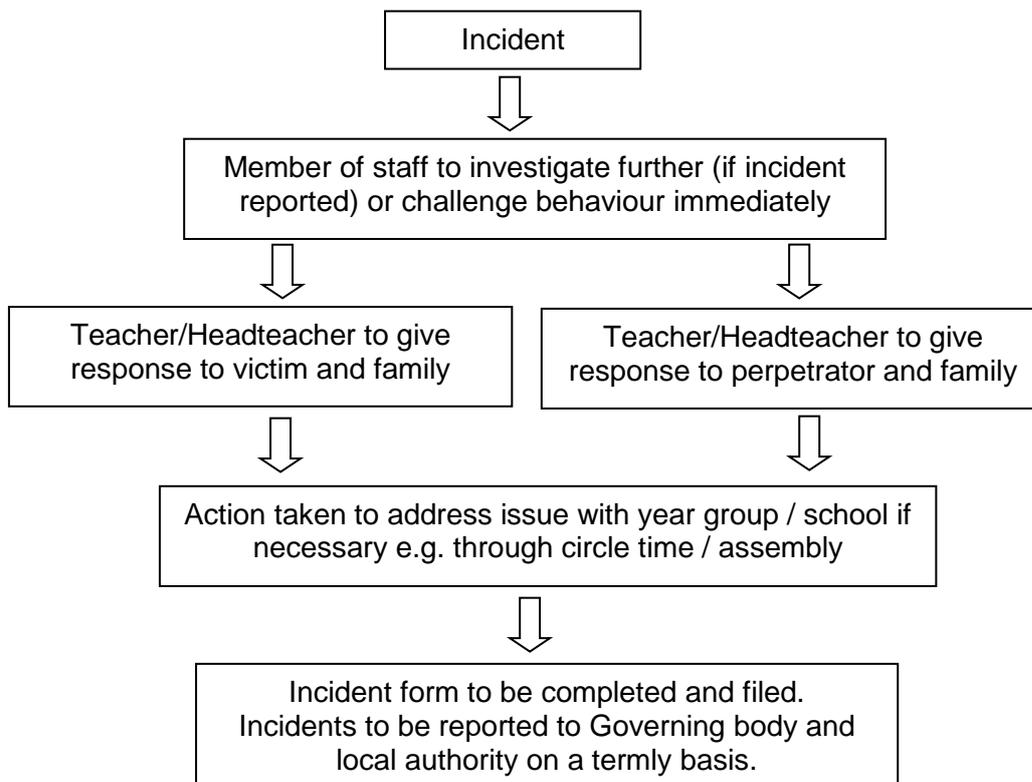
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;

- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



## **8. Tracking and monitoring of vulnerable pupils**

At Elton Primary School & Nursery, we work hard to ensure that all pupils, no matter what their additional or SEND, have the opportunity to progress and develop academically and socially. Children on the SEND register receive individual targets written in conjunction with parents and any other agencies e.g. SALT and Autism Team. The SENDCo closely monitors the delivery of intervention programmes across the whole school and liaises with class teachers and parents to ensure a high standard of provision. Provision and support is tailored to support the requirements of the pupils and the provision is closely monitored by the governing body and leadership team.

We also provide challenging targets for children identified as being able to work at their age related objectives in greater depth. Children also have access to local events taking place out of school hours.

Children with English as an additional language are welcomed into our school and our SENDCo works closely with all teachers and other local schools to provide opportunities to achieve in their home and native language.

Pupils in receipt of pupil premium are tracked and when necessary provided with additional support to enable them to reach their full potential.

## **9. Review of progress and impact**

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement of ALL children, for this plan we monitor specifically by ethnicity, gender and SEND, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **10. Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through assemblies, staff meetings and other communications;
- Make sure hard copies are available.

## 10. ACTION PLAN

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

For further examples of actions, please see Appendix A. You may also wish to cross-reference the action plan with actions in other documents e.g. School Improvement Plan / Accessibility Strategy / Special Educational Needs Policy.

Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Website audit	Headteacher	Publish Summer term 2025	Staff will be familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents will be aware of the Equality Plan
Monitor and analyse pupil achievement by race, gender and disability/SEN and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability/SEN	Headteacher / & Governing body	Termly data collection points	Analysis of teacher assessments / annual data will demonstrate good progress for all cohorts.
Continue to monitor effectiveness of approaches to improving attendance levels for all groups and adopt successful ones. Tailor individual reasonable responses to address specific needs.	Daily, weekly and half-termly analysis of attendance and trends for different cohorts.	Headteacher, Admin officer, EWO and governors.	Daily	Attendance for all groups will continue to improve compared with historic levels.
Ensure that assemblies, teaching topics, displays in classrooms and corridors, letters home, newsletters and website promote diversity in terms of race, gender, sexuality and ethnicity.	Pupil and Staff voice collection by Head and RE /P4C leads.	All staff & Governing body	Ongoing	More diversity will be reflected in school displays across all year groups
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election, class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	From academic year 2025/2028	More diversity in school council membership
Ensure all staff are trained in effective strategies to ensure the inclusion of all children within lessons. Ensure all staff are aware of and implement suitable reasonable adjustments – such as visual timetables,	Lesson observations, drop-ins and pupil voice collection by head	Head SENDCo	Ongoing	Lesson obs/drop-ins show effective methods in use.

## 10. ACTION PLAN

Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
sensory breaks etc.	and SENDCo.			
<p>To ensure every child has access to a suitable area within the classroom/school where they can become re-regulated if needed: e.g. sensory areas and ELSA areas.</p> <p>To ensure every child has an adult that they know they can talk to, or work with, when needed. SENDCo and ELSA non-contact time to support this.</p>	Discussions with children, parents and staff.	Head SENDCo ELSA	Ongoing	Positive parental, child and staff feedback.
<p>Staff will implement all reasonable advice from external agencies to ensure that every child is able to attend school and progress to their full capability. This will include reasonable adjustments to daily timetables, class and toilet environments etc.</p>	<p>Discussions with children, parents and staff.</p> <p>Lesson drop-ins.</p>	Head SENDCo	Ongoing	Children, parents and staff are all happy with any arrangements/adjustments and children are progressing well.
<p>Identify, respond and report racist/ homophobic incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.</p> <p>Regularly review Behaviour for Learning policy and collect pupil and staff voice about the policy and how it is implemented.</p>	<p>The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</p>	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents
Promote Governor vacancies in accessible formats.	Monitoring of applications by disability to see if material was effective	Lead Governors on Special Educational Needs &	ongoing	More applications from disabled candidates to be School Governors

## 10. ACTION PLAN

Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
		Disabilities		
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Black History Month, Traveller History Month, Diwali, Eid, Christmas etc.	P4C lesson evaluations and assembly feedback	Member of staff leading on P4C	Ongoing	Increased awareness of different communities shown in P4C /RHE feedback.
To ensure that all communication is shared in ways that reach all stakeholders – including those who are unable to read English. Staff present on playground to verbally share information. Office verbally sharing information with parents who are unable to read English. Translation services used when required.	Staff and parent feedback.	KM	Ongoing	All cohorts show compliance/ awareness of any issues or changes.

## **Appendix A**

### **Examples of further actions to include in the action plan to meet the general duties**

#### **ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION**

##### **The school will ensure that:**

- Pupil achievement is monitored by race, gender and SEND and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

##### **The school will provide:**

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

#### **PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

##### **The school will:**

- Promote positive images, which reflect the diversity of the school and community in terms of race, gender, SEND and other protected characteristics for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;

- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting SEND pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

### **The school will:**

- Develop and adapt its procedures and resources to support anti-bullying - to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender, sexuality or ethnicity, or other protected characteristics.
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender, sexual orientation and disability bullying and harassment whenever it reviews its policy on behaviour.

## **MONITORING IMPACT**

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