

*"Love one another as Jesus loved us" (John 13 v 34-35)*

LANCASHIRE COUNTY COUNCIL

Diocese  
of Blackburn



St. John's C.E. (VA) School, Cliviger

**'Learn, Pray, Care & Play'**

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

# Equality Policy and Equality Action Plan

Love-Trust-Understanding-Joy-Forgiveness-Respect-Acceptance-Truthfulness

## *"Love one another as Jesus loved us" (John 13 v 34-35)*

### **Statement of Safeguarding Children**

Our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

### **1 Statement of Principles**

St John's Church of England VA Primary School, Cliviger is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

The policy outlines the commitment of the staff, pupils and governors of St John's Church of England VA Primary School, Cliviger to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. **Every** member of the school community, whatever their characteristics, should feel safe, secure, valued and of equal worth.

These characteristics include age, disability, gender re-assignment, marriage & civil partnerships, pregnancy & maternity, race, religion or belief, sex, sexual orientation. Definitions of these terms can be found in **Appendix A (Page 9)**.

At St John's Church of England VA Primary School, Cliviger equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

## *"Love one another as Jesus loved us" (John 13 v 34-35)*

### **Accessibility**

Our Accessibility Plan forms part of this Equality duty, as it is one of the ways in which we ensure that everyone in our school community can participate without discrimination.

### **Equality & Extremism – The Prevent Duty**

Equality can only be promoted and achieved in an atmosphere of mutual respect and acceptance, which is why we consider the Equality Duty and Prevent Duty to be inextricably linked. In order to foster an atmosphere of equality, we aim to prevent extremism of any kind. We use the following accepted Governmental definition of extremism which is:

*"Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas."*

There is no place for extremist views of any kind in our school, whether from internal sources: pupils, staff or governors; or external sources: school community, external agencies or individuals. Our pupils see our school as a safe place where they can legitimately be supported to explore controversial issues safely in a learning context and where our teachers encourage and facilitate this. We have a duty to ensure this happens in order to secure common values and ethos of diversity, inclusion and democracy and the central tenants of British values.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to risks for children and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches some children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, including via PSHE. We will adopt the methods outlined in the Government's guidance ***Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools (November 2014)*** and ***The Prevent duty Departmental - advice for schools and childcare providers (June 2015)***

We will ensure that all of our teaching approaches help pupils to build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues and be relevant to the current issues and insight into extremism and radicalisation by:

- Making a connection with young people using a pupil centred approach;
- Facilitating a 'safe space' for dialogue;
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools' approach to the spiritual, moral, social and cultural development of

## *"Love one another as Jesus loved us" (John 13 v 34-35)*

pupils as defined in Ofsted's School Inspection Handbook September 2016 and will include the sound use of assemblies to help further promote this rounded development of our pupils.

### **2 Ethos and Atmosphere**

- At St John's Church of England VA Primary School, Cliviger the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an *openness* of atmosphere and respect for each other's beliefs which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of worship, classroom based and externally based activities.
- We are committed to providing a working environment free from discrimination, bullying, harassment and victimisation.
- We empower children to be confident and resilient to negative influences.
- We encourage everyone in school to report any discriminatory behaviour.

### **3 Policy Development**

We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population. This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- Pupils
- Parents
- Staff
- Governors

*This policy should be read in partnership with our policies on:*

- *Recruitment & Selection & Staff Induction*
- *Anti- Bullying*
- *Special Educational Needs*
- *PHSE & Citizenship*
- *Teaching & Learning*
- *Assessment*
- *Risk Assessment*
- *All our staffing policies, e.g. Pay, Appraisal, & Grievance.*

## *"Love one another as Jesus loved us" (John 13 v 34-35)*

### 4 School in Context

St John's CE is a school at the heart of its community. Over recent years, the pupil roll has remained stable and similar in size to the average primary in Lancashire. The school benefits from low pupil mobility with the percentage of pupils entering and leaving during the school year being well below the Lancashire average; this has been the case over time. The number of pupils eligible for free school meals remained very low, as was the proportion of children entitled to support through the pupil premium (approximately a quarter of the Lancashire average) which has also been the case over time. Almost all (typically around 98%) pupils are of White British heritage; attendance is consistently above the national average. The percentage of pupils with identified special educational needs and/ or disabilities remained broadly in line with the Lancashire average – which again has been constant over time

#### In more detail:

- **Classes**

7 classes.

