

Cottenham Primary School



EQUALITY AND DIVERSITY POLICY

Last reviewed:	Spring 2 2021									
Reviewed by:	Personnel									
Next Review:	Spring 2 2022									
Equality Review Checklist	<p>In reviewing this policy due consideration must be given to the impact that changes may have on issues of equality for the protected groups:</p> <table><tr><td>Age</td><td>Disability</td><td>Religion or belief</td></tr><tr><td>Race</td><td>Pregnancy and Maternity</td><td>Sex</td></tr><tr><td>Sexual orientation</td><td>Gender reassignment</td><td>Marriage/civil partnerships</td></tr></table> <p>If the equality of a protected group is likely to be compromised by changes to the policy then please complete an equality risk assessment and tick here:</p> <div><input checked="" type="checkbox"/></div>	Age	Disability	Religion or belief	Race	Pregnancy and Maternity	Sex	Sexual orientation	Gender reassignment	Marriage/civil partnerships
Age	Disability	Religion or belief								
Race	Pregnancy and Maternity	Sex								
Sexual orientation	Gender reassignment	Marriage/civil partnerships								

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Section 1

Our vision statement about Equality

The Parents, Governors and Staff developed the following vision statement for our school. We are proud of our aims and endeavour to use them as a foundation for all our work in school.

Our vision is:

- That every child understands there is no limit to their potential
- That every child receives an excellent all-round education, through an inspiring, purposeful, enriched curriculum
- That every child is provided with the foundations to face the various challenges of life
- That every child is an integral part of our community and shares its values

In doing this:

We respect all members of the school community and value everyone equally.

Knowing racism, sexism and other forms of discrimination exist, we promote justice, fairness and equality in all areas of school life.

We encourage all children by listening to them, nurturing them and by challenging them in the most appropriate way.

The Governors and staff will work together to:

Foster behaviour which enables children to have respect for themselves and others; to act responsibly with an awareness of boundaries and be able to resolve conflict through constructive dialogue.

Encourage the development of relationships which are based on openness, trust, tolerance, honesty and understanding.

Provide a positive and stimulating environment with a wide range of opportunities, where each child feels happy, valued and safe.

Take pride in our environment and make sure that it is a well maintained and exciting place where we feel safe to explore, learn and play.

Provide a curriculum that is enjoyable, broad and progressive in content and relevant to all children.

Provide the highest quality teaching which is driven by high expectations.

Ensure pupils are encouraged to think creatively and critically and not be afraid to make mistakes. In so doing, we will help pupils see learning as an active and exciting process, setting and evaluating their own goals through a variety of enjoyable experiences and activities.

Value the opinions of everyone, offering support to all staff and maintaining a consistent approach in an atmosphere of trust and mutual respect.

Develop a positive, two-way relationship with parents and the wider community which will bring benefits to all, through the shared exchange of information, skills and experiences.

We endeavour to ensure that all children will leave our school with high self-esteem, an understanding of right and wrong and an awareness of their place in the world whilst retaining a sense of individuality and, above all, a zest for life.

This policy should be read in conjunction with our Equality and Diversity Statement and Objectives (Appendix 4)

Section 2

Equality and Diversity Policy for School Staff

1 Policy

- 1.1** The Governing Body of Cottenham Primary School is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.
- 1.2** We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.
- 1.3** All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. [Your attention is drawn to our separate Bullying and Harassment policy.]
- 1.4** This policy has been agreed following consultation with all staff.
- 1.5** Our Statement under Public Sector Equality Duty is attached as Appendix A
- 1.6** This policy does not form part of any employee's contract of employment and may be amended at any time.

2 Who is covered by the policy?

- 2.1** This policy covers all individuals working at all levels and grades, including senior managers, employees, trainees, part-time and fixed-term employees, volunteers, casual workers, agency staff and governors (collectively referred to as **staff** in this policy).

