



Evelyn Street Primary School

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Executive Principal & CEO of
WPAT:
Mrs L. Smith BA.Hons PGCE

Policy Title	Single Equalities Policy and Plan 2015-18
School/WBC (Adopted date)	School
This policy complies with Warrington LA guidance	Yes
Linked Polices:	
Written By	School
Staff Approval Date	September 14
FGB Ratification Date	October 14
Signed by Chair of Governors	Nigel Spencer
Review Date	September 18

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles

Principle 1:

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

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

Principle 2:

We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to: disability, so that reasonable adjustments are made

- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

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

Principle 4:

We observe good equalities practice in staff recruitment, retention and development We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

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

Principle 5:

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

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6:

We consult and involve widely We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve: disabled people as well as non-disabled

- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7:

Society as a whole should benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8:

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We base our practices on sound evidence. We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9:

Objectives. We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia, transgender Lesbian and Gay hate crimes.
- Prejudice against the nine protected characteristics; Faith, Sex, Gender, Maternity, Age, Race, Disability,

8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

10. The local governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

11. A member of the local governing body has a watching brief regarding the implementation of this policy.

12. The Executive Principal and, ultimately, the Executive Principal are responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

13. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

14. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

15. We ensure that the content of this policy is known to all staff and the local governing body and, as appropriate, to all pupils and their parents and carers.

16. All staff and the local governing body have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

17. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

18. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

19. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Principal and the local governing body.

Monitoring and review

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20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

21. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Background and acknowledgements

1. In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.

2. The model statement takes into account guidance issued by several other local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.

3. The list of principles at paragraph 4 is adapted slightly from material in *Equality Impact Analysis: a workbook*, the most recent version of which was published by the Department for Education in February 2011.

4. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information (principle 8) and to formulate and publish objectives

Equality Data November School Census 2016-17

Age

The largest year group is Reception (44) pupils with Yr6 (22)

Staff profile

0% in their 70s

10% in their 60s

60% in their 50s

20% in their 40s

10% in their 30s

The majority of staff are between 30s-40s

Gender

Of the 254 pupils in school 58.62% are boys and 41.38% are girls.

The staff population is significantly more female than male with only 4 members of staff being male.

Disability

There are no children with a physical disability

All areas of the school are accessible with the exception of the first floor.

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The number of pupils with a statement is 1
There are no disabled members of staff.

Race

80.7% (205) of pupils are White British compared nationally to 72% .
19.6% (49) of pupils of our school population are from minority ethnic groups compared to national 31.6
The first language not to be English (4) 16% compared to national 20.1%
There are no recorded racist reports. Any recorded incidents would be reported to Local Governing Body and LA.
The attendance of our children from minority ethnic groups is monitored .

Religion or Belief

43% of the children are Christian, the second most prevalent group is Muslim 6.3%.
41.3% recorded with no religion.

Marriage or civil partnership

No data is collated by the school about staff or parents marital status, apart from the names given for home contact and information about whether letters home or reports are to be duplicated and sent to 2 addresses.

FSM

51 PUPILS (39.08%) are eligible compared to national at 25,2%

Vulnerable Groups

2 Looked after children
2 pupils have parents in the armed forces

Bullying and Discrimination

The school consistently records and reports incidents of bullying to the Local Governing Body

Single Equalities Scheme 2015-2018

Disabilities Equalities Scheme				
Key Improvement Priority: Priority 1- To ensure that pupils and adults can fully participate within the school's curriculum offer and that they have appropriate physical access to the school site.		Year 2016-17	Finance Plan How much will the plan cost - Which account code/s will fund the plan -	
Lead person accountable for the plan:				
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken). <ul style="list-style-type: none"> • All pupils and adults have full physical and curriculum access to the school' provision and that all stakeholders views have been considered within this plan. • To develop and aspirational culture in which Leaders have improved general provision and not just an increase in additional provision. • To ensure impact is tracked and is rigorously measured and is quantifiable; All APS pupil gains in-line with some that are exceeding for this pupil group; school is using the national Data set to benchmark. • Staff have had effective CPD and demonstrate this in delivery of practice measure then in tracked pupil outcomes and staff all are clear upon SEN criteria in regard to disability to under achievement 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Conduct an annual audit to ensure appropriate physical access to the building is maintained with due regard to pupils and adults who have disabilities and that all stake holders views are represented with in the plan	School Administrator School caretaker Executive Principal	April 14.15.16	SLT	N/A
Promote a positive view and ethos in regard to differences which underpins curriculum design and whole school curriculum offer. With particular regard to hard to reach	SLT	On going	Staff meeting x2 per term	To be decided

communities.					
To review and monitor the SEN offer to ensure it is still appropriate and relevant to pupils and that it reflects the new SEN statutory changes 2014.		SENCO AND Senco lead from partner school	On going	Staff meeting 1 x term	To be decided
To ensure the school tracking, analysis and reporting mechanisms include specific regard to SEN pupils and that Impact of provision can be measured.		Executive Principal Senco TA Lead Class teacher	On going	Pupil progress meetings Senco SLT meetings	SLT release time budget
To implement personalised CPD for staff linked to their cohorts pupil groups performance data and whole school self evaluation. CPD needs		SLT and specialist consultants	On going	CPD to be identified	School CPD budget.
Monitoring					
Who	What	Where	When	How	External Validation
<i>Staff member responsible</i>	<i>Specific outcomes</i>	<i>Staff mtg /progress mtgs termly</i>	<i>April /Oct/Feb/June</i>	<i>Scrutiny of data/ AM7 Lesson Observations/ termly report to gobs through Principals report</i>	<i>Any external validation</i>
Impact: What will the outcomes be?		Evidenced by/ through		Evaluation Have the intended outcomes been achieved?	
<i>School refurbishment ensured appropriate access for all with disabilities; Ramps, disabled toilets located appropriately, Loop system installed , appropriate seating and lower access reception hatch, emergency lighting , lower curbing .</i>		Physical refurb		The school has been modernised up to current building regulations for disabled access.	
Staff have extensive annually training to promote health and safety and awareness of School British values; Diversity/tolerance		Central records; Stonewall annual Safeguarding CPD		Effective training ensures welcoming inclusive ethos supported by sensitive process and role modelled by staff.	
Sen report is updated annually by Senco		Up to date report on Website		Report maintained and updated termly	
CPD records staff monitoring on Trello indicate that appropriate CPD is relevant and immediate when issues		Trello reports , whole school monitoring		School judgement – outstanding 2011- to current . Strong indication the school will retain this judgement. Outcomes are still outstanding	

are raised or further development has been identified.		
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Race Equalities Scheme 2015-18

Race Equalities Scheme				
Key Improvement Priority: Priority 1- To ensure that pupils and adults can fully participate within the school's curriculum offer and that the school actively celebrates difference.		Year 2016-17	Finance Plan How much will the plan cost - Which account code/s will fund the plan -	
Lead person accountable for the plan:				
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken). <ul style="list-style-type: none"> • EAL Pupils make at least good if not better APS progress. • There is a reducing trend of racial incidents year on year. • There is a visual celebration of difference through- out the school woven into the school's curriculum offer • The school's curriculum design and enrichment opportunities proactively promotes community cohesion. • Pupil conferences demonstrate acceptance and understanding of and have a positive view of each other. • To link with hard to reach families. 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
School to track EAL pupils and benchmark against national expectations to ensure that all pupils are in line with ARE and that some are exceeding .	Executive Principal and Deputy Principal Rick Wilson Class Teacher	On going	N/A	School tracking updated cost £600 annually
School to link EAL tracking to SIP whole school initiatives (pupil groupings)	Executive Principal	On Going	N/A	N/A
To appoint an EAL speciality consultant to support teaching	SLT Carol Stout	On going	To be decided	£2000

staff in developing appropriate EAL provision through bespoke assessments and follow up CPD training for staff.					
To ensure we can communicate effectively with are EAL Families facilitated by our EAL consultant.		Carlo Stout	On Going	N/A	“
To promote whole school positive ethos within the school curriculum through teaching and learning ,resourcing appropriately and enrichment experiences.		SLT Teaching staff	On Going	To be decided	£2000
Monitoring					
Who	What	Where	When	How	External Validation
<i>Staff member responsible</i>	<i>Specific outcomes</i>	<i>Staff mtg /progress mtgs termly</i>	<i>Oct/Feb/June</i>	<i>Scrutiny of data/ AM7 Lesson Observations/ termly report to gobs through the Principals report</i>	<i>Any external validation</i>
Impact: What will the outcomes be?		Evidenced by/ through		Evaluation Have the intended outcomes been achieved?	
<i>All pupil groupings continue to be above National averages ROL 2016, This trend has been sustained since 2011.</i>		ROL2011-2016		Practices within school have been effective.	
EAI consultant continues to work with pupils families and staff to ensure children access the curriculum and progress rapidly		RoI 2011-2016		Practices within school have been effective.	
The schools values are role modelled by staff and children which ensures all pupil groups thrive academically and as the whole child		Parental and Pupil voice , feedback		Practices within school have been effective.	

Gender Equalities Scheme 2015-18

Gender Equalities Scheme				
Key Improvement Priority: Priority 1- To close the attainment gap between pupil groupings by developing an environment that promotes acceptance of difference.		Year 2016-17	Finance Plan How much will the plan cost - Which account code/s will fund the plan -	
Lead person accountable for the plan:				
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken). <ul style="list-style-type: none"> • To ensure that all pupils make at least ARE APS and that many may exceed. • To ensure any attainment gap between boys and girls demonstrated a reducing trend. • To ensure that staff have a heightened awareness of educational issues for Gay, Lesbian and Transgender pupil groups and are aware of how to protect these pupil groups. • To ensure that all pupil groups within school can articulate that they feel safe. • To have effective strategies to tackle the usage of Homophobic language. • To ensure that curriculum design and resources meet the needs of Gay, Lesbian and transgender pupil groups. • To develop an ethos and environment visually demonstrates that young people can be themselves. 			
	Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs
All staff including non- teaching staff to have bespoke training on Gay ,Lesbian and Transgender pupil groupings in order to provide an appropriate curriculum and school environment to support learning.	SLT	Ongoing	To be decided inset 1 x per term	CPD budget £500
To include Sexuality training within the school's annual Health	SLT	Ongoing	Annual inset	CPD Budget

Check induction start of term for all staff.					
The school audits curriculum provision and invests in appropriate enrichment activities and resources to support these pupil groupings.					
School to identify an Equalities champion for all pupil groupings linked to Pastoral role to ensure that the action plans receive due regard, to report annually to the Local Governing Body and to be nominated person for up to date training.					
The school actively promoted difference through appropriate curriculum linked displays to ensure links with hard to reach communities					
Pupil conferences to audit pupil views on the appropriate use of language to describe difference and how effective are the application of the schools policies and additional actions to implement this plan.					
To amend schools anti bullying policies and introduce a introduce informally a log to track any inappropriate Homophobic language.					
Pupil progress meetings to discuss pupil groupings and school tracking of attainment and actions to close any gaps that are identified and impact measures.					
School identifies additional resources on the schools provision map to target closing the gap for pupil groupings					
Monitoring					
Who	What	Where	When	How	External Validation
<i>Staff member responsible</i>	<i>Specific outcomes</i>	<i>Staff mtg /progress mtgs termly</i>	<i>Oct/Feb/June</i>	<i>Scrutiny of data/ AM7 Lesson Observations/ termly report to govs through Principals report</i>	<i>Any external validation</i>
Impact: What will the outcomes be?		Evidenced by/ through		Evaluation Have the intended outcomes been achieved?	
<i>All staff have had training on gender reassignment , transgay and Homophobic prejudice bullying</i>		Training records		Training is effective as we have had very view incidents of prejudice based bullying . Parents when they raise	

across the protected characteristics		concerns also report it has effectively been dealt with.
All staff induction includes annual training on how to address Prejudice based bullying	Training records	Staff are confident to recognise incidents and are able to confidently address them effectively.
School has invested in resources to address tolerance and diversity and it has formed a part of the curriculum base delivery	Stone wall recommended reading books in reading areas, curriculum topics based around recommended literature, visual inclusive displays on different kinds of families	Practices within school have been effective. Little or know negative issues that arise with children or parents , . Children and parents present well with understanding of diversity
Regular pupil voice audits address the use of appropriate choices of language to train and raise awareness of prejudice based languages	Pupil voice audits	Practices within school have been effective. Any issues that arise from time to time are addressed quickly with positive feedback from parents , . Children and parents present well with understanding of diversity
Cp policies behaviour policies adjusted to reflect the schools responses and procedures	Policy files	All staff follow school policies
Pupil progress meetings identify pupils do make accelerated progress and the mapping of resources has been successful to ensure pupils attain and make progress against their targets.	ROL School tracking	Practices within school have been effective

EVELYN STREET COMMUNITY COHESION ACTION PLAN 2015- 2018

Key Principles: Belonging, valuing diversity, equity, strong and positive relationships

Lead person (s): L Smith,

<u>Standard</u>	<u>Action</u>	<u>How will it be monitored</u>	<u>Who is responsible</u>	<u>Time frames</u>
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<p>The school maintains regular, proactive consultation with all parents/carers, pupils and community groups aimed at closing the attainment gap.</p>	<p>Record attendance at parents evening</p> <p>Increase attendance at parents meetings by 10 % by targeting parents who are reluctant to engage</p> <p>Ensure both parents who are separated continue to receive documents/information from school.</p> <p>Actively invite parents to PTA</p>	<p>Register numbers who attend.</p> <p>Letter home for non-attenders</p> <p>Pastoral learning mentor to actively engage parents in the PTA</p>	<p>Class teachers/ Admin</p> <p>SLT/ class teachers/ admin</p> <p>Class teachers</p> <p>Learning Mentor</p>	<p>Every parents' evening – 3x per year</p> <p>Every parents' evening – 3x per year</p> <p>Every parents' evening – 3x per year</p> <p>Ongoing</p>
<p>The school organises opportunities for and participates in, regular inter-cultural exchanges aimed at promoting good community relationships</p>	<p>Establish links with a school in another region</p> <p>Teacher's reciprocal visits to South Africa</p>	<p>Various projects, assemblies, displays around school, Report to the Local Governing Body</p> <p>Visit and display</p>	<p>Humanities Quality Team</p> <p>Teacher/TA lead</p>	<p>All Ongoing</p>
<p>Plan additional opportunities through the curriculum that help children to find out about the customs and traditions of different cultural backgrounds</p>	<ul style="list-style-type: none"> • National and International topics • Multicultural Arts work • Religious festivals/ celebrations • Themed assemblies • Educational visits 	<p>Parents invited to events</p> <p>Displays</p> <p>Evidence on website</p> <p>Articles in newsletter</p>	<p>SLT</p> <p>LD</p> <p>CW</p> <p>Quality teams</p>	<p>All Ongoing</p>

<p>To become familiar with the schools vision of a diverse, inclusive, tolerant and equitable society and the promotion of British Values</p>	<ul style="list-style-type: none"> ☐ Displays in classrooms <ul style="list-style-type: none"> • Curriculum • School Council • Play/sports leaders development • Visitor assemblies • Additional artefacts 	<p>Embedding of cultural diversity in each class room</p> <p>Displays in each class room and central displays</p> <p>Visit to Houses of Parliament</p>	<p>Class Teachers</p> <p>Class Teachers/TA leader</p> <p>Learning Mentor</p>	<p>On going</p> <p>On-going</p> <p>July 2015</p>
<p>School curriculum and long term, medium and short term planning and resources actively contribute to the development of pupils' sense of identify through knowledge and understanding of diversity</p>	<ul style="list-style-type: none"> ☐ Review all curriculum mapping across primary school ☐ Research different models of inclusive creative curriculum • Use appropriate relevant resources that are representative of our diverse community • Sustain school critical work • Sustain children community enjoyment e.g. Fund raising e.g. St.Roccos, volunteer work, e.g. choir singing, PAN festival, community allotment. 	<p>Quality team/ SLT monitoring</p> <p>Website hits</p> <p>Parent/ children surveys</p>	<p>SLT / Quality Teams</p> <p>Governors</p> <p>Class teachers</p> <p>Learning mentor</p> <p>Parents to view New curriculum (website)</p>	<p>Sept 2014</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Have opportunities to enjoy cultural and creative experiences that reflect and celebrate UK's increasing diversity.</p>	<ul style="list-style-type: none"> ☐ Cultural days, international day, International day Art, music, Summer Fair, reciprocal visits to South Africa 	<p>Quality team/ SLT monitoring</p>	<p>PTA/SLT/ class teachers</p>	<p>Sept 2014</p>
<p>The school works with its local cluster/secondary school to ensure pupils have access to a rich, broad and personalised curriculum.</p>	<ul style="list-style-type: none"> • Meet regularly with link teachers • Parents informed through newsletter and website • Provision monitored and reviewed • Interschool sporting events and visits 	<p>Subject co-ordinators/ Class teachers meet with staff</p> <p>Sharing of good practice</p>	<p>SLT</p> <p>Class teachers</p> <p>SEN Co-ordinator</p>	<p>On Going</p>

<p>All staff have received training to deal with inequality, bullying and racist all groups, gender, SEN, race, religion and belief, disability, sexual orientation or gender reassignment</p>	<ul style="list-style-type: none"> To continue to closely monitor and log any racially and homophobic motivated incidents Anti-bullying week in November All staff to act as role models challenging offensive terminology and following school protocols and policies and reporting it to SLT CEOP training staff, parents and working with children 	<p>Data sent to local authority</p> <p>Assembly PSHE/lessons</p> <p>Inset session on dealing with incidents</p>	<p>SLT</p>	<p>Sept 2014</p> <p>Ongoing</p>
<p>Governors and staff know their responsibilities under relevant legislation</p>	<ul style="list-style-type: none"> Meeting with SLT to discuss issues of equality All staff have copy of staff handbook All staff to attend initial and refresher training in regards to safeguarding and inclusion. Discriminatory practice challenged Governors to read and understand Equalities policy annually 	<p>Induction check lists completed</p> <p>Training takes place</p> <p>Governing body meetings minutes</p>	<p>SLT and class teacher's</p> <p>All Staff</p> <p>Govs</p>	<p>Sept 2014</p>
<p>Reach out to groups within the school community, PTA,</p>	<ul style="list-style-type: none"> Meet to plan greater diversity of events Parent Workshops/ transition meetings etc. Display demonstrating different backgrounds and family structures e.g. stonewall material 	<p>Range of displays which promote and recognised diversity</p> <p>Appropriate texts found and used across school.</p>	<p>Lead TA</p> <p>SLT and class teacher's</p> <p>All Staff</p> <p>Govs</p>	<p>On Going</p>
<p>Further develop aspects of Family Learning</p>	<ul style="list-style-type: none"> To continue to support parents learning, workshops, support groups 		<p>SLT/ Governors</p>	<p>On Going</p>