

# Pentrepoeth Primary School



## Strategic Equality Policy & Plan

Introduction.....	3
<b>1 Equality vision and equality objectives.....</b>	<b>3</b>
<b>2 School strategies and equalities.....</b>	<b>4</b>
<b>3 The national equality agenda .....</b>	<b>4</b>
3.1 The Equality Act 2010 .....	4
3.2 The Human Rights Act 1998 .....	4
3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011 .....	5
<b>4 Pupils .....</b>	<b>5</b>
4.1 A school for everyone.....	5
4.2 How we deliver equality.....	6
4.3 What support can you expect? .....	6
4.4 Positive Action .....	6
4.5 Communication .....	6
4.6 Curriculum, resources and involvement .....	7
4.7 Buying goods and services and working in partnership.....	7
4.8 Engagement.....	7
4.9 Training .....	7
4.10 Complaints and comments .....	7
<b>5 Discrimination, victimisation and harassment .....</b>	<b>8</b>
5.1 Discrimination.....	8
5.2 Harassment including bullying.....	8
5.3 Victimisation .....	9
5.4 Discrimination.....	9
<b>6 Performance/ standards - how we deliver the policy.....</b>	<b>10</b>
6.1 Leadership and Management.....	10
6.2 Taking decisions and Equality Impact Assessments .....	10
6.3 Performance.....	10
6.4 Identifying and publishing equality information .....	11
<b>7 Employment.....</b>	<b>11</b>
7.1 Employment .....	11
7.2 Requests in relation to a protected characteristic.....	11
7.3 Positive action in Employment.....	12
7.4 Monitoring and publishing information on employment .....	12
7.5 Positive about disabled people .....	12
<b>8 Equality Objectives and Action Plan 2016-2020 .....</b>	<b>12</b>



## **Pentrepoeth Primary School**

### **Strategic Equality Policy and Plan**

#### **Introduction**

Pentrepoeth Primary School was established in 1986. The school stands in its own grounds on the outskirts of the city centre of Newport. The school serves the local area, is funded by the local authority and governed by Governing body.

Currently there are 14 classes from R to Year 6. A nursery is due to be provided on site from January 2018.

#### **School vision/ or principles**

Our vision for Pentrepoeth Primary School is summed up in our C.R.O.E.S.O statement. We aim to create a caring, respectful, open environment where success and opportunity flourish.

At Pentrepoeth we are committed to offering many 'windows of opportunity' to pupils so that they can flourish academically, socially, physically and creatively. Pupils' needs are fully catered for both within the classroom and through the wider life of the school. This includes educational visits, educational visitors and a comprehensive range of extra curricular activities.

This is the school's 2nd Strategic Equalities Plan (SEP) - it builds upon the school's previous Disability Policy and Race Equality Scheme and sits above the school's Inclusion Policy etc. What was previously the school's Access Policy is covered by this Plan. This policy belongs to everybody and is relevant to all pupils, teaching and administrative staff, parents, carers, supporters and the local community.

The Equality Act 2010 gives us the framework for this plan. The Human Rights Act 1998, the Welsh Language Act 1993 and the Welsh Language (Wales) Measure 2011 are also relevant to this policy. This Plan was approved by the Governing Body in July 2017.

## **1 Equality vision and equality objectives**

The Equality Act 2010 required all schools to have equality objectives in place by April 2012. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales. Actions to achieve these objectives are in the action plan at the end of this document and have been included as an initiative or action in School Improvement Plan.

To choose objectives for Pentrepoeth Primary School we:

- Listened to equality experts and Heads of schools in Newport about their choice of equality objectives
- Discussed Pentrepoeth with the CROESO team
- Drew up a long list with associated actions
- Talked with children / young people
- Asked parent views at parent forum and through communication

- Approved at Governors

The equality objectives we have chosen are :-

- To update all stakeholders understanding of the Equality Act 2010.
- To record, examine and share incident data using the SIMS recording tool
- To challenge gender prejudice and stereotypes through meaningful learning experiences, understanding how prejudice and stereotyping may affect individuals or groups
- To provide a learning environment with improved access for all children and adults regardless of disability.
- Children and young people are listened to and influence decision making within a happy, safe and inclusive learning environment.

The following plan sets out our equality commitments. Actions are included in the Action Plan and the Strategic Equality Plan will be evaluated through the School Improvement Plan and the school Equality Self Evaluation Tool.