3 Who is responsible for this policy?

- 3.1** The Governing Body has ultimate responsibility for the effective implementation of this policy and the Senior Manager with responsibility for equalities issues has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. The Personnel Committee is responsible for monitoring the implementation of this policy and reporting on the progress made in achieving targets set by the Governing Body and for regular review of this policy. Day-to-day operational responsibility has been delegated to The Headteacher.

- 3.2** All managers must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Managers will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice. The Headteacher has overall responsibility for equal opportunities training. All members of staff are personally responsible for ensuring that they adhere to the policy and promote our aims and objectives with regard to equal opportunities. In certain circumstances the Governing Body could be held to be vicariously liable for actions of their staff. Staff should be aware that they may be personally liable if they are found to have discriminated against another person whilst in School or on School-related business.
- 3.3** If you have any questions about the content or application of this policy, you should contact The Headteacher to request training or further information.

4. Scope and purpose of the policy

- 4.1** This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.
- 4.2** We will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities. Please see the following for specific information on our approach to these issues:
- Adoption Leave and Adoption Support Leave Policy
 - Bullying and Harassment Policy
 - Capability and appraisal policies for:
 - Non-teaching staff
 - Teaching staff
 - Employment Policy
 - Flexible Working Policy
 - Maternity Leave and Pay
 - Pay Policy
 - Personal Information Policy
 - Recruitment and Selection Policy
 - Redundancy Policy
 - Safer Care Code of Conduct
 - Discretionary Leave of absence Policy

- Teacher Absence Policy
- Trade Union Policy
- Whistle-Blowing Policy
- Work-life balance Statement (Headteacher)
- Work-life balance statement (Staff)

5. Forms of discrimination

- 5.1** Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.
- 5.2** Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics set out above. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination.

- 5.3** Indirect discrimination is where there is a provision, criterion or practice that applies to everyone but adversely affects people with a particular protected characteristic more than others, and is not justified. For example, a requirement to work full time adversely affects women because they generally have greater childcare commitments than men. Such a requirement will be discriminatory unless it is objectively justified.
- 5.4** Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in our Bullying and Harassment Policy.
- 5.5** Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.
- 5.6** Disability discrimination; this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

6. Staff training and promotion and conditions of service

- 6.1** Staff training needs will be identified through regular staff appraisals. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit. Workforce composition and promotions will be regularly monitored to ensure equality of opportunity at all levels of the organisation. Where appropriate, steps will be taken to identify and remove unjustified barriers and to meet the special needs of disadvantaged or underrepresented groups.
- 6.2** Our conditions of service, benefits and facilities are reviewed regularly to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.

7. Discipline and Termination of Employment

- 7.1** We will ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.
- 7.2** We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

8. Disability discrimination

- 8.1 If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.
- 8.2 If you experience difficulties at work because of your disability, you should speak to your immediate manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your manager may wish to consult with you and your medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate your needs. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.
- 8.3 We will monitor the physical features of our premises to consider whether they place disabled workers, job applicants at a substantial disadvantage compared to other staff. Where reasonable, we will take steps to improve access for disabled staff.

9. Fixed-term employees, Casual and Agency Workers

- 9.1 We monitor our use of fixed-term employees, casual and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. We will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

10. Part-time work

- 10.1 We monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. We will ensure requests to alter working hours are dealt with appropriately under our Flexible Working Policy.

11. Breaches of this policy

- 11.1 If you believe that you may have been discriminated against you are encouraged to raise the matter through our Grievance Procedure. If you believe that you may have been subject to harassment or bullying you are encouraged to raise the matter through our Harassment and Bullying Policy.
- 11.2 Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.
- 11.3 Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

12. Monitoring and review of the policy

12.1 This policy is reviewed annually by the Personnel Committee.

12.2 We will continue to review the effectiveness of this policy to ensure it is achieving its objectives.

12.3 Staff are invited to comment on this policy and suggest ways in which it might be improved by contacting The Headteacher.

