



# Chapelford Village Primary School

## Equality Policy 2015-2019 Incl.

- Race Equality Policy and Plan
  - Disability Equality Scheme
  - Accessibility Plan
  - Gender Equality Scheme
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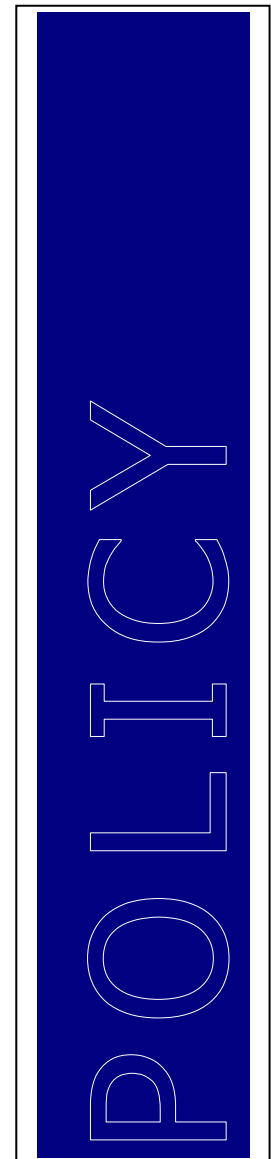
**Achieve**

**Respect**

Chapelford Village Primary School  
Santa Rosa Boulevard  
Warrington  
WA5 3AL  
Telephone: 01925 712554  
Email: [Chapelford\\_admin@omegamat.co.uk](mailto:Chapelford_admin@omegamat.co.uk)

### DOCUMENT STATUS

Version	Date	Action
1	April 2012	New Document adopted by Full Governing Body
2	Spring 2016	Updated and adopted by Full Governing Body
2	Summer 2019	Updated and adopted by Full Governing Body



# Single Equality Scheme

Our Scheme covers a four year period from 2015 to 2019

## 1. Overarching Equality Statement

- We pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy Chapelford Village Primary School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors in addition to visitors to Chapelford Village Primary.

## 2. Who is responsible?

### The governors are responsible for:

- making sure the school complies with the relevant equality legislation
- making sure the school Equality Scheme and its procedures are followed.

### The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and carers know about them;
- producing information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

### All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination

### Parents are responsible for:

- supporting the promotion of equal opportunities and good race relations

### Pupils are responsible for:

- following agreed rules and guidelines set down in the Equality Scheme

## **Legal framework**

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability;
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity and transgender;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimisation. Chapelford Village Primary School will seek to achieve positive action in respect of the Act.

**It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.**

Chapelford Village Primary School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website.

### **Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity.

### **Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging**

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;

- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

**Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

**Principle 7: We address prejudice and prejudice related bullying**

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism or homophobia.

**Principle 8: Society as a whole should benefit**

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

## **Principle 9: Objectives**

Frequently we formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

## **3. Race Equality Scheme**

### **Introduction**

This plan sets out how Chapelford Village Primary School will work to promote race equality.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Warrington Council procedure for reporting racist incidents involving pupils in schools.

### **Ethnic monitoring**

Chapelford Village Primary School is committed to the belief that every person matters. In order to ensure that we meet individual needs, promote race equality, embrace cultural diversity and support school self-evaluation our school will collect information on the ethnic backgrounds of all members of our pupil and staff school community.

The school community will collect this information through:-

- admission procedures
- personnel recruitment procedures
- target tracker achievement and attainment data
- ethos indicator questionnaires
- exclusion data
- attendance data
- through other relevant agencies

All of this will be done in accordance with data protection regulations.

### **Impact Assessment**

To reflect the school's intention to promote race equality, eliminate discrimination, racial bullying and harassment, in all aspects of school life and the community:

- All school policies, plans and procedures will be reviewed as part of a five year programme and amended if necessary with regard to the general duty under the Race Relations (Amendment) Act 2000
- Impact assessments will be conducted on all policies as reviews take place.

