

Normandy Village School

Single Equality Scheme

Introduction

This Single Equality Scheme (SES) integrates the statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, students and people using the services of the school.

Legislation relating to religion or belief, sexual orientation and age are also included in the overarching statement. It therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

In the Autumn of 2007 the then Department for Children Schools and Families produced a Single Equality Scheme and the Equality Act brings a statutory requirement for public bodies, including schools to have such a scheme.

It is a further requirement to review the Single Equality Scheme and any associated action plan annually and this will be through the Governing Body and will cover activity undertaken in relation to the three original equality schemes and the six equality strands together with the requirements for promoting 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.

Statement

Normandy Village School is a multi-cultural, multi-racial community both adults and pupils. We believe that everyone in the school is of equal value and should have equal opportunities in school, the community and in life.

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or sexuality; because of their class or because of a disability. This will not happen in our school.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our school and of the community. The staff and governors for their part strive to give unconditional trust and ask of pupils that they endeavour to be honest and give respect to other people and their property. There may be times when the relationship between staff and a pupil breaks down. In such cases the school will give all the support it can to the pupil concerned and his or her parents even though redress to exclusion may be necessary.

Equal Opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved make Normandy Village School a real Equal Opportunities and Inclusive school.

Aims

Our main aim is to offer an education appropriate to each individual pupil's needs regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability, or religious beliefs.

With regard to the SEN Code of Practice, the Index for Inclusion and the Social Inclusion initiatives, we aim to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach levels of attainment appropriate to their ability.

We aim to ensure that everyone at the school, (staff, pupils, parents, carers, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.

We aim to ensure that active encouragement is given to all pupils in order to enable them to develop fully talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny another person his or her educational opportunity.

Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to the school's equal opportunities policies.

We regard all our pupils as being of equal value and to ensure that the needs of all pupils are identified and met, and that they are able to achieve their full potential, helping to raise standards across the school.

We aim to challenge in a positive way any form of prejudice, racism or sexism, whether overt or covert, which contradicts the school's Single Equality Scheme, including Disability, Gender and Racial Equality policies and codes of conduct. This means adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.

We aim to create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this, the school will maintain strong community/parental links and governors will give support to the school and all its stakeholders, to ensure an effective educational delivery.

Guidelines

Any provisions related to equal opportunities and racial equality must set out clearly its Aims and Objectives (with acknowledgement to the Development Education Association):

- Human dignity (pupils develop a sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background).
- Justice and fairness (pupils value genuinely democratic processes and principles and are willing to take action on this).
- Commitment to equality (pupils recognise the principle of equality as the underpinning of relationships between individuals, groups and societies).
- Appreciation of diversity (pupils develop an open-minded approach to other cultures and social groups and are willing to learn from them).

From this the following key guidelines emerge:

- All pupils should be encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.
- Every member of staff needs to accept responsibility for establishing a reasonable climate for debate and extending opportunities for controversial discussion. They must address widely held misconceptions to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity.
- The provision of genuine equality of opportunity must be inherent in the education the school offers. The 4-11 curriculum opportunities must be open to all. The school must challenge any gender stereotyping, which leads to constraints on the development of pupils' abilities and aspirations and should include the opportunity to study multicultural issues as an intrinsic part of all programmes and teaching.

- The school should clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self esteem.

More specifically this means the following codes of practice for governors and staff, pupils, parents and carers, visitors and contract staff.

Governors and Staff

Staff will treat each other and all pupils with respect.

Staff will examine the ideas and images in books and other resources and will challenge negative images and give all pupils positive images.

Policies on displays, notices, meals, uniform, etc. in the school will reflect its multi-racial population.

Attendance at in-service training courses on Equal Opportunities will be encouraged. Staff will make every effort to understand the origins and nature of racism, disability and sexism and to recognise their own prejudice where it exists.

The school values the fact that many pupils are bilingual and will encourage the teaching and/ or use of community languages.

Positive links will be developed with the homes of pupils and communities from which our pupils come.

Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The school will support victims of such incidents, on or off the premises.

Appointment and promotion of staff will be made and monitored in accordance with the school's Equal Opportunities policy for staff selection, appointment and promotion. The governing body will monitor the balance at all levels of gender and ethnicity as well as membership of the governing body.

Pupils

All pupils are valued for themselves and can expect to have their culture and language treated positively and with respect.