APPENDIX A

Public Sector Equality Duty Statement (under 150 Employees)

1 Introduction

1.1 This document describes how the Governing Body of Cottenham Primary School intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the School Improvement Plan and information will be published on the Equalities page of the school website.

1.2 We will have due regard to the need to:

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

1.3 We will collect and use equality information to help us to:

Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether you are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.

Assess performance

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

1.7

1.4 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

2. Publication of Equality Information

2.1 We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

Appendix B

This is intended to be a basic outline pro-forma to use as a starting point to develop the school's staffing information analysis and objective setting.

Staffing information Analysis and Draft Objectives

The analysis could be separated into specific categories of staff e.g. teaching and non-teaching staff

1	Staffing Complement of the School for the year 200x-200y
	Fulltime Race Disability
	Men
	Women

Part time
Men
Women

2 Recruitment, Promotion, Performance Pay and Training by Gender, Race and Disability

	Total	Male	Fem	Race	Disab
Promoted internally					
Recruited					
Performance Pay					
Awarded					
Training courses					

3 Salary by Gender Race and Disability *This should be recorded as full time equivalent salary*

< £19k		£20k -£29k		£30k -£39k		£40k - £49k		£50k - £59k		>£60k	
M	F	M	F	M	F	M	F	M	F	M	F

4 Grievances and disciplinary action and complaints of harassment Number of cases in the last 3 years:

Analysis by Gender Race and Disability

5 Pregnancy Maternity and Paternity Leave and Family Issues

Number of disputes arising in the last 3 years

6 Based on the information gathering exercise the issues identified are:

7 Draft objectives for 2012 -201x are:

8 The progress towards the objectives will be reviewed by (*job title*) and reported to (the SMT) (Personnel Committee of the Governing Body).

3. Equality Risk Assessments (ERA)

A suggested approach for carrying out Equality Impact Assessments in schools.

What is an Equality Risk Assessment ?

An ERA is a considered way of analysing the effect of a policy, practice or project on protected groups equally or whether it potentially may have a disproportionate effect on one or more particular groups.

ERA should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff.

ERA should help ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking ERA for all policies and practices as of now. It is a process of thinking that can be included in the review of policies as part of the policy review cycle. ERA can also be considered for all new policies and specific projects, e.g. use of the school playground.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on race, disability, sex and other protected groups.

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?

Key questions to be asked to determine whether a ERA is needed

What are the aims of the policy, practice or project?

What are the specific outcomes you hope to see?

Who are the intended beneficiaries of this policy or practice? (e.g. all staff/students?)

Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups - on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?

Identify whom and how?

Are there any positive effects/impacts? On whom and how?

What evidence do you have to inform your thinking? This can include data, e.g. attainment data.

GENERIC EQUALITY RISK ASSESSMENT TEMPLATE

SMT Lead	
Name of Function/ Policy*	
1	<p>Which protected characteristics are affected by this function? (please tick all affected)</p> <p><input type="checkbox"/> Age <input type="checkbox"/> Disability <input type="checkbox"/> Religion or belief <input type="checkbox"/> Race <input type="checkbox"/> Pregnancy and Maternity <input type="checkbox"/> Sex <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Gender reassignment <input type="checkbox"/> Marriage/civil partnerships</p>
2	<p>What are the negative impacts associated with this function? Please list and give details.</p> <p>Are there positive impacts associated with this function? If yes, please list and give details.</p>
3	<p>Does the function have employment implications for CPS staff, pupils, parents/carers or other?</p> <p>Staff <input type="checkbox"/> Pupils <input type="checkbox"/> Parents/Carers <input type="checkbox"/> Other <input type="checkbox"/> (tick as many as needed)</p> <p>Further explanation of above.</p>

4	<p>Have issues or complaints been received about the function and its effect on different equality groups in the last year?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/></p> <p>Also provide evidence by documenting all reliable up-to-date information</p>
5	<p>Are there any mitigating circumstances causing the inequality?</p>
6	<p>What financial considerations are associated with this function?</p>
7	<p>What Curriculum considerations are associated with this function?</p>
8	<p>Given all of the above, what actions will be taken to respond to the inequality?</p>

4. Equality Statement and Objectives

Cottenham Primary School is committed to fulfilling our duty under the Public Sector Equality Duty (PSED)

What is the PSED?

