

WOODLANDS PRIMARY SCHOOL



EQUALITY OBJECTIVES POLICY

Updated: October 2024
Review Date: September 2025

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Policy been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

WOODLANDS PRIMARY SCHOOL

EQUALITY OBJECTIVES POLICY

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1. Mission statement

Ready Respectful Safe

At Woodlands Primary School, 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 is monitored by race, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination through a comprehensive curriculum, and through the positive promotion of equality, actively challenging bullying and stereotypes and creating an environment which champions respect for all. At Woodlands, 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 disability and action any differences;
- Take account of the starting attainment 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, national population, 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;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and suspensions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, special educational need or socio-economic factors.

Suspensions will always be based on the school's Behaviour for Learning Policy and DfE guidance, in addition to individual risk assessments. We closely monitor suspensions 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 Woodlands Primary School.

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 will continue to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion 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 and experience 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 that Woodlands Primary School will take to meet the general duties detailed below.

4a. Race Equality

Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies 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, in particular, 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, with school acting immediately to try to prevent any repetition of the incident. We also do all we can to support the victim, and if necessary their families, in overcoming any difficulties they may have. All racial incidents will be reported on 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 - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (see accessibility plan and SEND local offer on the website). 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.

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'.

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
- Teachers and teaching assistants have are supported with their disabilities
- Staff seek to remove all barriers to learning and participation in any and all activities in school
- 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.
- Our building is maintained to ensure access for all, this is regularly reviewed. If any particular changes or installations were required to improve this, they have been progressed.
- 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, those that do not identify as binary, 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, gender 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, same sex parents etc. 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 Woodlands, we follow the Christopher Winter Sex and Relationships programme in all year groups from Reception upwards. Parents and carers are informed before each unit of work/lessons about the content and have the opportunity to discuss the content of the lessons with the class teacher or senior leadership team (see RSE policy). We also use No Outsiders units/texts to discuss and explore concepts of relationships and sexual education.

We explore the concept of 'appropriate relationships' with children and seek to address misconceptions that children may have. We are aware of how different religious beliefs affect tolerance in this area and therefore we sensitively approach this subject. This links directly to our SMSC overview where children work annually with the NSPCC to identify how to keep themselves safe and explain to them what to do if they are concerned or have worries.

- Age - A person of a particular age or a range of ages. 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.
- Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to the workplace. We do not discriminate on the grounds of same sex partnerships or marriage.
- Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth of a child (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

Religious Beliefs

Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief will 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 Woodlands, 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, and understanding.

4e. 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 still underpins much of our work in SMSC, specifically 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, through a range of media including Twitter, email, face-to-face meetings, Parentview, Parent Forum etc and have put particular systems in place to communicate verbally with our 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 staff, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

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 or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The governing body ensures that no adult is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher

It is the Headteacher's role to implement the school's Equality Plan and s/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 appointment 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 ensure that all staff 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 and disability, 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 or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur by reporting and recording them as a minimum. They know how to identify and challenge prejudice and stereotyping; and 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. All incidents are recorded on CPOMs.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation 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

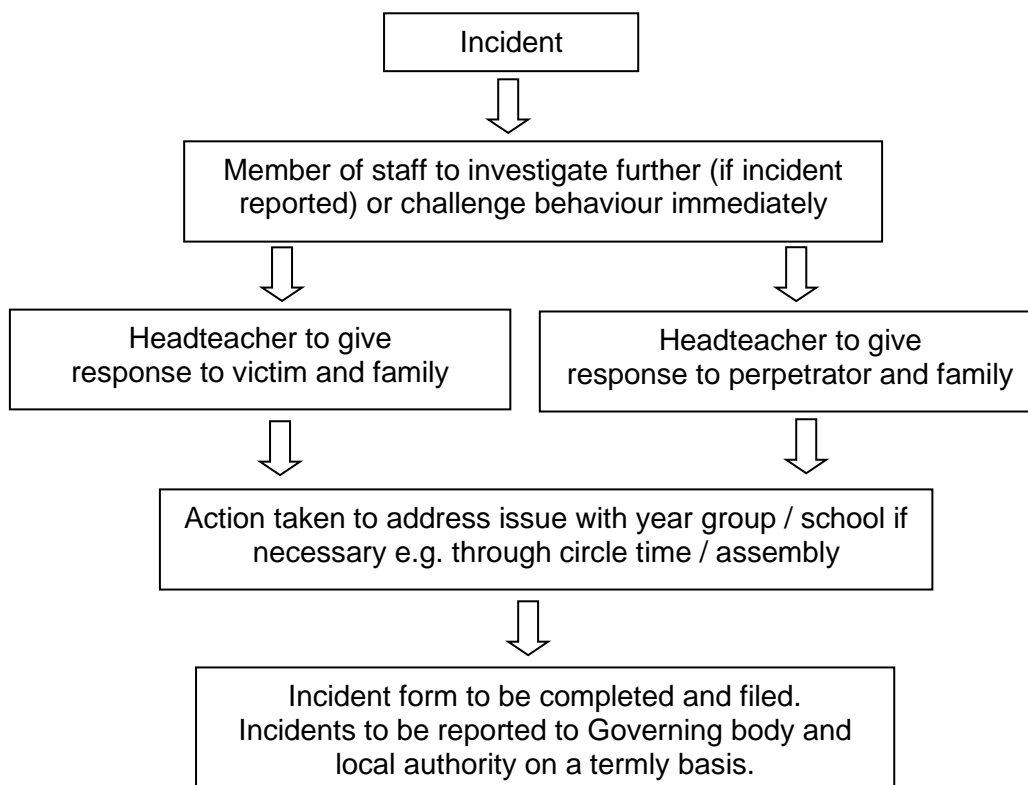
Types of discriminatory incidents that can occur are:

- 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 Woodlands, we work hard to ensure that all pupils, no matter what their additional or special needs, 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.

Children with English as an additional language are welcomed into our school and our SENDCo and EAL lead 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 provided with additional support including specialist intervention 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 Policy and plan on an annual 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 disability, 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 Policy/ Special Educational Needs Policy.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey and termly parent forum meeting?	Headteacher / DHT	Update & publish each autumn term	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / DHT/AHTs & Governing body	Termly	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Continue to monitor effectiveness of approaches to improving attendance levels for all groups and adopt successful ones.	Absence data will show improvements towards national levels for this cohort.	Headteacher, DHT and governors.	Assess termly.	Attendance will continue to improve.
All	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.	Increase in pupil participation, confidence and positive identity – monitor through SMSC and RE	All staff & Governing body	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Pupil Parliament by election or co-option, class assemblies, fund raising, Anti-Bullying	Pupil Parliament and pupil roles representation monitored by race, gender, disability	Member of staff leading on Pupil Parliament	Ongoing	More diversity in Pupil Parliament etc.

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
	Advocates etc.				
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	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?	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats.	Monitoring of applications by disability to see if material was effective	Lead Governors on Special Educational Needs & Disabilities	ongoing	More applications from disabled candidates to be School Governors
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	SMSC lesson evaluations	Member of staff leading on SMSC	Ongoing	Increased awareness of different communities shown in SMSC assessments

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 disability 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;
- The talents of disabled pupils are recognised;
- 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 Pupil Parliament 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 and disability, 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 disabled 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;
- 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 disability, 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.