- **Socio-economic background:**

Pupils at the school are drawn from a range of socio-economic backgrounds with around a third coming from areas of disadvantage and a similar proportion from more advantaged contexts.

- **Ethnic heritage:**

96.6% of the children in school are from white British background. 196 pupils on roll. Full capacity is 210.

- **Gender balance:** 48 % of the school are boys

- **FSM %:** 14%

- **SEN %:** 13.3%

| Year group              | Total number | % school                                        | % year grp |  |
|-------------------------|--------------|-------------------------------------------------|------------|--|
| EYFS (29)               | 3            | 2%                                              | 10.3%      |  |
| Year 1 (30)             | 3            | 2%                                              | 10%        |  |
| Year 2 (26)             | 5            | 2.5%                                            | 19.2%      |  |
| Year 3 (23)             | 4            | 1%                                              | 17.4%      |  |
| Year 4 (30)             | 2            | 1%                                              | 6.7%       |  |
| Year 5 (32)             | 5            | 205%                                            | 16.1%      |  |
| Year 6 (28)             | 4            | 2%                                              | 14.3%      |  |
| All school (196 pupils) | <b>26</b>    | <b>13.3% of school are on the SEND register</b> |            |  |

#### Staff

We have 32 members of staff in total.

*"Love one another as Jesus loved us" (John 13 v 34-35)*

**Gender:**

30 are female and 2 are male.

**Ethnicity:**

| <b>Ethnicity</b> | <b>No of Staff</b> |
|------------------|--------------------|
| White British    | 30                 |
| Pakistani        | 2                  |

**Disability:**

We currently have a member of staff with a disability.

## *"Love one another as Jesus loved us" (John 13 v 34-35)*

### **5 Monitoring and Review**

We collect and analyse a range of equality information.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information.

This relates to:

- Attendance
- Exclusions and truancy
- Racism, disablism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities
- Online incidents
- Internal isolation

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

We collect and analyse a range of profile information for our staff and governors:

- Applicants for employment
- Staff and Governing Body profiles
- Attendance at training events.
- Staff appraisal & performance management.
- Disciplinary & grievance cases

We are careful to follow the guidance in our **GDPR POLICY**.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Head Teacher.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions.
- Work with the governing body on matters relating to equality.
- Support evaluation activities that moderate the impact and success of this policy.

## *"Love one another as Jesus loved us" (John 13 v 34-35)*

### **6 Developing Best Practice**

- **Teaching & Learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

|                                                                                                                                                      |                                                                                                                                                                                         |                                                                                                                                                                 |                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide positive examples of all groups of people, challenging stereotypes & celebrating the contribution of all humankind to a pluralistic society. | Provide equality of access for all pupils to a broad & balanced curriculum & quality resources, both in school & on visits, having due regard for their individual needs & differences. | Use teaching methods, language & materials which deal sensitively with diversity & difference, ensuring that all people feel valued & develop high self-esteem. | Teach children to question, to be advocates & to challenge their own viewpoints & those of others leading to justice & equality at school & in the wider world. |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

These aims apply to all who work with our children, both in school and on visits.

- **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. To achieve this, we will:

|                                                                                                                                                     |                                                                                                                                                       |                                                                                                                                                              |                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Follow all recruitment & selection procedures strictly, using staff & governors who are aware of how to avoid discrimination, bias & preconception. | Encourage the career development & aspirations of all staff with due regard for personal need & the development of the school as a diverse community. | Provide staff induction & development for all which increases the awareness of different groups of pupils & their needs, so promoting appropriate provision. | Distribute staff within school wherever possible so that there is a balance of staff from different groups at each stage of a child's schooling. e.g. male / female |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Employment policy and procedures are reviewed regularly to check conformity with legislation.

