

Equalities and Cohesion Objectives: 2017-2021

	OBJECTIVE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
1.	Eliminating discrimination, promoting equality and celebrating diversity	<ul style="list-style-type: none"> Celebrate diversity/equality Celebrate achievement Promote positive attitudes towards disabled people Promote positive attitudes towards people of different ethnic groups/religion etc Involve pupils, parents and staff Promote high expectations Communicate behaviour expectations Ensure that it welcomes applications for school places and jobs from all sections of the community. 	<p>All Staff</p> <p>SLT /Governing Body</p>	ongoing	<p>Children are proud of their achievements/backgrounds</p> <p>Staff from a range of backgrounds/ age groups/ genders are employed</p>
2.	Preventing and dealing effectively with bullying and harassment Recognising that the groups covered in this policy are more vulnerable to bullying and harassment.	<ul style="list-style-type: none"> Communicate to pupils, parents and staff its zero tolerance to all forms of bullying and harassment Ensure that incidents are reported and addressed swiftly and effectively 	SLT	ongoing	Parents and pupils are clear on school policies regarding bullying and harassment

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		<ul style="list-style-type: none"> Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc. (ANT System allows this recording & monitoring) 			
3.	Listening to pupils, staff, parents and others	<ul style="list-style-type: none"> Hear the pupil voice Actively seek staff views and listen to staff concerns Seek the views of parents Ensure it encourages, enables and hears the full range of views including those with disabilities Identify areas in which the school needs to operate differently to capture all the views it needs – for example it may be necessary to seek views from voluntary groups outside the school to get the full picture on disability, race equality and or community cohesion 	SLT	<p>Annual questionnaire for parents</p> <p>Weekly school council meetings</p>	<p>Pupil and parent views are heard.</p> <p>Policies and procedures are adapted where appropriate in line with their views</p>

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4.	Developing the Curriculum	<ul style="list-style-type: none"> • Ensure that all subject areas reflect cultural diversity and respect for others. • Use RE/PSHE/ Citizenship as models for best practice in developing an inclusive curriculum. • Use multi-cultural resources to ensure pupils enhance their understanding of different religions and cultures. • Make use of positive role models in the classroom to develop the self-esteem of vulnerable groups and the respect of all for diversity within the community. 	<p>Curriculum co-ordinators</p> <p>Global citizenship co-coordinator</p>	<p>Termly co-ordinator time.</p> <p>Staff meetings spring and summer term 2018</p>	<p>Curriculum reflects cultural diversity and British values</p>
5.	Equalising opportunities Recognising that some of the groups covered in this policy are likely to be economically disadvantaged	<ul style="list-style-type: none"> • Ensure school uniform is affordable • Avoid putting parents under unnecessary financial pressure • Promote the take-up of extra-curricular opportunities • Ensure that the school charging policy is appropriate • Monitor take-up of extra-curricular opportunities • Pupil premium spending 	SLT/ governing Body	Review at least annually	All families have equal access to school opportunities

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6.	Informing and involving parents and carers Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible	<ul style="list-style-type: none"> • Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs • Encourage parents to let the school know if they have a particular disability or other need • Encourage parents to discuss their concerns • Ensure that parents understand how well their child is progressing • Explain how parents can help their child at home • Explain how parents and others can help in school • Encourage parents to join the PA and/or governing body 	SLT SENDCo	Review communication at least annually Report to parents on a regular basis at least termly	Ensure all parents and carers are welcomed into school and their contribution is valued.
7.	Welcoming new pupils and helping them to settle in effectively Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year	<ul style="list-style-type: none"> • Ensure a happy start to the school at normal times • Ensure effective school transfer and induction mid-year • Ensure that extra help is given to pupils who find change of school challenging • Ensure well-planned school 	SLT Key stage co-ordinators SENDCo	Annual transition meetings (July)	All children are clear about each stage of transition and parents are aware of changes allowing for smooth transition

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		<p>adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school</p> <ul style="list-style-type: none"> • Ensure school's uniform policy is clear to parents, impact assessed and inclusive 			
8.	<p>Addressing the full range of learning needs</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve</p>	<ul style="list-style-type: none"> • Ensure curriculum is relevant • Ensure appropriate teaching styles and classroom organisation • Planning is based on earlier learning • Marking policy promotes learning for all • Track pupil progress and Identify under- performing • Promote and maintain higher attendance - strategies and monitoring • Develop provision management to establish effective analysis and development of interventions 	SENDCO	Termly reviews	All children have equal access to the curriculum

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9.	Supporting learners with particular needs Recognising that some of the groups covered in this policy are more likely to have particular needs	<ul style="list-style-type: none"> • Provide distance learning packs for children out of school • Prepare Personal Education support Plans to focus on learning priorities • Provide Basic Skills support • Ensure language support is available as required • Provide Homework • Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission. • Gaps identified in training needs analysis are reflected in staff development plan 	SENDCo	Termly reviews	All children have equal access to the curriculum.
10.	Making the school accessible to all	<ul style="list-style-type: none"> • Meet the needs of pupils, staff and others with physical disabilities • Meet the needs of pupils, staff and others with other disabilities • Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities • Identify further developments to 	HT / Governing Body	Review as required	The school is accessible to all

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		address outstanding issues <ul style="list-style-type: none"> Including transport and supervision for children with disabilities. 			
11.	Ensuring fair and equal treatment for staff and others Recognising that the school needs to ensure that policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school	<ul style="list-style-type: none"> Ensure non-discriminatory recruitment and employment practices Promote dignity at work Encourage the development of all staff 	SLT /Governing Body	Review annually	All staff are treated equally
12.	Encourage participation of under-represented groups Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups	<ul style="list-style-type: none"> Recruit governors representative of the pupil population and/or community Encourage the widest participation in Parents Association (PA) activities Support individuals and community groups to express their views on matters affecting themselves and their community 	Governing Body Headteacher	ongoing	A wide range of the community is represented across school roles
13.	Monitoring and Evaluating the policy Recognising that the strength of this policy depends upon	<ul style="list-style-type: none"> Report to governors Report to parents and pupils Train all staff and governors 	Equalities working part	Termly reports to Governors	The policy is kept updated and relevant to changing

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	ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.	<ul style="list-style-type: none"> • Consult pupils, parents and staff on how the policy is working and how it could be improved • Monitor and review practice • Carry out impact assessments to evaluate practice • Requirement to report on disability aspects in school prospectus <p>Report on all aspects of inclusion via website, newsletter etc.</p>		At least annual meeting of working party	situation at school