The Equality Act 2010 introduced a single, general duty for public bodies, including schools, and which extends to all 'protected characteristics' – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

There are three main elements within the act and in carrying out our functions, as a school, we must have regard for the need to:

1. **Eliminate discrimination** and other conduct prohibited by the act.
2. **Advance equality** of opportunity between people who share a protected characteristic and people who do not share it.
3. **Foster good relations** across all characteristics – between people who share a protected characteristic and people who do not share it.

It should be noted that age is a relevant characteristic for schools when considering their duties as an employer but not in relation to pupils.

The PSED replaces the previous three sets of separate duties to promote disability, race and gender equality. All schools must have 'due regard' to the three elements. Therefore whenever significant decisions are being made, or policies being developed or reviewed, the school will consider carefully the equalities implications.

We will do this by creating a culture which celebrates equality and diversity - ensuring that all pupils access high quality learning opportunities regardless of their academic ability, ethnic group, economic or other circumstances which might impede their learning. We will pay close attention to any gaps that arise between groups of pupils to ensure their needs are fully met in order to achieve their full potential and make good progress. We will seek out best practice in order to make our community as inclusive as possible and will review our objectives regularly through the work of the Personnel Sub Committee.

These statements should be read in conjunction with the Equality and Diversity Policy which is available on the school's website.

How does Cottenham Primary School comply with the PSED?

The school has a range of policies which make explicit the school's long established commitment to actively promoting equality of opportunity for all. The main policies dealing with equality of opportunity are:

- Equality and Diversity policy,
- SEND Policy,
- Behaviour Policy,
- Anti-Bullying Policy,
- Accessibility Plan,
- Relationships and Sex Education.

The attainment and progress of different groups: Male and Female, Children with Special Educational Needs, Black and Minority Ethnic groups, speakers of English as an Additional Language (EAL) and Children eligible for the Pupil Premium is tracked termly and action plans written as a result of any arising issues. The school's dynamic '100 day plan' system allows for quick response to any school wide trends or patterns.

1. Eliminate discrimination

The school context is unique in its polarized demographic serving an area of mixed social advantage and deprivation with over 21% of pupils coming from less privileged backgrounds (compared to 20% nationally) and 47% in the least deprived quintile (IDACI) compared to 20% nationally. Our percentage of children from ethnic minorities is 17.5% and our children with Special Educational Needs and or Disabilities is at 8.2% compared to 11.3% nationally.

Close tracking of all pupil outcomes takes place in a structured, systematic way and the school intervenes where it reveals underachievement, low attainment or concerns about specific groups or individuals. Monitoring and evaluation, and the analysis of data, takes place across the school and is used within the improvement cycle at each Key Stage. Assessment data leads to judgments for key areas of improvement and development.

The school's main vehicle to promote equality and diversity and eliminate discrimination is its Knowledge Rich Curriculum. House days on important BAME figures, such as Martin Luther King as well as celebrating difference and understanding SEND have supported the children's understanding of tolerance, diversity and conflict now and in the past. The school exposes children to literature from a range of cultures, depicting a range of groups, including those with protected characteristics and the CPS Literature Spine has been audited by students from the University of South Florida to ensure content reflects the lives and aspirations of all our pupils. Our PSHE and RE curriculum explicitly teaches children about tolerance and diversity and times when this can break down. For example, our Year 6 pupils study World War II and the Holocaust as well as the impact of religion in conflict. In 2017 the school commissioned an independent review by Cambridgeshire Human

Rights and Equality Support Services (CHESS) in order to learn how it could further increase its ability to promote and celebrate diversity with the report's recommendations subsequently informing practice.