- **Partnerships with Parents/Carers/Families and the Wider Community**

We believe in effective partnerships with parents/carers to help all pupils to achieve their potential. To promote these, we will:

|                                                                                                                                  |                                                                                                     |                                                                                                                               |                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Ask parents, carers and the community for their feedback in order to tailor what we do to their needs and those of the children. | Have due regard for individual communication needs in our contacts with parents, carers & families. | Encourage all parents & carers to participate in the life of the school wherever possible by offering flexible opportunities. | Work with the local community to offer access to all groups of people to a range of events, activities & services. |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|

In all these things, the safety & interests of the children are paramount.

## *"Love one another as Jesus loved us" (John 13 v 34-35)*

### **7 Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The head teacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The head teacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

### **8 Commissioning and Procurement**

We will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process. We will use, wherever possible, suppliers and contractors approved and registered with Lancashire County Council and Property Services (LCC).

### **9 The Measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

### **10 Publicising the Policy and Plan**

Our Equality Policy & Plan will be publicised:

- In our School Brochure
- On the School Website
- Copies for a small charge will be made available to all parents / carers and interested parties who contact the school office.

### **11 Annual Review of Progress**

*We will review our POLICY and ACTION PLAN annually, producing an annual report. The Action Plan (Appendix A) incorporates an annual audit which measures impact (Equality Impact Assessments), and sets targets which span a three year period, (short, medium and long term).*

#### **Last review:**

Headteacher) \_\_\_\_\_

(Chair of Governors) \_\_\_\_\_

## *"Love one another as Jesus loved us" (John 13 v 34-35)*

### **Appendix A: Definitions**

#### **Age**

This refers to a person having a particular age (for example, 32 year olds) or being within an age group (for example, 18-30 year olds). This includes all ages, including children and young people.

#### **Disability**

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

#### **Transgenderism and gender re-assignment**

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex

#### **Marriage & Civil Partnerships**

Marriage is a union between a man and a woman. This definition is set out in the Equality Act 2010. Civil Partnership is the legal recognition of a same-sex couple's relationship. Civil partners must be treated the same as married couples on a range of legal matters.

#### **Pregnancy & Maternity**

Pregnancy is the condition of being pregnant.

Maternity: The period after giving birth. It is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.

#### **Race**

Race refers to a group of people defined by their colour, nationality (including citizenship), ethnic or national origins.

#### **Religion or Belief**

Religion means any religion, including a reference to a lack of religion. Belief includes religious and philosophical beliefs including lack of belief (for example, Atheism).

#### **Sex & Gender**

Gender includes the wider social roles and relationships that structure men's and women's lives. These change over time and vary between cultures. Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be. Sex refers to biological status as male or female.

**Trans:** The terms 'trans people' and 'transgender people' are both often used as umbrella terms for people whose gender identity and/or gender expression differs from their birth sex, including transsexual people, transvestite/cross-dressing people androgyny/polygender people, and others who define as gender variant.

**Transgender:** An umbrella term for people whose gender identity and/or gender expression differs from their birth sex. They may or may not seek to undergo gender reassignment hormonal treatment/surgery. Often used interchangeably with trans.

*"Love one another as Jesus loved us" (John 13 v 34-35)*

**Transsexual:** A person who intends to undergo, is undergoing or has undergone gender reassignment (which may or may not involve hormone therapy or surgery). Transsexual people have the protected characteristic of gender reassignment under the Equality Act 2010.

**Sexual orientation**

This is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

## *"Love one another as Jesus loved us" (John 13 v 34-35)*

### **Action Plan**

Our Action Plan aims to have due regard to the need 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.
- These are often referred to as the three aims of the general equality duty.