Pupils will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism, disability and other forms of prejudice.

Pupils will be able to contribute to the development of Equal Opportunities and other school policies through the year and school councils.

If pupils feel they have been abused racially or bullied they should report the matter immediately to their teacher/Year Leader/Deputy/Assistant Headteacher (as appropriate). All pupils can expect to be listened to and have their complaints investigated. If a pupil feels their complaint has not been properly dealt with they may take the matter to the Headteacher.

Pupils who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school and in particular by their teacher/tutor/year head (as appropriate). Anyone who has committed such offences will be dealt with appropriately - in the case of pupils this may include exclusion from the school.

All pupils should treat each other and staff with respect.

Parents/Carers and Visitors or Contract Staff

Parents/carers are very important to the school and in particular they have much to contribute to the Single Equality Scheme; their views are welcome and valued at all times. We ask that all parents/carers fully support the school Single Equality Scheme.

The school will discuss with parents/carers any incidents of racist, disability, sexist abuse or bullying and harassment incidents in which their sons or daughters have been involved.

If parents/carers are aware of incidents of racism, sexism or bullying then they should contact their child's Teacher/Senior member of staff (as appropriate).

Any visitors or contract staff visiting or working at the school who become aware of any incidents of racism, sexism, disability or other discrimination should report them to the Headteacher or one of the Senior staff. They should also abide by the code of conduct established by the school in relation to the Single Equality Scheme.

Implementation

Detailed procedures will be developed and published to make sure that everything in this policy statement happens.

The school will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.

All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.

Information will be collected about pupils' performance and progress in all areas of school activity, including racial groupings, to analyse trends that could have an adverse impact on pupils' attainment:

- Admissions and transfer procedures
- Assessment, and subsequent groupings by ability/attainment levels
- Curriculum, teaching and learning (inc language and cultural needs)
- Pupil behaviour, discipline, punishment and reward
- Suspensions and Permanent Exclusion
- Racism, racial harassment and bullying
- Staff recruitment and career development
- Membership of the Governing Body
- Parental involvement
- Working with the community
- Support, advice and guidance given by teachers/tutors/year heads/ learning mentors/counsellors (as appropriate).

All contraventions of this policy will be treated as disciplinary matters.

Action Planning

As and when new objectives are determined an action plan will be developed by the named member of the SMT and data will be reported to the governing body and recorded appropriately.

Objective	Action	Performance criteria	Monitoring/Evidence collection/Evaluation of impact
What is to be achieved and by when?	What needs to be done to reach the objective and by whom?	How will we know when we've got there?	What will be our evidence? By whom and when will the evidence be scrutinised? By whom, when and how will impact be evaluated?

Evaluation (Monitoring and Assessment) & Concluding Notes

This policy is to be monitored by the designated personnel to ensure its effectiveness through the school's self-review processes.

Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, pupils and parents understand and meet their responsibilities.

The effectiveness of the policy will be confirmed by its impact upon the raising of all pupils' levels of attainment, together with an increased inclusive atmosphere for all stakeholders and towards particular goals such as maintaining the gender/disability/racial balance within the staffing establishment, including at senior level.

This policy statement will continue to be discussed with pupils, parents/carers, interested parties, staff and governors.

The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole school community. The statement will be reviewed annually.

The Single Equality Scheme should impact upon all the policies and procedures in the school and all other school policies and procedures will be assessed to ensure their compliance with this scheme.

Additional Notes on Disability Equality

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.

Promoting Disability Equality

This school operates in ways to ensure each and every person at our school who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities is treated without disadvantage.

Disability equality is at the forefront of our policy development and over time will ensure that equality for disabled children and adults is woven into the culture of our school in practical and demonstrated ways.

These details have been developed through the involvement of representatives of the people it is intended to support. By the end of September each year they will be revisited with representatives of the disabled children (and/or their parents), young people and adults who are, at that time, members of our school. (A record of this revisiting will be reported to the Governing Body and taken into the Public Minutes of its Meeting).

We will maintain information about all our school members whose impairment affects:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

We will embrace all disabilities including those due to:

- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple Sclerosis
- Hearing or Sight impairments
- Mobility Difficulties
- Mental Health or Learning Difficulties

Our designated Lead Professional for Disability Equality (the Headteacher) will ensure, in addition to the annual review, that disabled school members are involved in discussions about policy or practice changes that occur at times during the year.