## **2 School strategies and equalities**

Implementing the Strategic Equality Plan is one of the key objectives of the School Improvement Plan. Equalities implications will be identified in each school improvement objective as required. Progress on this plan is reported to the Governors annually and included in the School's Self Evaluation. The Plan will be reviewed within 4 years of setting the equality objectives in 2017.

## **3 The national equality agenda**

The following pieces of legislation are at the heart of the equality agenda.

### **3.1 The Equality Act 2010**

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:-

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

### **3.2 The Human Rights Act 1998**

Human Rights and equality are inextricably linked. Equality is treated as a fundamental human right, from the principle of equal respect for the inherent dignity of all people.

Article 14 of the Human Rights Act prohibits discrimination 'on any grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status'.

The words 'other status' have been held to cover, amongst other things, sexual orientation, illegitimacy, marital status, trade union membership, transsexualism, disability, carers and imprisonment.

Article 14 can only be used when attached to a complaint relating to another article of the Convention such as Article 3: right to life, liberty and security of person or Article 8: right to a private and family life, home and correspondence.

In some instances the Human Rights Act 1998 gives greater rights to people than other equalities legislation because it judges treatment against a fixed standard and does not rely on comparison between treatment of one group of people and another.

### **3.3 The Welsh Language Act 1993 & the Welsh Language (Wales) Measure 2011**

The Welsh language has official status and belongs to all the people of Wales. The Welsh Language Measure puts the Welsh and English language on a basis of equality. The Welsh Language Education Scheme was approved by Newport City Council in 2007 and applies to all schools. The principles of the Scheme and this Plan are similar- in promoting equality of opportunity and good relations we will take the Welsh language into account alongside all the protected characteristics.

## **4 Pupils**

### **4.1 A school for everyone**

Our school is open to everyone. We will not discriminate in our admissions criteria, in providing education and access to any benefit, service or facility either directly or indirectly, against anyone with a protected characteristic.

We will not discriminate on the grounds of :-

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- and the Welsh language in Wales.

Age is the 9<sup>th</sup> protected characteristic. In a school context it applies to everybody except pupils.

Opportunities in our school will be of equally high standard for everyone.

The school's duty to our pupils goes beyond just the formal education. It covers all school activities such as extra-curricular and leisure activities, after-school clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities etc.

The school has a duty to make reasonable adjustments for disabled pupils. The duty is anticipatory. The school will ask disabled pupils whether they need any support or adjustments so that we are ready for them e.g. produce the lesson notes in large print or in an electronic format before the lesson. In some cases a disabled pupil may receive support under the special educational needs (SEN) framework under Part 4 of the Education Act 1993.

#### **4.2 How we deliver equality**

We will mainstream equality in providing education, access to benefits, service or facilities by making sure that people:

- Know the equality duties and the school's equality commitments
- Can access all the benefits of being at the school
- Know how to ask for help
- Are offered suitable support e.g. translation and interpretation, transport, technology, adaptations etc. where the lack of these services would place a person at a disadvantage on the grounds of a protected characteristic – to meet a need, not only a preference
- The impact upon the person involved is of great importance in determining what is reasonable

#### **4.3 What support can you expect?**

The school can only refuse to deliver support or adaptation if the school can prove that service is 'unreasonable' or 'impractical'. However this can only apply to particular and unforeseen circumstances.

#### **4.4 Positive Action**

The school can take proportionate positive action to address disadvantages faced by pupils of a protected characteristic, or where it would enable or encourage participation by an under represented group. An example of this is engaging male role models to work with all children (as well as small groups of boys) in order to engage boys in developing better reading and writing skills. We will gather evidence before taking positive action.

#### **4.5 Communication**

The school will communicate with people a way that is suitable for them. We will:

- Design materials that are easy to read- clear language and clear layout
- Use images that reflect the school and our local community
- Ask people of their preferred method of communication, where we can record it and use it e.g. email rather than letters to parents and carers
- Provide information in a variety of formats including large print, Braille, local languages etc. where needed
- Attach full contact details to make it easy for people to contact us
- Train and support employees in communication

The school recognises British Sign Language as a language in its own right. In Newport schools we also use Signalong. The school will promote Deaf culture and identity and make use of suitable BSL interpretation and recordings. The Gwent Hearing Impaired Service supports children, young people and families in school so that they can participate fully in school life.