*"Love one another as Jesus loved us" (John 13 v 34-35)*

| Priority Area 1: To love one another as Jesus loves us – civic leadership                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Current Position:</b> <ul style="list-style-type: none"> <li>We continue to provide a safe, diverse and inclusive environment which maximises the opportunity to learn. Whilst looking beyond the school community to ensure it is diverse and inclusive.</li> </ul> |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |
| Timescale                                                                                                                                                                                                                                                               | Objectives<br>(Desired Outcomes)                                                                                                                                                                                                                                                                                    | Action Required                                                                                                                                                                                                                                    | How will this be measured?                                                                                                                                                                                                                                                    |
| <b>1 Year</b>                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Ensure signage reflects needs of current school community, including staff.</li> <li>Complete curriculum audit to check for gender and sexual orientation links.</li> <li>Achieve the 2 outstanding Lancashire Equality badges for gender and sexual orientation.</li> </ul> | <ul style="list-style-type: none"> <li>Signage in staff room to include LGBT+ signage.</li> <li>Class teachers and subject leaders colour code and check long term plans for gender and sexual orientation links with an orange colour.</li> </ul> | <ul style="list-style-type: none"> <li>Inclusive signage for all – easy to access as and when needed.</li> <li>Work in books, discussions within lessons and displays will reflect the needs to the children's families.</li> <li>Final 2 awards will be achieved.</li> </ul> |
| <b>2 Years</b>                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Provide opportunities for children to experience the diverse families within their community.</li> <li>Pol Ed to be weaved throughout the PSHE curriculum.</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Interfaith opportunities planned throughout the year.</li> <li>BFC in the community</li> <li>PSHE lead to meet with clusters and PSHE advisor.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>New PSHE long term plan for each class with Pol Ed links.</li> <li>Frequency of events planned for different classes.</li> </ul>                                                                                                       |
| <b>3 Years</b>                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Parents and children have access to the right support at the right time.</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Signage around school.</li> <li>Care for a Cuppa</li> <li>Cliviger Cares</li> <li>MHST</li> <li>School nurse</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Services brought into school to support where needed.</li> </ul>                                                                                                                                                                       |
| <b>Review:</b>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |

*"Love one another as Jesus loved us" (John 13 v 34-35)*

| Priority Area 2: Disability (Accessibility Plan)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Current Position:</b> <ul style="list-style-type: none"> <li>We are an inclusive school and make reasonable adjustments for any disabilities.</li> <li>Our main entrance has a ramp leading to the front door.</li> <li>The Old Building is accessible by the back entrance but the corridors, in part, are not wide enough for a wheelchair.</li> <li>Our site is two storey (New Building) and not fully accessible for any person with a physical disability</li> <li>We work with external agencies to provide expertise and equipment for children, staff and visitors who require support.</li> <li>Curriculum Cabin accessible for outdoor learning</li> <li>Sensory room accessible for all</li> </ul> |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                      |
| Timescale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Objectives<br>(Desired Outcomes)                                                                                                                                                                                                                     | Action Required                                                                                                                                                                                                                                                     | How will this be measured?                                                                                                                                                                           |
| <b>1 Year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Pupil Progress meetings to continue to include discussions of children with SEND.</li> <li>Wrap around provision understand and support the disability needs of individual children in their care.</li> </ul> | <ul style="list-style-type: none"> <li>Pupil Progress meetings with SENDCo.</li> <li>Wrap around provision staff attend staff training.</li> <li>Wrap around provision staff work with class teachers to follow behaviour plans for individual children.</li> </ul> | <ul style="list-style-type: none"> <li>Settled children with minimal behaviour incidents recorded on CPOMS.</li> <li>Progress is at least good for those children with SEND.</li> </ul>              |
| <b>2 Years</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Makaton refresher course for new staff members.</li> <li>Training to increase knowledge in the use of a school sensory room.</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Makaton refresher course.</li> <li>In house training for staff led by SLT/SENDCo.</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>All staff confident using Makaton throughout school.</li> <li>Sensory room used to its full potential with the right hi Doreen and the right time.</li> </ul> |
| <b>3 Years</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>School and community are working strongly together.</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>Continue with initiatives that include parents e.g. Care for a Cuppa, Cliviger Cares and increase this role.</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Strong events where parents are actively involved.</li> </ul>                                                                                                 |

*"Love one another as Jesus loved us" (John 13 v 34-35)*

Review:

*"Love one another as Jesus loved us" (John 13 v 34-35)*

**Priority Area 3: Race, Religion or Belief (Prevent Duty)**

**Current Position:**

- We are a school in a predominantly White British area; we do have visitors from other ethnic backgrounds in school.
- Children are taught about a variety of peoples and places and we need to consider how these are presented.
- We need to continue to increase opportunities for our children to experience positive encounters with other children from a variety of races and backgrounds.