2. Advance equality of opportunity

The school is committed to advancing equality of opportunity between people who share a protected characteristic and people who do not share it, and has developed its knowledge rich curriculum precisely to ensure equity of provision in our school.

Within the curriculum a range of approaches is in place to ensure that this happens.

The school monitors and evaluates, frequently and regularly, the attainment and progress of all pupils and looks at the performance of particular groups who share a protected characteristic to compare their performance with those who do not share it. Interventions are then planned and implemented in order to close any disparities in performance.

Currently there are gaps between boys and girls although the gap narrows towards the end of KS2. There is a small gap between BME and non BME. Our SEND and PPF pupils are supported to make progress, often in line with their peers

Examples of practice which advances equality of opportunity:

Where necessary, we use the services of outside agencies to support families and individual pupils. Pupils with SEND, including those with medical needs, are fully supported by our INCO and assistant INCOs and external specialist professionals. We have excellent links with local nurseries and the local high school, which ensures that transition into Reception and Year 7 runs smoothly. We use the services of the Cambridgeshire Safeguarding Team and Child Adolescent Mental Health Service (CAMHS) for pupils who need this type of expert support. In the past we worked closely with Cambridge Race and Diversity Service (CREDS) to ensure best practice.

Where needed, pupils with SEND are provided with individualised curriculum, under the guidance of our INCO team.

Pre and over teaching supports those pupils who struggle with retention or who have knowledge gaps.

We have fostered strong relationships with some of our harder to reach families, liaising through interpreters, family and support workers to engage with our refugee and Irish traveller families and those who require additional family support. Ensuring that key messages are conveyed to these families where communication might be an issue.

We are determined that all children are able to access all aspects of our curriculum, including trips, visits and extracurricular provision. Children with all levels of SEND are supported in attending all trips, including residential. Financial support is provided for those who are

unable to pay the full cost of attending trips and visits. We also provide subsidised or fully paid places in many extra-curricular clubs for those families who require extra financial support.

Our Accessibility plan and Equality policy will be reviewed every two years to ensure that they include the relevant and up to date information.

3. Foster good relations across all characteristics

The school adopts a wide range of approaches to foster good relations across all characteristics. Some specific examples are as follows: The school participates in fund raising for many charities supporting local, national and global issues, which are understood and supported by children. The strong global dimension of our curriculum develops our pupils' awareness of different countries and cultures. At our last inspection (May 2017), it was recognised that at this school the school community respects and values different cultures and traditions. The impact of this is a school where every person feels valued, respected and safe.

All governors demonstrate a high level of engagement with the school in areas such as health and safety, Social, Moral, Spiritual and Cultural development, SEND and equality. They concern themselves with the inclusive nature of our school, the well-being of staff and pupils and with attendance and behaviour. The school has an assigned Equalities Governor.

Our partnership with local schools is an integral part of our school provision. Through this partnership our children have access to a range of activities and competitions that span the curriculum including Maths and English challenges and Sporting competitions. They are able to interact with pupils from other schools, visit other schools and bring the impact of this, back into their own classrooms. We are very proud of our extended services offered in the form of a wide variety of which are outside of the school day and free of charge. The impact of this is that children experience enrichments to the basic curriculum. These clubs are popular and very well attended.

Our Equality Objectives Under the Public Sector Equality Duty (PSED)

The school is required to set Equality Objectives. Our published information must be updated annually and objectives published at least once every four years.

Objective 1: To be aware of and to take action to narrow the gap between the progress made by 'all' children and that made by 'groups' of children.

Objective 2: To ensure that future reviews of all school policies include information about, and links to, PSED. In order to eliminate discrimination all school policies will be reviewed and revised to ensure that where relevant the importance of avoiding discrimination, victimisation or harassment is expressly noted.

Objective 3: To ensure that staff induction includes raising awareness of, and staff understanding their responsibilities under, the Equality Act.

Objective 4: To review the model of SEND provision

Objective 5: To ensure that all groups, including those with protected characteristics and their opinions are considered and represented.