Where relevant, will train staff in deaf equality and BSL skills. We will identify the staff who have relevant communication skills to make it easy for pupils, visitors, parents etc.

#### **4.6 Curriculum, resources and involvement**

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people examine their lives and personal identity in the light of people's experiences which are both similar and different to them.

The images we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Newport.

We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

#### **4.7 Buying goods and services and working in partnership**

The school will pass on its equalities duties to any person or body who:

- works for us or with us,
- delivers goods for us,
- whether they are paid, voluntary or partners.

All school contracts will state that they have to meet the equalities standards as set out in this Plan. The impact of this is that school related activities will be fair and equal for all employees, pupils and parents.

#### **4.8 Engagement**

The school consults and involves all the school's stakeholders on matters that concern them, including this Plan and Equality Objectives. Engaging people will give us evidence to work out how well we are doing in delivering equality.

The school has procedures for finding out how pupils think and feel about the school.

#### **4.9 Training**

We'll make sure that all people involved with the school know our equality commitments and their personal duty under it. We'll provide suitable training for all staff and pupils. Where there are issues or potential issues e.g. social tensions, we'll continue to address matters through the curriculum and where it's needed use targeted external interventions, for example Show Racism the Red Card etc.

We will encourage employees and governors to continually develop their learning and experience of equality matters through a range of methods including study, shadowing, partnerships and twinning work etc.

#### **4.10 Complaints and comments**

We like getting feedback about the school. We need people to tell us how we are doing. If you have a concern or complaint please let us know. You can tell a teacher or school employee, telephone, write or email us. If you'd like to make an

appointment with a relevant person, we'll arrange it and feel free to bring along a friend or colleague for support.

When we deal with a concern or complaint we will do our best to keep people involved informed of what's happening and check that everyone is happy with the process. Advocacy and personal support is available for children and young people who need it.

## 5. Discrimination, victimisation and harassment

### 5.1 Discrimination

The Equality Act 2010 protects people from discrimination. The school will make sure that nothing we do discriminates against any person or people on the grounds of a protected characteristic. Human Rights are applicable to all people in relation to the school.

There are four kind of illegal discrimination defined in the Equality Act 2010, they apply to service delivery and employment across the protected characteristics:

1. **Direct discrimination**– where a person treats another less favourably because of a protected characteristic e.g. refused to admit a child because they are Roma.
2. **Combined direct (dual) discrimination** - where a person is treated less favourably because of a combination of protected characteristics e.g. a school excludes a pupil because they are black and male.

**Discrimination based on association** is now illegal. Direct discrimination occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic e.g. their brother is a disabled person.

**Discrimination based on perception** is now illegal. Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic e.g. discrimination against a young person who is believed to be gay, even if they're not.

3. **Indirect discrimination** – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage e.g. a rigid school dress code which does not account for items of clothing linked to religion.
4. **Discrimination arising from disability** – where a person is treated less favourably because of something related to their impairment e.g. a pupil with a learning disability disciplined for not obeying a rule that they hadn't understood because they didn't understand the sign.

### 5.2 Harassment including bullying

The school's work around personal and social education will help build a school community that understands and enjoys equality and diversity.



The Equality Act 2010 protects people from harassment. Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

The school has responsibility to protect pupils, prospective pupils, former pupils, employees etc. from harassment. The school will be pro-active on protecting people by raising awareness, training teachers and pupils, encouraging people to report harassment and will deal with problems as they arise.

Harassment now includes **harassment based on association** i.e. a friend of a disabled person, **or perception** i.e. mistakenly believed to be a Muslim etc.

Where there are instances of bullying in and associated with the school we will deal with instances promptly and sensitively. We recognise that instances that are motivated by prejudice against people of a particular characteristic, or bullying that affects one group of people in particular, has a greater negative effect, both for the people involved and for the school community.

### **5.3 Victimisation**

The Equality Act 2010 protects people from victimisation on the grounds of any of the protected characteristics. Victimisation is when a person subjects another person to detriment because they have done, or believed that they will do, a 'protected act.'

A 'protected act' are acts that include giving information or evidence under the Equality Act 2010, bringing proceedings, or making an allegation in relation to the Act, as long as they have done so in good faith- that is they thought they were being honest.

