

# Leconfield Primary



# Equality Policy

(including Accessibility Plan)



<b>Effective Date</b>	January 2019
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## Our Vision

To be confirmed by the governing body.

## The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

### Protected Characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Religion or belief (including lack of belief)
- Sex (gender)
- Sexual orientation

It is therefore, unlawful for Leconfield Primary to discriminate against a person, pupil, parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have a characteristic/s mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

### Definitions

Leconfield Primary recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

**Direct discrimination** – Treating someone less favourably because they have a protected characteristic

**Discrimination by perception** – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

**Discrimination by association** – Treating someone less favourably because they are associated with someone with a protected characteristic

**Indirect discrimination** – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

**Harassment** – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

**Victimisation** – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

## Reasonable Adjustments

**Disability** is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Leconfield Primary is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation the physical environment of the school.

Leconfield Primary will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

## Accessibility Plan

Leconfield Primary aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out January 2019, by various members of staff and pupils. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

## The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

### The 'general' equality duty

The general duty requires Leconfield Primary to have 'due regard', or think about the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it**

**All staff are responsible for having due regard for the three general equality aims.**

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Leconfield Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

### The 'specific duties'

The 'specific duties' require Leconfield Primary to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

## Equality Objectives 2017-2021

As stated above, Leconfield Primary is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body, of whom Lesley Ringrose is the Chair. Our objectives are set out below:

<b>1</b>	To develop the knowledge and skills of staff and Governors around equality and diversity issues
<b>2</b>	To ensure that pupils' attainment progresses in line with the school's average and compares favourably with national averages, and that gaps in attainment between different pupil cohorts are reduced
<b>3</b>	To prepare the school's pupils for living in a diverse cultural world through an appropriate curriculum
<b>4</b>	To increase the level of pupil voice to by extending our existing school council to include a fair representation of all pupils in our school

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

## Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Leconfield Primary and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives	✓	Equality Policy
Annual update towards the equality duty and equality objectives	✓	Equality Policy – Appendix 2
Accessibility Plan (including annual progress update)	✓	Equality Policy – Appendix 1
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	✓	Website
School performance data e.g. attainment, absence/attendance	✓	Website
Governing body minutes	✓	Available at the school office
Anti-bullying policy	✓	Behaviour and discipline policy
School development plan	✓	Governing body minutes
Equality training materials	✓	
Parent and pupil surveys	✓	Newsletters
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	N/A

## School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

**All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Leconfield Primary Equality Policy.**

### References

*Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012*

*Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014*

*Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015*

*GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6*

## Appendix 1: Leconfield Primary Accessibility Plan 2019-2022

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until January 2022 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

**The plan shows the ways in which Leconfield Primary intends, over time, to achieve the following three aims:**

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*
- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

**The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.**

### Accessibility Plan 2019-2022

#### Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Lessons, activities and visits are planned and delivered in a way that promote the participation and involvement of all pupils and staff	Staff training on planning and delivering lessons as appropriate. Risk assessments as required Additional support as required Staff training on how to organise the classroom and promote participation of all. Appropriate training provided as pupils and staff with different needs join the school.	Ongoing  Spring 19	KT/CE/SI	As required	Training provided to meet needs

<b>Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</b>					
<b>Outcome</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible person</b>	<b>Resource implication costs/source of funding</b>	<b>Progress/evaluation</b>
The accessibility of the school environment is understood, issues are addressed and this is regularly reviewed	Undertake a school accessibility audit annually. Identify possible improvements needed Implement improvements if necessary Ensure that accessibility and the potential needs of pupils, staff and visitors from protected groups are considered when making changes to the school, its functionality and its policies/procedures	January 19  Summer 18	KT/SI/CE	Funded by ERYC	Toilets refurbished in the annexe building to include unisex facilities
The school supplies suitable auxiliary aids, resources, IT equipment and services as required and appropriate to support accessibility	Training on needs disabled users may have provided when needed Review procedures when needed	Ongoing	KT/SI/CE	As necessary	n/a
Issues identified from most recent accessibility audit have been considered and, where reasonable and necessary, acted upon	Review the hearing loop systems throughout the school and repair/replace/train staff as necessary if required. Replace the flush handle on the disabled toilet.	Ongoing	KT/SI/CE	As required	Not currently required/not in use at school.
	Investigate the feasibility of a flashing light system linked to the fire alarm.	Ongoing		As required	Not currently required at school

<p>The layout of the school allows access to all areas as appropriate</p>	<p>Investigate the possibility of a temporary ramp</p> <p>Review the quality of flooring and doors throughout the school including step markings</p> <p>Investigate lighting to the car park.</p>	<p>Autumn 18</p> <p>Ongoing</p> <p>Ongoing</p>	<p>KT/SI/CE</p>	<p>As required</p>	<p>Investigated. Isn't a current need as alternatives are available</p> <p>Ongoing maintenance of the floor. Step markings installed- Autumn 18</p> <p>Trees cut back to expose lighting. Additional lighting installed.</p>
<p><b>Aim 3 - Improve the availability of accessible information to disabled pupils</b></p>					
<p><b>Outcome</b></p>	<p><b>Action</b></p>	<p><b>Timescale</b></p>	<p><b>Responsible person</b></p>	<p><b>Resource implication costs/source of funding</b></p>	<p><b>Progress/evaluation</b></p>
<p>All pupils, staff and parents can access all information and documentation relevant to them that the school produces</p>	<p>All written materials are available in different formats and languages when requested or needed.</p> <p>School website is accessible to all viewers and has appropriate accessibility tools</p> <p>Adapted resources to aid accessibility to disabled pupils are available as needed.</p>	<p>As needed and ongoing</p>	<p>KT/CE/SI</p>	<p>As required</p>	<p>As required to meet</p>

## Appendix 2: Leconfield Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives

### Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Leconfield Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2017/18	Examples/Evidence for 2018/19
<p><b>Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</b></p>	<p>No child has been permanently excluded.</p> <p>Those children who are at risk of fixed term exclusions are supported through pastoral support plans and behavioural management plans as appropriate.</p> <p>If any incidents occur, an appropriate investigation would take place with the likelihood of parents being informed and actions taken to support all participants involved.</p> <p>We follow the East Riding guidance and policies for Whistle Blowing and safeguarding.</p> <p>Any incidents of this nature are recorded under the Report Hate Incident procedure and the school undertakes its duty to report these figures to the LA.</p> <p>Anti-bullying week with activities, visitors &amp; assemblies</p> <p>Martial Arts self-confidence classes for all year groups</p> <p>Martial Arts self-confidence sessions</p> <p>The school is proactive in supporting the children's and parents understanding of bullying through the providing of materials and the direct teaching through strategies</p>	<p>No child has been permanently excluded.</p> <p>Pastoral support plans and behaviour management plans are used as necessary for any child who may be at risk of fixed term exclusions.</p> <p>If and when incidents occur, appropriate investigation and fact finding procedures are followed and parents are usually informed depending on the outcome. Actions are taken to support all involved and advice from other agencies is sought as necessary (behaviour support team / EHASH / CAMHs etc.</p> <p>We follow the East Riding guidance and policies for Whistle Blowing and safeguarding.</p> <p>Any Hate incidents are recorded under the Report Hate Incident procedure and the school undertakes its duty to ereport these figures to the LA.</p> <p>Governors receive information and data regarding any incidents of bullying, Hate, safeguarding etc. and monitor this data for trends. Policies and procedures are reviewed with this information in mind.</p> <p>The school invites a range of visitors to promote self-confidence, raise</p>

	<p>such as Anti Bullying Week, and circle time.</p> <p>The ethos of the school is supported by our school values of Respect, Honesty and Kindness.</p>	<p>awareness of discrimination and anti-bullying messages. The school promotes a positive approach encouraging discussion and openness.</p> <p>In 2019 the school hosted a theatre company production of The Little Princess which raised awareness of discrimination and bullying and gave children knowledge &amp; tools to tackle this.</p> <p>Safeguarding updates are delivered to all staff each term.</p> <p>Our school values – honesty, respect &amp; kindness underpin our school ethos.</p>
<p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>	<p>All children participate in the National Curriculum. An exemption would be requested if this was needed.</p> <p>The school ensures that there are strong links with the secondary schools.</p> <p>Teachers from the secondary schools regularly visit the children in Year 6 and have meetings with the Head and Y6 teacher to ensure effective transition and transfer of information and records.</p> <p>Additional transition arrangements are made as required, e.g. some children benefit from extra visits to their new school before transferring in the September. This is in addition to the existing effective provision that we provide.</p> <p>Hello &amp; Goodbye board to raise awareness of children leaving and transferring to our school.</p>	<p>All children participate in the National Curriculum.</p> <p>An exception would be requested if this was necessary.</p> <p>The school has strong links with the three main secondary schools our children move to.</p> <p>The school makes provision for extra transition visits and meetings for children and parents moving to new schools who may need extra support.</p> <p>This year, two pupils had extra visits and were supported by staff from both schools, parents and family support workers.</p> <p>Teachers from the local secondary schools visit the school throughout the year to meet the children, talk about what to expect at secondary school and deliver short lessons.</p> <p>The Head, Y6 teacher and SENCO have meetings with the secondary schools’ head of Y7, pastoral leads and SENCO. These meetings are opportunities to pass on vital information to aid a smooth transition.</p>
<p><b>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</b></p>	<p>ELSA</p> <p>Young Leaders</p> <p>Junior Travel Ambassadors</p> <p>Headers (Head boy &amp; girl)</p> <p>School Reward for individuals and classes (teddies and certificates)</p>	<p>ELSA qualified staff attend regular updates.</p> <p>LEGO Build to Express trained staff.</p> <p>Young Leaders lead play activities for young children during lunchtimes.</p> <p>Junior Travel Ambassadors promote sustainable travel to and from school and beyond.</p>

	<p>Pupils with SEND have their own pupil profiles and pupil passports as appropriate</p> <p>Junior Travel Ambassadors</p> <p>Headers (Head Boy &amp; Girl)</p> <p>School Council</p> <p>Display</p> <p>Assemblies</p> <p>EPIC Days</p> <p>School Values</p> <p>Sports Clubs</p> <p>Humber EBP</p> <p>St Catherine's (Church)</p> <p>Local Businesses</p> <p>School Nurse</p> <p>Open Afternoons and curriculum workshops</p> <p>Coffee Mornings to support Charities</p> <p>Beverley Children's Centre</p> <p>Defence School of Transport Wellbeing</p> <p>EAL support groups</p> <p>SAPTs (Physical services) accessed when necessary</p> <p>Liaise with Speech &amp; Language termly and introduce programmes of work as advised</p> <p>Liaise with Behaviour Support Service</p> <p>Liaise with Educational Psychologist</p> <p>We follow a child centred approach for SEND</p> <p>Liaise with Occupational Therapist Disadvantaged Champion.</p>	<p>Head and deputy Head Boys and Girls.</p> <p>Whole school rewards systems – certificates given at celebration assemblies, Ted points, stickers etc.</p> <p>Displays</p> <p>Assemblies</p> <p>EPIC days</p> <p>School Values</p> <p>Charity Days</p> <p>Whole school Sports Challenge Days x 3 per year</p> <p>Sports Clubs (football, multi sports)</p> <p>St Catherine's Church</p> <p>School Nurse</p> <p>Open Afternoons and curriculum information workshops for parents and carers</p> <p>Coffee Mornings</p> <p>Beverley Children's Centre</p> <p>Defence School of Transport</p> <p>Forest School afternoons</p> <p>EAL support groups</p> <p>SAPTs accessed when necessary</p> <p>Speech &amp; Language team</p> <p>Behaviour Support team</p> <p>Educational Psychologist</p> <p>Tesco Driffield – healthy eating workshops</p> <p>East Riding Road Safety Officers / Bike Breakfast events</p> <p>Occupational Therapists</p> <p>Disadvantaged Champion</p> <p>Child Centred approach for SEND</p>
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Leconfield Primary collect information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Leconfield Primary and our pupils, is published in order to help parents understand what we are doing towards the three aims *(please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published)*.

## Progress against the Equality Objectives

The other 'specific' duty is to develop and publish measurable equality objectives that are needed to further the three aims of the 'general' equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Leconfield Primary's equality objectives.

Equality Objective	Progress in 2017/18	Progress in the last school year 2018/19
<p><b>To develop the knowledge and skills of staff and Governors around equality and diversity issues</b></p>	<p>CPD plan links to SDP and school priorities.            Equality and Diversity is a standing agenda item at relevant committees and meetings.            Mindfulness training provided to staff by ERYC            Accessibility plan reviewed annually discussed termly by premises committee.</p>	<p>CPD is planned according to the needs of the establishment, pupils and staff. The CPD links directly to the SDP and school priorities.            Equality &amp; Diversity is a standing agenda item at relevant committees and meetings.            Attachment training provided to staff by ERYC            School is taking part in a social competencies pilot with ERYC            Accessibility plan is reviewed by governors, children and staff.            Accessibility plan is discussed by Premises committee</p>
<p><b>To ensure that pupils' attainment progresses in line with the school's average and compares favourably with national averages, and that gaps in attainment between different pupil cohorts are reduced</b></p>	<p>Disadvantaged Champion role created to monitor progress and attainment for this group.            Ongoing monitoring of groups by SLT            PP meetings established and developed to include specific groups.</p>	<p>Disadvantaged Champion attends termly training &amp; updates by ERYC            Role of Disadvantaged Champion Governor created.            Disadvantaged Champion Governor has attended training            Ongoing monitoring of group outcomes by Assistant Head            Pupil Progress meetings include scrutiny of specific group            Head reports to governors            Assessment lead attends training &amp; updates and analyses school outcomes and internal data for groups</p>
<p><b>To prepare the school's pupils for living in a diverse cultural world through an appropriate curriculum</b></p>	<p>Developing links with other schools.            Hosted a Living Faiths event attended by other schools and seven different faiths.            Visitors to school to support provision.</p>	<p>Visitors to school – vicar, padre, different faiths represented            EPIC Diwali Day            Visitors to school support and extend provision</p>

Equality Objective	Progress in 2017/18	Progress in the last school year 2018/19
<b>To increase the level of pupil voice to by extending our existing school council to include a fair representation of all pupils in our school</b>	Set January 2019.	Pupil opinion polls (COPS) regarding school developments e.g. lunch menu, lunch hall name, decoration of KS2 toilet areas, road safety outside school. Whole school pupil questionnaire – September 2019 School council voted for by class peers – all students eligible. Council also includes pupils ‘co opted’ to council for specific skills / knowledge / experience