### **Race Equality monitoring**

The collection of relevant information and data to support the action plan on race and equality

- Pupil attainment data
- Incident/Concern Forms to record all incidents
- Individual Pupil Behaviour logs
- Attendance
- Participation in Extra Curricular activities
- SEN & G&T registers
- Pupil consultation

- Parents attending parents evening and school events
- "Expressions of interest" - by ethnic minority applicants to school posts

#### **How information gathered is used**

Stakeholders consulted and account taken of relevant data and information in order to determine its race equality objectives:

- Inform SEF
- Opportunities and outcomes for targeted groups of pupils
- Informing school community through SIP
- Identify CPD opportunities

#### **Staff development**

- CYPs Equality and Diversity Officer will be consulted in relation to staff development
- Professional Development opportunities will be identified in the annual CPD plan

#### **Annual reporting**

The Action Plan will be reviewed annually by the Governing Body and noted as appropriate in:

- Head teacher's Report to Governors
- S.E.F.
- S.I.P.
- Newsletters, website, publications to parents

## Action Plan to address the General Duty to promote race equality

### (i) Promote equality of opportunity and eliminate unlawful discrimination

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
1	Review and amend, where necessary, policies and procedures with reference to the promotion of equality opportunity <ul style="list-style-type: none"> <li>• Outcomes of impact assessment reviews implemented</li> <li>• Ensure equality of access for all school activities</li> <li>• Review Home/School Agreement to ensure parents are aware of their responsibilities</li> </ul>	Subject Leaders/AAHT/DHT/HT and Governing Body	1 <sup>st</sup> September 2015	Ongoing	Amended Policies and procedures reviewed with due regard to the Equality Act 2006
2	Ensure that the relevant support services are used fully and effectively	Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Evidence of involvement of support services
3	Provide opportunities for staff to attend appropriate and relevant CPD	Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Evidence of training opportunities
4	Provide opportunities for pupils, staff and parents to comment on the five outcomes of the ECM agenda	Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Ethos Indicator Analyses
5	Analyse pupil's achievement and attainment data in relation to different ethnic groups	Headteacher and School Governing Body	1 <sup>st</sup> January 2016	31st August 2020	Target Tracker Data Analysis
6	Promote recruitment of governors and staff from ethnic minorities	Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Governor Minutes, Fair recruitment procedures follow LA policies
7	Ensure that the School Council is involved in the promotion of equality of opportunity	Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	School Council Minutes
8	Monitor the attendance of ethnic minority pupils	Assessment manager, DHTs, Headteacher and School Governing Body	1 <sup>st</sup> January 2016	31st August 2020	Attendance Data Analysis, Target Tracker Analysis

**(i) Promote equality of opportunity and eliminate unlawful discrimination**

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
9	Monitor attainment of ethnic- minority cohort	Assessment manager, DHTs, Headteacher and School Governing Body	1 <sup>st</sup> January 2016	31st August 2020	Target Tracker Analysis
10	Ensure that all school information is accessible to all members of the school community <ul style="list-style-type: none"> <li>• Electronic information on website with language translation service</li> </ul>	Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Provision of translations of school documents and information as required

**(ii) Eliminate racist harassment**

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
1	Undertake termly racist incident monitoring returns from incident/Concern Forms	Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Racist incidents reported to Warrington LA
2	Extend current bullying policy and procedures, specifically to address racial bullying	Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Anti -Bullying Policy updated

**(iii) Promote good relations between different ethnic groups**

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
1	Use of PSHE & C Lesson Time	Class Teachers, HT and Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Planning shows that good relations between different ethnic groups are actively promoted in lessons
2	Design curriculum opportunities for multi-cultural experiential learning	Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Curriculum Maps enhanced to include multi-cultural dimension
3	Establish links with schools and community groups to promote community cohesion	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Evidence of links developed
4	Build relationships with schools with high school ethnic minorities	Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Pupil Voice/display/work/records



## 4. Disability Equality Scheme

### Introduction

This plan sets out how Chapelford Village Primary School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

### Involvement of disabled people

Chapelford Village Primary School welcomes the views of disabled stakeholders to help improve provision at our school.

### Impact Assessment

To reflect the school's aim to promote disability equality, eliminate discrimination, bullying and harassment, in all aspects of school life and the community:

All school policies, plans and procedures will be reviewed as part of a five year programme and amended if necessary with regard to the general duty under the Disability Discrimination Act 2005. Impact assessments will be conducted on all policies as reviews take place.

### How policies and practice are monitored

Reviewing, monitoring and evaluating tools are:

- SEF
- Policy reviewing as part of Governor responsibility
- Review of impact assessment plan / action plan
- Review of individual healthcare plans
- Talking /observing / consulting with all stakeholders
- Data analysis of children with disability
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### How information gathered is used

- To inform future planning
- To adapt practice
- To inform / consult with the wider community / governors
- To identify future staff training needs
- To review policies

### Staff development

- Staff training related to the specific identified needs of the current pupils
- Rolling programme of generic training (e.g. PSHE&C, Circle Time, COOL etc)
- Provision mapping of staff
- Governor Training needs

### Annual reporting

Annual Reporting in relation to the Action Plan will occur as follows:

- Within School prospectus,
- Within School Development Plan review,
- Within Head teacher's report to Governors etc

## Action Plan to address the General Duty to promote disability equality

### (i) Promote equality of opportunity between disable persons and other persons

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
1	To ensure that robust policies and practices are in place which promote equality and inclusion (Accessibility Plan.SEN/ Educational Visit Policies etc)	DHTs,Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Amended Policies state that the policy has been reviewed with due regard to the Equality Act 2006
2	Ensure Home/School Correspondence is appropriate to identified need	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Evidence of consultation with parents/alternate forms of correspondence, Parentmail
3	Appropriate staff training by Lead Professionals	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Evidence of CPD records

### (ii) Eliminate unlawful discrimination

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
4	Ensure all visitors are aware of School Policies/Protocols via Equality Statement	DHTs,Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Equality Statement displayed clearly for all to see
5	Raising Equality awareness for all members of the school community	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Governor Minutes, Staff Inset Records, School Council Minutes, Newsletters
6	Ensure that the relevant support services are used fully and effectively	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Evidence of involvement of support services
7	Provide opportunities for pupils, staff and parents to comment on the five outcomes of the ECM agenda	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Pupil Voice, Ethos Indicator Analyses, Pupil Surveys
8	Ensure that the School Council is involved in the promotion of equality of opportunity	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	School Council Minutes
9	Improve access to all school information	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Parent Consultation, Website, Parentmail, Notice Boards

**(iii) Eliminate harassment related to disabilities**

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
10	Record incidents where appropriate using Incident/Concern Forms	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Records as evidence
11	Ensure all relevant Policies/Procedures are adhered to (ie: Anti-Bullying Policy)	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Amended policies with due regards to the DDA. Monitoring of policies shows compliance
12	Appropriate Staff Training by Lead Professionals	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	CPD Records

**(iv) Promote positive attitudes to disability**

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
13	Ensure the provision of a diverse range of stories/curriculum materials featuring disabled people (not focussing on their impairment)	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Curriculum materials are available and in use for all children
14	Inviting disabled people/charities into school	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Records of visits, reports to Governors, Governor minutes
15	Display inclusive posters	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Posters available and visible in school
16	Promotion of respect and moral values	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	School Ethos, all people have regard to disabled parking spaces. Disability access and facilities are available
17	School Newsletter available in different formats (if requested)	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Website and Paper copies available

**(v) Encourage participation by disabled people**

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
18	Invite disabled people into school, classes, assemblies	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Reports to Governors, Newsletters, Website
19	Ensuring after school clubs, activities are inclusive and accessible	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Amended after school policies with due regards to the Equality Act
20	Promote disabled pupils onto the School Council	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	School Council Membership

**(vi) Take account of people's disabilities**

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
21	Accessibility Plan Audit/consultation of physical environment in relation to access by pupils/parents/carers with an identified disability	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Access Plan Modified if necessary and presented to Governors (Governor Minutes) PEEPS in place
22	Curriculum material is appropriate and does not reinforce prejudices	Subject Leaders, AAHTs, DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	PSHE & C amended as necessary and presented to Governors (Governor Minutes)
23	Ensure appropriate Healthcare plans are established and adhered to/initial risk assessment on entry into school for disabled pupil takes place	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Records are in place and regularly monitored
24	Multi agency consultation/CAFs are in place as appropriate	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Records are in place and regularly monitored

## 5. Accessibility Plan

### (i) Improvements in access to the curriculum

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
1	Review Educational Visits arrangements - identifying strategies to overcome potential disability access barriers	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Educational Visits Policy modified and presented to Governors (Governor Minutes)
2	Utilise ICT with specific aim to support pupils with increase access to information and engagement <ul style="list-style-type: none"> <li>• Include universal SEN support programmes</li> <li>• Assessment programmes</li> </ul>	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Guidance on SEN support software for VLE eg. Text to speech provided to parents. Assessment software routinely used.