### **5.4 Discrimination**

Name calling, physical attacks, threats, the spreading of false rumours in person and on-line are all made more serious where a person is victimised for who they are. We know that discrimination and prejudice are particularly damaging to the individual and to family, friends and the school community. The school will take incidents of discrimination seriously and sensitively. False allegations are also taken seriously.

We will take an active role where discrimination is identified and it involves our employees, pupils or premises. Incidents 'on the bus' or 'outside school' negatively affect our pupils as much as incidents in school and we will tackle it where it is known.

Discrimination involving adults are treated differently to those involving children and young people. All adults are fully responsible for their actions. Children and young people may need support and education in matters to do with prejudice and discrimination and as such we will try to find solutions that involve the whole group and avoid criminalising individuals' because of their actions. We will work with partners to find solutions, in particular where incidents are complicated or involve a wide group of people.

## **6 Performance/ standards - how we deliver the policy**

### **6.1 Leadership and Management**

The Governing Body is responsible for ensuring that the school fulfils its legal equalities responsibilities. A member of the Governing Body has a watching brief for equalities matters. With assistance from the Headteacher, the Governing Body will ensure that this Plan is implemented.

The Governing Body has equalities issues as regular items on the agenda of Governing Body meetings and there is a governor with responsibility for equalities.

The named persons with responsibility for dealing with reported incidents of discrimination or bullying are Mr Dean Taylor (Head teacher) and Mr Nicholas Penn ( Deputy Headteacher ) and all members of the Senior Leadership Team. The school will make sure that all incidents of discrimination relating to the school, its pupils and staff are reported and recorded in a register. The register will be shared with the local authority to help it plan anti-discrimination work. Neither the school nor the local authority will ever publicly identify individuals involved in incidents.

The ALNCO is a senior member of staff with special responsibility for implementing and promoting equalities matters and this Plan.

### **6.2 Taking decisions and Equality Impact Assessments**

The school uses two different tools to look at the potential equality impact of our actions.

Before introducing important new policies or measures the school carefully assesses the potential impact on equalities, positive or negative. Newport City Council has an Equality Impact Assessment tool which is suitable for schools. We will publish the Equality Impact Assessments as is required by law.

An Equality Impact Assessment will include:

- The purpose of the policy or practice
- A summary of the steps taken in the assessment (engagement)
- A summary of the information gathered and used
- The result of the assessment and
- Any decision taken by the school in relation to the results.

Newport City Council's Equality Self Evaluation Tool for Schools is different and used in different circumstances. It looks at the work of the school in detail and provides a snapshot of where we are. It asks similar questions to the EIA but in respect to the whole school development. LPS use this plan with all staff annually.

Whenever possible, a broad range of people including staff, parents, pupils and others are involved in consultation on policy development. Any issues arising will be addressed and stakeholders informed of decisions and actions.

### **6.3 Performance**

The school uses Newport City Council's Equality Self Evaluation Tool to evaluate performance across most equality matters. Performance in relation to the Action Plan

and Equality Objectives will be reported to Governors annually and included in the school's Self Evaluation Report.

#### **6.4 Identifying and publishing equality information**

The school will identify, publish and use equalities information each year to show how we are delivering the equality duty. The information we publish will be easy to find and easy to understand.

For pupils and school performance we will be publishing information on:

- Composition broken down by year group, ethnicity and gender and by proficiency in English / Welsh
- Composition broken down by types of disability and special educational needs
- Inequality of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English / Welsh
- Instances of discrimination
- Complaints.

We will be sensible in producing information. We realise that if the data group is very small then a breakdown of that data will not give us and useful information e.g. looking at the academic achievement of two individuals in a year group cannot tell us about the performance of Chinese pupils in general. No data will be published that will identify any individual.

Other matters including language needs, behavioural needs, poverty, schooling history etc. will be taken into account in analysing data and developing strategies to address equality differences

## **7 Employment**

### **7.1 Employment**

The school aims to be a fair employer and promote a friendly working culture. Without committed enthusiastic, skilled and empowered people the school cannot succeed. We'll create a healthy, safe and supportive work environment where people are respected for who they are and employees can perform at their best.

