

Stanbridge Primary School

SINGLE EQUALITIES POLICY



Signed (Chair):	Name: Mrs C McKinstry	Date: 09/07/2018
Signed (Head Teacher):	Name: Miss F Bertham	Date: 09/07/2018
Ratified: by Full Governing Body	Next Review: Term 6 (18/19)	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Single Equalities Policy	Date:	09.07.2018
EIA CARRIED OUT BY:	F Bertham	EIA APPROVED BY:	F Bertham

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender Reassignment (transgender)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

Stanbridge Primary School

Single Equalities Policy

This policy is based on the South Gloucestershire model policy, with revisions and additions pertinent to our school.

Appendices:

- A. Checklist for school staff and governors
- B. Examples of further actions that may be used in the action plan to meet general duties

Rationale	<p>At Stanbridge Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity, in which all those connected to the school feel proud of their identity and able to participate fully in school life.</p> <p>The achievement of pupils will be monitored by race, gender and disability and we will use these data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all. At Stanbridge Primary School we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit here.</p>
Purposes	<ul style="list-style-type: none">• To promote equal opportunities for all• To tackle discrimination and promote inclusion and diversity• To promote respectful relationships across the school community
Mainstreaming equality into policy and practice	<p>As well as the specific actions set out in the EMTAS (Ethnic Minority and Traveller Achievement Service) and SEN/D action plans, the school operates equality of opportunity in its day-to-day practice in the following ways:</p> <p>Teaching and learning</p> <p>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:</p> <ul style="list-style-type: none">• use contextual data to improve the ways we provide support to individuals and groups of pupils• monitor achievement data by ethnicity, gender and disability, and take action to close any gaps• take account of the achievement of all pupils when planning for future learning, and set challenging targets• ensure equality of access for all pupils, and prepare them for life in a diverse society• use materials that reflect the diversity of the school population and local community in terms of race, gender and disability, without stereotyping• promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice• provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures• seek to involve all parents in supporting their child's education• encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning• include teaching and classroom-based approaches which are inclusive and reflective of our pupils and appropriate for the whole school population

	<p>Admissions and exclusions Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.</p> <p>Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.</p>
<p>Equal Opportunities for Staff</p>	<p>This section deals with aspects of equal opportunities relating to staff at Stanbridge Primary School.</p> <p>We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.</p> <p>All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.</p> <p>Employer duties As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.</p> <p>Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.</p> <p>Actions to ensure this commitment is met include:</p> <ul style="list-style-type: none"> • monitoring recruitment and retention, including bullying and harassment of staff • continued professional development opportunities for all staff • Senior Leadership Team support to ensure equality of opportunity for all
<p>Equality and the law</p>	<p>There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).</p> <p>Race Equality This section of the policy reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.</p> <p>The General Race Equality Duty requires us to have due regard to the need to:</p> <ul style="list-style-type: none"> • eliminate racial discrimination • promote equality of opportunity • promote good relations between people of different racial groups <p>Under our specific duty we will:</p> <ul style="list-style-type: none"> • implement the procedures outlined in this policy • assess the impact of our policy on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils • monitor the impact our policies have on such pupils, staff and parents and our efforts to support the achievement of minority ethnic groups

Disability

This section should be read in conjunction with the school's Special Educational Needs and Disabilities (SEN/D) Policy and Accessibility Plan.

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Equality Act 2010 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Equality Act 2010 placed a general duty on schools requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under our specific duty we will:

- prepare and publish a SEN/D action plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- review and revise this action plan annually

Gender Equality

The Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- promote equality between men and women

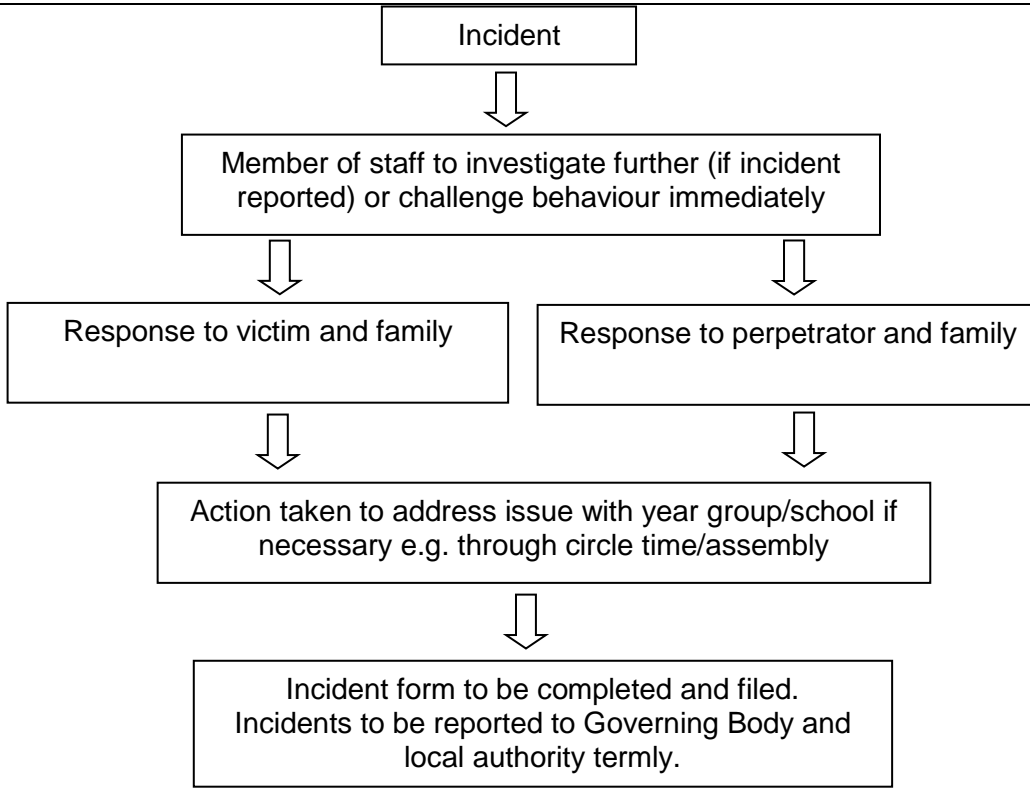
Sexual Orientation

The Equality Act 2010 made provision for regulations to be introduced to extend levels of protection against discrimination, previously afforded on grounds of religion or belief, to include protection on grounds of sexual orientation.

The Equality Act (Sexual Orientation) 2010 makes it unlawful to discriminate in the area of goods, facilities and services, on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

	<p>Community cohesion</p> <p>The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. Stanbridge Primary School has a separate policy for Community Cohesion.</p>
<p>Consultation and involvement</p>	<p>It is a requirement that the development of this policy and the actions within it be informed by the input of staff, pupils, parents and carers. We have achieved this by using the following to shape the plan:</p> <ul style="list-style-type: none"> • feedback from parent questionnaires and discussion with pupils and their parents • input from staff surveys • feedback from the school council • issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support • feedback at Governing Body meetings
<p>Roles and Responsibilities</p>	<p>The role of governors</p> <ul style="list-style-type: none"> • The Governing Body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive of pupils and responsive to their needs based on race, gender and disability. • The Governing Body seeks to ensure that people are not discriminated against on grounds of race, gender or disability when applying for jobs at our school. • The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils. • The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability. • The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability. <p>The role of the Head Teacher</p> <ul style="list-style-type: none"> • It is the Head Teacher's role to implement the school's 'Single Equalities' policy, and the Head is supported by the Governing Body in doing so. • It is the Head Teacher's role to ensure that all staff are aware of the policy and that teachers apply these guidelines fairly in all situations. • The Head Teacher ensures that all appointments panels give due regard to this plan so that no one is discriminated against when it comes to employment or training opportunities. • The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities for participation in all aspects of school life. • The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness. <p>The role of all staff: teaching and non-teaching</p> <ul style="list-style-type: none"> • All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's policy. • All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