The Lead Professional will involve disabled school members and others in the production, delivery, monitoring and evaluation of an annual Action Plan for disability equality.

Monitoring Disability Equality

The Governing Body will ensure that matters of confidentiality are dealt with appropriately. We will ensure parents/carers and members of staff understand which impairments and health conditions meet the definition of disability and why it is important that school has information about disability and health conditions.

In order to monitor the effectiveness of our policies and practices all staff members will be given the opportunity to raise personal issues throughout the school year.

The school will make sure pupils feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition.

When admitting new pupils to the school we will ensure information about disability is shared.

When appointing new staff we will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.

The Lead Professional for Disability Equality will collate information about the recruitment, development and retention of disabled employees based on data collection and on staff interviews. The results will be reported to the Governing Body and incorporated in the public minutes of the Governing Body Meeting. The report to governors will include an evaluation of the efficacy of the school's arrangements for Disability Equality.

The Lead Professional will collate information about the educational opportunities available to and achievements of disabled pupils based on data collection and on pupil/parent interviews. The results will be reported to the Governing Body and incorporated in the public minutes of the Governing Body Meeting. The report to governors will include an evaluation of the efficacy of the school's arrangements for Disability Equality.

Developing Disability Equality

The Lead Professional for Disability Equality will gather together all the information relating to disability equality in order to produce an Annual Action Plan. In producing this plan there will be involvement of representatives of anyone in school who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities.

The Action Plan will incorporate success criteria against which progress will be measured.

A key feature of the evaluation of our developing disability equality scheme will be its impact on disabled children and adults. Impact assessments will be an essential element of our review process and will focus on the extent to which we have taken the right actions and the extent to which school activities do not inadvertently disadvantage disabled pupils, employees, parents and carers and any other disabled people using the school's facilities.

All Action Plans will incorporate a timetable for action. Specific goals will be set for improving the educational attainment of disabled pupils though regard will always be given to the extent to which the gap between disabled and non-disabled children can reasonably be achieved in the case of those disabled pupils who also have special educational needs. Specific goals will also be set for increasing the number of disabled staff employed by the school though the appropriateness of this will be considered in relation to the size and location of our school.

Impact Assessment

As well as evaluating the actuality of the impact of our policies and practices (See Annex 7) we will seek the perceptions of disabled pupils and their parents and the perceptions of disabled adults. This will be undertaken in the following ways:

- The impact of policy and practice will be monitored against the stated goals of the initial DES and the subsequent Annual Action Plans.
- School Leadership will evaluate the impact of policy and practice using the published success criteria.
- School Governance will formulate a response to the progress made and the impact of policy and practice and their views will be taken into the record of a Governors' Meeting.

A decision will be made each year by the headteacher, based on the actual number of pupils and staff who are disabled, as to the method of gathering the perceptions of disabled pupils and/or their parents and members of staff. Whether the decision is to speak to all disabled members of staff or whether it is to carry out a survey, the outcomes will be recorded, considered by Leadership, reported to Governors and acted upon accordingly.

The Single Equality Scheme requires schools to consider the general and specific duties in promoting equality across the full range of protected characteristics namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- Age (in role as employer, not in relation to pupils)

Schools have:

General Duty to

- Eliminate conduct that is prohibited by the Equality Act (2010)
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics

Specific Duty to

- Publish information showing they have complied with the General Duty
- Publish evidence of the equality analysis undertaken
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- Set and publish Equality Objectives

Information Showing how the School has complied with the General Duty

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act	• We have reviewed our whole-school profile and reaffirmed the central importance of equality, diversity and inclusion within our school community. While our community remains relatively homogenous in some respects, we recognise that our children are growing up in an increasingly diverse and multicultural society. We are therefore committed to ensuring that all pupils develop an