We want our workforce to reflect society in Newport. It is illegal to discriminate either directly or indirectly against people in selecting and employing people, in the terms of employment, access to training, promotion, transfers, retirement, dismissal, and other benefits on the grounds of any of the protected characteristics.

School employees are covered by the school's Pay Policy which ensures that we have robust pay scales, performance management and commitment to continual professional development for employees through all employment levels. We have adopted Newport City Council's Human Resources Policies.

### **7.2 Requests in relation to a protected characteristic**

We will make every reasonable endeavour to meet employees' requests relating to a protected characteristic, including dress, food, holidays, prayer times, work patterns, leave, support, physical adaptations etc. in order not to discriminate.

### **7.3 Positive action in Employment**

Positive action measures can be used to counteract the effects of past discrimination so that people in such groups can achieve their potential. We will evidence that we believe such disadvantages or underrepresentation exists before taking action.

If two candidates meet the job requirements and are equally good candidates, the school may choose a candidate from a less represented group in order to address demographic balance in the workforce.

### **7.4 Monitoring and publishing information on employment**

We will monitor and publish equality information on our workforce in line with Newport City Council's Strategic Equality Plan. This includes monitoring recruitment, employee development and retention.

The council's payroll service supports us in this. We will publish data in a way that does not identify individuals.

Figures on employment will not inform us of the reason for any differentials. For the causes of any differentials and actions to address them we'll ask current and prospective employees their opinions and experiences.

### **7.5 Positive about disabled people**

The school is committed to the two ticks - 'Positive about disabled people initiative which guarantees an interview for disabled people who meet the essential job requirements. We can make changes to an employee's environment and role if they are disabled.

## **8 Equality Objectives and Action Plan 2016-2020**

Equality and diversity is a normal part of the school's everyday business. This action plan and equality objectives sets out the school's main equality projects. Many of these objectives and actions can also be found in the school's School Improvement Plan. There may be more or different work needed as opportunities arise.



# Pentrepoeth Primary School

## Equality Objectives

<b>Equality Objective 1</b>					
To raise staff and governor awareness of the Equality Act 2010					
<b>Evidence</b>	School cycle of Equality Plans New staff appointed				
<b>Protected characteristic</b>	All				
<b>Quantitative target</b>	Improved understanding of the Equality Act 2010 To ensure roles and responsibilities as detailed in the policy are fulfilled.				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Timescale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
Raise staff awareness of the Equality agenda for all stakeholders	Staff meeting time dedicated to review of Strategic Equality Plan and principles (Strategic Equality Act 2010 ,Policy and Plan presented and agreed at GB level.)	All teaching staff, support staff All staff with a focus on raising awareness of equality and diversity through the school PSE/ Values Based & Rights Respecting programme.	Spring 2017  Spring 2017  After GB	Reviewed regularly at staff and team meetings PSE planning and implementation	

<b>Equality Objective 2</b>					
To record, examine and share incident data using the SIMS recording tool					
<b>Evidence</b>	Accurate SIMS termly data requests completed Behaviour Census reports (run termly)				
<b>Protected characteristic</b>	All				
<b>Quantitative target</b>	To report all cases are in SIMS and share information with parents as appropriate.				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Timescale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
HT to provide all SLT with guidance on how to log an incident within SIMS.	SLT Leadership Development Day May 2017	FH - Business Manager HT SLT All Staff	Spring 2017	HT Termly Reports to GB and staff	
Where applicable, incidents to be recorded by appropriate member of SMT in line with policy.	All incidents reported against specific characteristics in a timely manner. Behaviour Census report run on a termly basis and submitted to the Education Information Support Team.	FH - Business Manager HT SLT All Staff	<b>Spring 2017</b>	HT Termly Reports to GB and staff	
SLT and ALNCO to analyse data termly to determine training needs / actions.	SLT understand patterns of incidents and policies and procedures are adhered to/ amended as appropriate	FH - Business Manager HT SLT All Staff	Spring 2017	HT Termly Reports to GB and staff	

<b>Equality Objective 3</b> Children will challenge gender prejudice and stereotypes through meaningful learning experiences, understanding how prejudice and stereotyping may affect individuals or groups					
<b>Evidence</b>	Whole school Assemblies Classroom observations Pupil voice - CROESO team Evidence of learning Home learning				
<b>Protected characteristic</b>	All				
<b>Quantitative target</b>	Children will have a rounded view of the roles of men, women, boys and girls. This will be evident within role play, discussions, playground activities and their expectations for the future.				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Timescale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
SL and Curriculum Teams Audit resources 2016 - 2017 in terms of the images portrayed / availability for staff to use within curriculum teaching. Purchase resources as required for use within project learning / SEAL / assemblies etc.	Resources reflect equality across all the characteristics in all of the curriculum areas	All staff	July 2017 and ongoing	Weekly and Termly Planning SL and Curriculum Team Evaluations HT Termly Reports to GB and staff	
Celebrate Black History / Gypsy Roma month / Refugee week / Holocaust memorial week. Look at UN Rights of a Child.	Pupils are offered regular, embedded and explicit opportunities to explore equality issues within the curriculum. All staff plan specific activities within a range of curriculum	All staff	July 2017 and ongoing	Weekly and Termly Planning SL and Curriculum Team Evaluations HT Termly Reports to GB and staff	

	areas to be used within project learning 2017-2018				
Continue to use Values Based Approaches in assemblies and across the curriculum and use a range of activities e.g. 'Show Racism the Red Card'	Pupils will use the values as a vehicle to challenge inequality as defined by all of the protected characteristics	All staff, pupils		Evaluations HT Termly Reports to GB and staff	
Staff training provided by GEMSS / Alyson Marchant Advisory Teacher for Equalities – to be planned at outset of each academic year and AEN budget to reflect training needs and costs of resources etc as appropriate	All staff are updated on regulations and trained on correct terminology and procedures to promote equality				



<b>Equality Objective 4</b>					
To provide a learning environment with improved access for all children and adults regardless of disability, including the new build					
<b>Evidence</b>	Floor plans from formal consultation documents Newly installed equipment and associated risk assessment Pupil and Parental comments				
<b>Protected characteristic</b>	Disability				
<b>Quantitative target</b>	Children will have a greater understanding and respect for diversity between pupils and the varying needs of individuals.				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Timescale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
Nursery build and additional classroom to be fully compliant	Facilities meet the requirements of all learners and particular needs of disabled learners	NCC HT GB All staff	<b>Sep 2017</b>	HT Termly Reports to GB and staff	
To audit all access points to the school to ensure equality of access for all learners and staff	Audit results are acted upon Updated Accessibility Plan in place	HT All Staff	<b>Sep 2017</b>	HT Termly Reports to GB and staff	

<b>Equality Objective 5</b>					
Children and young people are listened to and influence decision making within a happy, safe and inclusive learning environment.					
<b>Evidence</b>	Selection of Ambassadors – Head Girl / Boy, Deputy Head Girl / Boy Visits to other Schools in school family Learner voice through:- Eco and CROESO Team Digital Leaders Play buddies / Reading Buddies Listening to Learners				
<b>Protected characteristic</b>	All				
<b>Quantitative target</b>	Learners and young people recognise that they are valued, listened to and that their opinions and views are important and are taken account of when decisions are being made.				
<b>Action</b>	<b>Outcome What will success look like?</b>	<b>Resources and who is involved?</b>	<b>Timescale</b>	<b>Monitoring arrangements</b>	<b>Actual outcomes</b>
Learners, selected as Ambassadors, to visit other schools within our family and green triad of schools to look at learning and provision in similar schools to ours. Report back to CROESO team or whole school within Assembly on a termly basis.	Learners are fully involved in decisions about their learning including all relevant policies, procedures and guidelines	CROESO team Selected learners and teams All staff	Spring 2017 and ongoing	HT Termly Reports to GB and staff	
Listening to learners to form part of all lesson observations and recorded within ETF	Learners take part in Classroom Observations and their views are sought and used in deciding on their learning environment and curriculum	All learners	Spring 2017 and ongoing	HT Termly Reports to GB and staff	
Thinking Maps/ KWHL GRIDS	All learners reflect and	All learners	Spring 2017 and	HT Termly Reports to GB	

to be embraced at the beginning and end of project learning to gauge learners' opinions and to provide input to learning pathways taken.	plan their own learning		ongoing	and staff	
--	-------------------------	--	---------	-----------	--

Policy agreed and approved by Governors on :	
Reviewed on :	30 <sup>th</sup> September 2019
Signed:	Headteacher- Mr Dean Taylor
Signed:	Chair of Governors- Mr John H Griffiths