	<ul style="list-style-type: none"> • All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher. • Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.
Tackling discrimination	<p>Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.</p> <p>All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping, and to support the full range of diverse needs according to a pupil's individual circumstances.</p> <p>Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/Head Teacher where necessary. All incidents are reported to the Head Teacher and racist incidents are reported to the Governing Body termly. Appropriate reporting to the Local Authority is carried out.</p> <p>What is a discriminatory incident? Harassment on grounds of race, gender, disability, sexual orientation or other factors, such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.</p> <p>A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as 'any incident which is perceived to be racist by the victim or any other person'.</p> <p>Types of discriminatory incident Types of discriminatory incidents that can occur are:</p> <ul style="list-style-type: none"> • physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender • use of derogatory names, insults and jokes • racist, sexist, homophobic or discriminatory graffiti • provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia • bringing discriminatory material into school • verbal abuse and threats • incitement of others to discriminate or bully due to someone's race, disability, gender or sexual orientation • discriminatory comments in the course of discussion • attempts to recruit others to discriminatory organisations and groups • ridicule of an individual for difference e.g. food, music, religion, dress, etc. • refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation <p>It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.</p> <p>A suggested procedure for responding and reporting is outlined below:</p>

<p>Responding to and reporting incidents</p>	 <pre> graph TD A[Incident] --> B[Member of staff to investigate further (if incident reported) or challenge behaviour immediately] B --> C[Response to victim and family] B --> D[Response to perpetrator and family] C --> E[Action taken to address issue with year group/school if necessary e.g. through circle time/assembly] D --> E E --> F[Incident form to be completed and filed. Incidents to be reported to Governing Body and local authority termly.] </pre>
<p>Review of progress and impact</p>	<p>The SLT will review this policy and its impact annually.</p> <p>We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and SEN/D, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.</p>
<p>Publishing the plan</p>	<p>In order to meet the requirements to publish a 'Single Equalities' Policy, we will:</p> <ul style="list-style-type: none"> • publish our policy on the school website • raise awareness of the policy through the school newsletter, assemblies, staff meetings and other communications • make hard copies available to anyone who requests a copy

Appendix A - Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training?
- Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your policy been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies/school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the Governing Body and local authority as required?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events attended by parents, carers and the community held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of Parent Governors open to all candidates and voters?

Appendix B

Examples of further actions you may want to include in an action plan to meet the general duties:

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed
- all staff are aware of the school's Single Equalities policy
- the talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes aims to reflect the school population in terms of race and gender
- there is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option, class assemblies, fund raising etc.
- disabled children can take part in all aspects of the curriculum, including educational visits and journeys, lunchtime activities, P.E. and dance and assemblies
- extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues, and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status
- staff, pupils, parents and carers will continue to be involved in the future development of the policy through input and feedback from surveys, staff meetings, school council meetings, parents' evenings etc.

The school will provide:

- extra and additional support for pupils who are underachieving, in order that they make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairment have accessible texts, that children with hearing impairment have an enhanced acoustic classroom environment
- additional support for parents of underachieving children e.g. reporting progress, discussing needs
- additional support for disabled parents/carers and staff to help them to play a full part in the life of the school e.g. providing a sign interpreter for a deaf parent, ensuring that meetings are held in the most accessible parts of the school to support wheelchair users

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display
- actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce
- actively seek to recruit disabled people to the Governing Body and make reasonable adjustments to ensure that they can fully participate and contribute
- provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities

- provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups
- support disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings
- help children and young people to understand others and value diversity
- promote shared values, awareness of human rights and how to apply and defend them
- develop skills of participation and responsible action for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

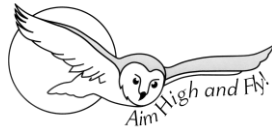
ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- develop and adapt its procedures on anti-bullying to include equality perspectives
- support staff to challenge and address any bullying or harassment that is based on a person's race, gender or ethnicity
- keep a record and report how these incidents are dealt with to the Governing Body and Local Authority termly
- review its approach to race, gender, disability, bullying and harassment whenever it reviews its policy on behaviour

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use these to inform strategies to raise achievement.
- The Governing Body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its policy.



Main Priorities and Actions to be taken

School Priorities
Disability
D1. Ensure direct access to all parts of the school building.
D2. Ensure that all stakeholders are treated equally regardless of disability; ensure that all curriculum and after school activities are accessible for all pupils.
D3. Ensure children identified as disabled are maintaining good progress.
Accessibility
A1. Ensure direct access to all parts of the school building.
A2. Refurbishment of school's stock of height-adjustable tables, kitchen and bathroom taps with levers, etc.
Gender
G1. Ensure equal opportunities for both sexes in curriculum and at additional times.
G2. Increase the number of male role models within the school, either staff or volunteers.
G3. Ensure that data is analysed to view if there is a gender issue in learning.
Race
R1. Ensure all children are challenged if and when comments or actions are of a racist nature.
R2. Ensure all stakeholders are aware of policies and practice in school.
R3. Ensure children from different ethnic groups are maintaining good progress.
General
GEN1. Ensure all policies and practice (curriculum and ethos) are inclusive, providing equality for all.
GEN2. Ensure perceptions regarding equality, inequality and difference are challenged by all stakeholders.
GEN3. Ensure that all children are making sufficient and measured progress towards their targets for end of year and key stages.

Priority	Strategies / Actions to be completed	Responsibility	Personnel / Cost	Time scale	Success criteria	Evaluation
D1, A1	Carry out risk assessment of school environment including outdoor spaces field for all pupils (once a year).	H&S governor, Caretaker, HT and H&S admin	Possible cost of signage / other resources	December 2017	All pupils can move around the school safely. All pupils can access the outdoor areas and play safely.	H&S governor followed up on any actions and found all concerns had been swiftly addressed. No concerns.
D2 G1	Ensure all children are able to access the full curriculum within and outside school through use of reasonable adjustment and removing barriers. <ul style="list-style-type: none"> Include opportunities in PSHE, Citizenship and RE schemes of work. Create a British Values display to celebrate diversity and equality across the curriculum. SARI staff training – racial equality and how to handle racist incidents <p>All staff made aware of the impact of these changes and how they are able to ensure clear access.</p>	HT and DH	Staff meeting time – PSHE curriculum and SARI training	May/June 2017 Term 5 2018 - SARI	Existing opportunities are identified and omissions are highlighted. Increased opportunities to celebrate diversity and challenge prejudice exist within the curriculum.	Staff evaluations of training from SARI highlighted that this was useful, practical training. Follow up class sessions and assemblies helped to put this learning into practice.
	All children are enabled to participate in school trips and educational visits. <ul style="list-style-type: none"> Investigate accessible venues/activities suitable for all trips as part of our risk assessment procedures for every trip. 	Class teachers/ Jan Fishlock	None	Ongoing 2017-2018 and 2018-19.	The venues/activities for school trips are accessible to all children.	All trips accessible. Wheelchair taken where required.
D 3 G3 R3 GEN 3	Identify the trends within attainment for girls and boys; those with special needs and from ethnic minorities, relating to progress from all results available. Use SAT data and optional data to direct the need for different teaching strategies. Ensure that strategies are in place to close the gap for under-attaining pupils <ul style="list-style-type: none"> Attainment and achievement of all groups of pupils are monitored and promoted. Staff to develop awareness of the need to deliver the curriculum in different ways to all children when and where appropriate. 	Inclusion leader and Assessment leader	PPM Staff meeting time	Ongoing - and benchmark 6 x year CPD – annually based on staff appraisals and pupil need	Progress of pupils is tracked. Trends are identified and action taken. Staff are aware of the needs of the children in their classes and learning and teaching are made accessible for children of all genders and any ethnicity or disability equally over the year. All staff are trained in meeting the needs of pupils from diverse backgrounds.	Monitoring carried out by SENCO and SEN governor. Data reports shared. Autism network attended. Attachment training for SENCO completed. SENCO networks and inclusion conference attended. CPD is far reaching and effective.
A3	Refurbishment programme plan to increase the school's stock of: tables of varying heights, washroom and kitchen taps with levers, large computer screens and keyboards, as appropriate, based on pupil need. <ul style="list-style-type: none"> HT, H and S administrator and Governors to audit this annually as part of H and S walkabouts and feedback from stakeholders. 	HT, H and S team, governors, SENCO to purchase equipment as required, based on need.	As necessary	Annually	Physical access and ease are increased, improved access to larger keyboards for pupils' learning.	Screens added to learning zones – to support additional learning needs. SEN resources purchased – fiddle toys, body sock, tipi, jelly wedge seating.
G2	Parents and carers are seen as key stakeholders in their children's learning and development. <ul style="list-style-type: none"> Identify opportunities for parents to be invited into school. Publicise these with plenty of notice so that working parents can make arrangements to attend. 	SLT	None	May 2017, sports day, parent info sessions on e-safety, maths, reading and spelling.	Increased opportunities for working parents, and especially fathers, to become involved in their children's learning.	Weekly phonics sessions held for EYFS and Yr 1 parents. Maths evening held – over 80 parents attended. Very positive feedback. E-safety workshops held (day and evening) low attendance but further workshops will be offered.
G2	Increase the number of male role models within the school, whether staff or volunteers. Hold a Male Role Model Day and jobs jamboree day for any male family members to come into school and join in with children's learning. Bring in their expertise in different fields to initiate and develop experience of male roles for all children.	Curriculum teams, class teachers	None	Jobs Jamboree Day to be held in Oct 2017 and April 2018 Curriculum days for parents throughout the year	Fathers are encouraged to assist in school time and children are aware of their role within the community, work place, etc. Dads' day will enable HT to gather feedback from male family members about helping in school. Male family members and community volunteers will feel confident in helping in school.	7 parents took part in jobs jamboree day (3 males) Mad modelling EYFS session (53 families attends – fathers, grandparents well represented) Male teacher trainee and 3 male teachers employed at the school. Two male Breakthrough mentors and sports coach utilised as learning mentors.
R1 GEN 2	<p>I:\POLICIES CURRICULUM AND PSHE\Anti-Bullying\Anti-Bullying Policy (3).doc - Last Saved By: CD 16/04/2018</p> <p>From the only pressings of the anti-bullying policy and ensure true access and positive attitudes.</p> <ul style="list-style-type: none"> Ensure attitudes are not barriers stopping full access and integration. Ensure that the barriers are addressed and rectified if found to be a block to success. Give training on challenging inequality, especially racism and bullying for any reason Anti-bullying self evaluation 	HT, All staff, Governors, Parents and Children	HT, All staff, Governors, Parents and Children	Ongoing Staff training – 2017-2018	All stakeholders are aware of the barriers to true equality. School is better equipped to enable true and full access for all current and potential stakeholders. All staff are aware of how to challenge any racist comments and perceptions and how to report any incidents.	SARI training – see above

R2 GEN1	<ul style="list-style-type: none"> • Ensure that the principles of race equality underpin the full range of policies and practice. • Review all school policies to include actions relating to Equalities Policies, with access, disability, gender and race equality included in all. • Use Equality Impact Assessment (EIA) form. • Policies and action plans to include a race equality dimension. 	All staff SLT Governor Policy Committee		Ongoing	Policies are in accordance with guidelines and identify race issues if any are raised. Policies include comments on practices within school to enable all children, staff, parents and stakeholders to access all aspects of school life. All children, staff, parents and stakeholders are inclusive in their thinking and practice.	Consider introduction of 'Peer on Peer abuse' policy for school (Sept 2018)
GEN1	Children learn to value diversity. - Invite parents and other adults into school to talk about their jobs – jobs jamboree - British Values day – PEPD team day - HUMS day – 2017, around the world/diversity theme	PEPD Team day annually		annual events 2017-18 and 2018-19	Children hear first-hand from adults in different roles. Gender stereotypes are challenged.	Philosophy club introduced in term 6 (after school provision)
	Whole school celebration of 3 non-Christian festivals per year.	Humanities Team Humanities Team	Foundation Staff Meeting time	September 2017 onwards - annually	Children hear first-hand from adults of different faiths. Diversity is valued. Children learn to value other faiths through creative activities.	Pupils presented PowerPoint presentations in assembly on their religious festivals. RE training – new scheme and asking 'big questions' linked to faith are now included.
GEN1	Children learn about human rights and how to apply and defend them. This is part of the Year 5/6 curriculum within PSHE.	Year 5 and 6 teachers		Ongoing	All children in the school have an awareness of human rights issues.	Carried out through curriculum lessons and