	understanding of, respect for and appreciation of difference. - Incidents of discrimination, prejudice and discriminatory bullying are rare within the school. Where concerns do arise, including those relating to race, religion or belief, disability, sex or sexual orientation, they are taken seriously and addressed promptly and appropriately in line with our behaviour and safeguarding procedures. We seek not only to respond effectively to incidents, but also to foster a culture of respect, inclusion and positive relationships across our school community. - The school has established policies and procedures which support our commitment to equality and inclusion, including our Equality and Opportunities Policy, Single Equality Scheme and Accessibility Plan. These are reviewed regularly to ensure that equality considerations are embedded across school life and that we continue to meet our responsibilities under the Equality Act 2010 and the Public Sector Equality Duty.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	- Pupils with additional and particular needs are well supported within our school. We recognise that pupils may experience different barriers to learning, participation and achievement, and we provide appropriate support and reasonable adjustments to enable all pupils to access the curriculum, participate fully in school life and make strong progress from their individual starting points. - The school has established systems for monitoring pupil attainment, progress, attendance, behaviour and wellbeing. These systems enable us to identify patterns or differences between groups and individuals and to respond appropriately where additional support or intervention is required. Staff know our pupils well and take a proactive approach to identifying and addressing potential barriers to learning, behaviour and participation. Pupils report that they feel safe, valued and listened to, and that their views are taken seriously. - Our Behaviour and Anti-Bullying Policies have been reviewed with appropriate engagement from pupils,

	parents and staff. The policies promote positive relationships, respect and inclusion, while making clear that discriminatory behaviour, bullying and prejudice-related incidents will not be tolerated. We continue to monitor the impact of these policies and use feedback and evidence to inform ongoing improvements.
Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.	• Equality, diversity and inclusion are central to our school ethos. Through our Values-Led Education approach, pupils are encouraged to identify, understand and develop shared values, while recognising and respecting the similarities and differences between individuals and communities. Assemblies, PSHE and the wider curriculum provide regular opportunities for pupils to develop their understanding of diversity, equality and inclusion within our own community, nationally and across the wider world. • Pupils and parents are encouraged to participate in a range of activities and events that promote understanding, awareness and respect for diversity. Through these opportunities, alongside our charitable work and community partnerships, we seek to foster positive relationships, develop empathy and encourage pupils to contribute positively to the wider community. • We are committed to effective, accessible and inclusive communication with all members of our school community. We seek to ensure that information is communicated clearly and, where appropriate, made available through a range of formats and channels to support accessibility and enable all stakeholders to engage fully with school life. • We believe in 'Leadership for All' and provide opportunities for pupils to contribute to decision-making and take on leadership responsibilities. Our School Council provides a democratic forum through which pupils can express their views, represent their peers and contribute to the development of the school. We seek to ensure that opportunities for pupil voice and leadership are inclusive and accessible to all pupils.

Evidence of Equality Analysis Undertaken

Policy/Practice Considered	How the policy/practice was evaluated	Outcome of analysis
Behaviour	This policy has been reviewed recently, with pupils contributing through the School Council to ensure that their views and experiences are reflected in the development of our approach.	No adverse trends have been identified through our monitoring and review of the implementation of this policy. The policy will continue to be reviewed annually, alongside relevant school policies, pupil and stakeholder feedback, and equality data, to ensure that it remains effective, reflects current legislation and guidance, and supports our ongoing commitment to equality, inclusion and the removal of barriers to opportunity.
Anti-Bullying	The policy is reviewed annually by the Senior Leadership Team and Governors. Pupils play an important role in its implementation through their leadership and mentoring responsibilities, including their roles as pupil mentors and Playground Friends. These opportunities enable pupils to support positive relationships, promote inclusion and contribute to a safe and respectful school environment.	Bullying and behaviour incidents are recorded on CPOMS. We will continue to review our recording and monitoring processes to ensure that incidents relating to the protected characteristics within the Equality Act 2010 are clearly identified, appropriately recorded and monitored. This will enable the school to identify any patterns or emerging trends and take appropriate action where required.
Equal Opportunities	Reviewed annually by Governors	The Policy has been reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered
Curriculum, Religious Education & RSHE Policies	These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE. Our RSHE policy has been ratified by Governors.	Need to continue to consider how to more widely reflect the diversity of the Equality Act in our curriculum models. Although the curriculum content is excluded there is a need to ensure that all people are represented in our curriculum. RSHE should consider the implications of Civil Partnerships alongside other relationships and family groups.
Teaching and Learning	Teaching and Learning is central to our work as a school. Our curriculum, teaching approaches and classroom practice are designed to ensure that all pupils have equitable access to learning and the opportunity to achieve their full potential. Teachers consider the individual needs of pupils, adapt teaching and provide appropriate support and reasonable adjustments where	This is a continually evolving policy, underpinned by our Aims and Values and our commitment to equality, diversity and inclusion. Equality considerations are embedded within our approach to teaching and learning and are reflected in our ongoing monitoring and evaluation of classroom practice. Lesson observations and other teaching and learning reviews will, where appropriate, include a focus on equality and inclusion, considering whether teaching approaches

	required to remove barriers to learning and participation. The Teaching and Learning Policy is reviewed annually by the Senior and Middle Leadership Teams and ratified by Governors. The quality and inclusivity of teaching are monitored through a range of activities, including regular lesson observations and learning reviews undertaken by school leaders and Governors. This monitoring helps to ensure that teaching approaches continue to meet the needs of all pupils and promote equality of opportunity.	provide equitable access to learning, remove barriers to participation and meet the diverse needs of all pupils.
Safeguarding	A core policy and area of practice and again closely linked to many others. Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice.	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.
Recruitment	Reviewed annually by Governors and the changes to ensure compliance with the new requirements of the Equalities Act are have been incorporated into this policy.	This policy links closely with the Equal Opportunities policy and reflects the requirements around Health Related questions in applications etc.

Details of Engagement Undertaken

Individual/Group engaged or consulted with	Nature of the engagement	Outcomes from consultation
Pupils	Pupils play an active role in the leadership and decision-making processes of the school. Through the democratically elected School Council, as well as class and group consultation, pupils are given regular opportunities to share their views, contribute ideas and influence decisions that affect school life. We seek to ensure that pupil voice is inclusive and that all pupils have meaningful opportunities to participate.	Pupils report that they feel safe, valued and well cared for in school. There have been no reported incidents of bullying relating to protected characteristics. Where concerns or incidents do arise, established and effective behaviour and anti-bullying policies and procedures ensure that they are taken seriously, addressed promptly and monitored appropriately. Pupils report feeling actively engaged in the life of the school and feel that their views, ideas and suggestions are listened to and valued. Pupil voice is an important part of our approach to developing an inclusive school community and informing school improvement.

Staff	Staff are regularly consulted and encouraged to contribute to the development of the school. A culture of openness, collaboration and shared accountability enables all staff to contribute their knowledge, experience and perspectives to improving pupil outcomes, wellbeing and inclusion. Staff are encouraged to raise concerns, identify barriers and contribute to solutions that support equality of opportunity for all pupils.	Staff identify and contribute to the development of ongoing training and CPD needs across a range of areas, including equality, diversity and inclusion. We are committed to ensuring that staff have the knowledge, understanding and confidence to recognise and respond appropriately to issues relating to equality and diversity, challenge prejudice and discrimination, and promote an inclusive environment in which all members of our school community are valued and respected.
Governors	Governors regularly review and monitor matters relating to equality, diversity and inclusion through their governance and oversight arrangements. They provide appropriate challenge and support to school leaders to ensure that equality considerations are embedded across school policies, practice and decision-making and that the school continues to meet its responsibilities under the Equality Act 2010 and Public Sector Equality Duty.	Governors are fully committed to developing and maintaining an inclusive school in which every pupil is valued, respected and able to participate fully in school life. Through their strategic oversight, challenge and support, Governors ensure that equality, diversity and inclusion remain central to the school's vision, policies, decision-making and ongoing improvement.
Parents	Most parents regularly liaise with the school through PTA and PFA events and consultation evenings. Termly questionnaires receive a high response rates.	Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. We will seek to strengthen our commitment to Quality Communications with all parents.

Equality Objectives

Characteristic	Objective	Success Criteria	Date for Review
All	Continue to review all school policies through an equality lens and undertake a comprehensive audit of their potential impact on equality, diversity and inclusion. This will ensure that policies are reviewed for any potential barriers or disproportionate impacts on pupils and other members of the school community and that appropriate action is taken where necessary.	All policies reviewed and updated in light of the Equalities Act and practices audited.	Spring 2027
Race	Pupils develop an increasing understanding of racial and cultural diversity through the curriculum and a range of wider learning opportunities. They are encouraged to recognise and celebrate diversity, develop respect for different cultures and experiences, and understand the contributions that people from different racial and cultural backgrounds have made to our society and the wider world.	Lesson resources and assemblies etc provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.	Spring 2027
Gender	Monitor attainment and progress across different groups of pupils, including by sex, race and disability, to identify any significant differences, patterns or emerging trends. Where disparities are identified, investigate the underlying causes and take appropriate action to remove barriers, address disadvantage and promote equality of	Attainment is similar between boys and girls.	Spring 2027

	opportunity for all pupils.		
Disability	The school actively challenges negative stereotypes and misconceptions relating to disability and promotes positive attitudes, understanding and respect. Through the curriculum, wider school experiences and inclusive practice, pupils are encouraged to recognise the strengths, achievements and contributions of disabled people and to understand the importance of inclusion and equality.	Lesson and curriculum observations identify a number of positive examples of disability and no negative stereotyping.	Spring 2027
All	Relevant staff, Governors and other stakeholders are provided with appropriate training and professional development on equality, diversity and inclusion. Training is informed by the needs of the school community and supports individuals to understand their responsibilities, recognise and challenge discrimination and prejudice, and promote an inclusive environment for all.	CPD/INSET delivered to staff/governors /parents as required to promote confidence in challenging prejudice and promoting equality	Spring 2027
All	Continue to broaden and strengthen our commitment to high-quality, inclusive and accessible communication with all stakeholders. We will ensure that information is clear, accessible and communicated through appropriate channels and formats, taking account of the diverse needs of pupils, parents, staff and the	Communications available to stakeholders in a range of formats.	Spring 2027

	wider school community.		
All	Continue to broaden and strengthen our commitment to high-quality, inclusive and accessible communication with all stakeholders. We will ensure that information is clear, accessible and communicated through appropriate channels and formats, taking account of the diverse needs of pupils, parents, staff and the wider school community.	Training of staff on child-on-child abuse is robust and frequent. Cases of child-on-child abuse are identified quickly and actioned appropriately. CPOMS will record this.	Spring 2027

Summary

The school engages with relevant stakeholders, including pupils, parents, staff and Governors, throughout the development, implementation and review of the various elements of the Single Equality Scheme. Their views and experiences are used to inform our approach to equality, diversity and inclusion.

Appropriate equality data is collected and analysed, where available and appropriate, in relation to pupils and staff. This includes consideration of characteristics such as sex, race and disability, and is used to inform school policies, strategic planning, provision and school improvement activity. Data is handled sensitively and in accordance with data protection requirements.

The school provides a range of opportunities and experiences that promote understanding, respect and appreciation of diversity. These may include curriculum activities, assemblies, themed events, workshops, visitors and wider community engagement.

The curriculum provides opportunities for pupils to develop their understanding of equality, diversity and inclusion and to learn about and respect the experiences, cultures, identities and perspectives of others. Displays and resources across the school are reviewed to ensure that they promote inclusion and appropriately reflect the diversity of the wider society in which pupils live.

All pupils are encouraged and supported to participate fully in school life. We seek to remove barriers to participation and ensure that every pupil has meaningful opportunities to contribute, develop their strengths and make a positive contribution to the school community.

Pupil attainment, progress and other relevant outcomes are monitored and, where appropriate, analysed across different groups, including by sex, race and disability. Where significant differences, patterns or emerging trends are identified, these are investigated and may inform targeted support, intervention or action planning.

Behaviour, bullying, discrimination and harassment are monitored to identify any patterns relating to protected characteristics. Incidents that may involve prejudice or discrimination are recorded and addressed in accordance with the school's behaviour, anti-bullying and safeguarding procedures. Relevant equality-related information and emerging trends are reported to Governors as part of the school's monitoring and oversight arrangements.

The school takes steps to promote positive attitudes towards diversity and to challenge prejudice, discrimination and stereotypes. Through the curriculum and wider school experiences, pupils are encouraged to develop empathy, respect and an understanding of the experiences and contributions of people with different characteristics, backgrounds and identities.

The school seeks to ensure that the physical environment is accessible and inclusive for pupils, staff and visitors. Where individual accessibility needs are identified, appropriate reasonable adjustments and other measures are considered to remove or reduce barriers to participation.

Parents and carers are supported to access school events and activities. Where possible, meetings and events are held in areas of the school that are accessible, with reasonable adjustments made where individual needs are identified.

The needs of pupils, parents, carers and staff are considered when information is produced and communicated. We seek to ensure that information is clear, accessible and available through appropriate channels and formats, taking account of individual communication and accessibility needs where required.