### (ii) Physical improvements to increase access to education and associated services

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
3	Review Access Plan	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Access Plan Reviewed (Governor Minutes)
4	Identify and implement appropriate healthcare plans/multi agency referral systems/ CAFs	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Records of healthcare plans/referrals
5	Staff Inset	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Inset Records
6	Adapting/ensuring the prompt provision of/access to/physical resources	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	School Record of actions taken in impact reports
7	Identification of Lead Professional support requirements	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	School Record of actions taken in impact reports

(iii) Improvements in the provision of information in a range of formats for disabled pupils

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
8	Identification of a range of communication strategies - written, audio, Braille, translation etc	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Appropriate materials available for pupils

## **6. Gender Equality Scheme**

### **Introduction**

This plan sets out how Chapelford Village Primary School will work to promote gender equality. This plan addresses our specific duties under the Equality Act 2006.

### **Impact Assessment**

To reflect the school's aim to promote disability equality, eliminate discrimination, bullying and harassment, in all aspects of school life and the community:

- All school policies, plans and procedures will be reviewed as part of a five year programme and amended if necessary with regard to the general duty under the Equality Act 2006
- Impact assessments will be conducted on all policies as reviews take place.

### **Gender monitoring**

- The collection of relevant information and data to support the action plan on gender and Equality

### **How information gathered is used**

Stakeholders consulted and account taken of relevant data and information in order to determine its gender equality objectives:

- To inform SEF
- To inform SIP
- Opportunities and outcomes for targeted groups of pupils
- To adapt practice
- To review policies

### **Staff development**

All Professional Development opportunities will take into account guidance from the School Equality Scheme

### **Annual reporting**

Annual Reporting in relation to progress within the Action Plan will be made by the Governing Body with reference to:

- Headteacher's Reports to Governors
- SEF
- SIP
- School Profile
- Newsletters, website, publications to parents

## Action Plan to address the General Duty to promote gender equality

### (i) Eliminate unlawful sex discrimination

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
1	Impact assessments carried out on all current policies	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Amended policies state that the policy has been reviewed with due regard to the Equality Act
2	Review Curriculum provision to ensure that they promote equality of opportunity	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Curriculum plans adapted
3	Recruitment, appointment and pay policies that have been adopted by the Governors are strictly adhered to	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Amended policies state that the policy has been reviewed with due regards to the Equality Act 2006. Governor minutes.
4	Ensure that the relevant support services are used fully and effectively	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Evidence of involvement of support services
5	Provide opportunities for pupils, staff and parents to comment on the five outcomes of the ECM agenda	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Ethos Indicator Analyses
6	Ensure that the School Council is involved in the promotion of equality of opportunity	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	School Council Minutes

### (ii) Eliminate harassment related to gender

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
7	The School Mission and Values are clearly understood by everyone	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Minimal recorded incidents of gender related harassment recorded on incident forms.
8	Promote awareness of what is considered acceptable and unacceptable behaviour	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Stonewall training undertaken by all staff Autumn 2015.



9	The school will promote positive role models within policies, resources, visits, visitor's	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	Ongoing	Pupils show mutual respect to each other and adults of both sexes
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**(iii) Promote equality of opportunity between men and women**

	<b>Action</b>	<b>By Whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence of completion</b>
10	Review Curriculum areas to ensure that they promote equality of opportunity - with particular regard to sex and relationships, sexist attitudes and language, stereotypical career choices, sexual exploitation and domestic violence	Subject Leaders, AAHTs, DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	31st August 2020	Amended policies state that the policy has been reviewed with due regard to the Equality Act  Governor minutes
11	Provide opportunities for staff to attend appropriate and relevant CPD	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	Ongoing	School CPD records
12	Analyse and respond to pupil's achievement and attainment data to ensure that both boys and girls are making maximum progress	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	Ongoing	School Data Analysis, SEF
13	Ensure that the School Council is involved in the promotion of equality of opportunity	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	Ongoing	School Council Minutes
14	Recruitment, appointment and pay policies that have been adopted by the Governors are strictly adhered to	DHTs, Headteacher and School Governing Body	1 <sup>st</sup> September 2015	Ongoing	Amended policies state that the policy has been reviewed with due regard to the Equality Act. Governor minutes