| Timescale      | Objectives<br>(Desired Outcomes)                                                                                                                                       | Action Required                                                                                                                                                                                                                                    | How will this be measured?                                                                                                                                                                                 |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Year</b>  | <ul style="list-style-type: none"> <li>• Children continue to encounter opportunities to meet children and families who are represented in their community.</li> </ul> | <ul style="list-style-type: none"> <li>• Interfaith opportunities.</li> <li>• BFC in the community.</li> <li>• Respect for All Week</li> <li>• RE curriculum</li> <li>• Burnley Faith Centre visits to school and to places of worship.</li> </ul> | <ul style="list-style-type: none"> <li>• Frequency and attendance at events.</li> <li>• Work/outcome of themed weeks.</li> <li>• Responses of children within RE lessons.</li> </ul>                       |
| <b>2 Years</b> | <ul style="list-style-type: none"> <li>• Links made with other schools to enhance children's understanding of the wider community.</li> </ul>                          | <ul style="list-style-type: none"> <li>• Linking Schools Project.</li> <li>• Lancashire Equality Meetings.</li> <li>• RE Cluster meetings</li> <li>• Interfaith sporting events.</li> <li>• Refugee links</li> </ul>                               | <ul style="list-style-type: none"> <li>• Participation with events that include other local schools.</li> <li>• Children link and transfer experiences from these events into their RE lessons.</li> </ul> |
| <b>3 Years</b> | School and church community working stronger together.                                                                                                                 | <ul style="list-style-type: none"> <li>• All the above</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• All the above.</li> </ul>                                                                                                                                         |

**Review:**

*"Love one another as Jesus loved us" (John 13 v 34-35)*

**Priority Area 4: Sexual Orientation**

**Current Position:**

- We are aware of having children in school from families with same-sex partnerships.
- We currently do not have staff in school from different sexual orientations.
- We have images of different families around school, but we do not currently have, but we need to ensure that equality in this area is solid.

| Timescale      | Objectives (Desired Outcomes)                                                                                                                                                 | Action Required                                                                                                                                                                                                                                                            | How will this be measured?                                                                                                                                                                                                 |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Year</b>  | <ul style="list-style-type: none"> <li>• Achieve the next 2 Lancashire Equality Badges for Gender Equality and Sexual Orientation.</li> <li>• Respect for All Week</li> </ul> | <ul style="list-style-type: none"> <li>• Complete audit</li> <li>• Complete accreditation paper work</li> <li>• Attend assessment with Diversity Team.</li> <li>• PSHE lead plan a new focus theme to include sex equality/toxic masculinity – age appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>• Certificate awarded and good practise maintained after.</li> <li>• Evidence of children's repossess in work and activities from themed week.</li> </ul>                           |
| <b>2 Years</b> | <ul style="list-style-type: none"> <li>• Opportunities for children and families to build awareness and understanding of those living in their community.</li> </ul>          | <ul style="list-style-type: none"> <li>• Curriculum planning</li> <li>• Sex equality as a theme for Respect for All Week</li> <li>• Pol Ed weaved in the PSHE curriculum.</li> <li>• Diversity team to link.</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Evidence in scrapbooks, discussions with children.</li> </ul>                                                                                                                     |
| <b>3 Years</b> | <ul style="list-style-type: none"> <li>• Every child and family at Cliviger continue to flourish and access the full curriculum.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Challenging stereotypes in long term plan.</li> <li>• Monitor clubs and events for access to all.</li> <li>• Pupil Progress meetings to include discussions and analysis for gender equality.</li> </ul>                          | <ul style="list-style-type: none"> <li>• <b>Orange</b> colour code on long term plans for gender equality and sexual orientation.</li> <li>• Club registers show a balance and children are targeted to attend.</li> </ul> |

**Review:**

*"Love one another as Jesus loved us" (John 13 v 34-35)*

**Equality Impact Assessment**

How well is our policy & action plan working for all groups?

**Priority Area 1: Sex & Gender**

Review:

**Priority Area 2: Disability**

Review:

**Priority Area 3: Race**

Review:

**Priority Area 4: Religion or Belief**

Review: