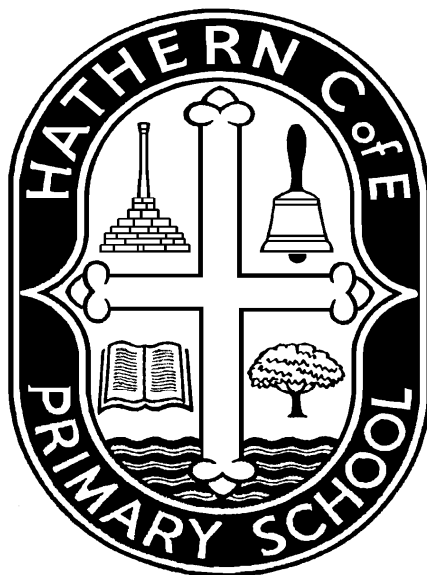


# Hathern Church of England Primary School



## **Single Equality Policy and Plan**

At Hathern Church of England Primary School, we believe in  
**'Learning and Caring Together'**

## **Single Equality Policy**

This policy will be every 2 years unless:

- a) There is a change in legislation relevant to the policy
- b) There is a change in guidance from the DfE or LA relevant to the policy
- c) There is a request for a review from the headteacher

Policy Dated: October 2018

Review date: Autumn 2019: \_\_\_\_\_

# Hathern Church of England Primary School

## Single Equality Plan

### Contents of Policy:

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### 1. Mission statement

At Hathern Church of England 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.

The achievement of pupils will be monitored by race, gender, disability and FSM and we will use this 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 Hathern Church of England Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Extracts from our school's Vision Statement in support of our Single Equality mission:

- Our school will offer **all** pupils the opportunity to achieve to the very best of their ability.
- We will prepare our pupils to face the challenges of living in a 'changing world' where making a positive contribution to the wider community is valued.
- We will encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer
- Knowledge of each pupil will ensure that the highest possible standards are achieved in this phase of their lifelong learning journey.
- The views of parents, pupils and other stakeholders will be actively sought to help shape our school as it continues to evolve.
- Through quality teaching and focused leadership we aim to provide opportunities for **all** our pupils to become capable, confident and self-assured learners; this will take place within a Christian context.

- The uniqueness of each child will be recognised from the start through effective communication and partnership with the family, integrated care and pre-school education. The school will recognise where it has capacity to further improve, and will strive to do so based upon sound, considered and measured judgements made in a climate of honest and professional self-evaluation. It will tackle weakness and find ways of overcoming barriers to improvement.

## **2. Policy into Practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

### **Teaching and learning**

*'Our school will offer **all** pupils the opportunity to achieve to the very best of their ability. We aim to provide high quality, innovative teaching and learning in a caring and supportive environment within the context of Christian belief and practice. Knowledge of each pupil will ensure that the highest possible standards are achieved in this phase of their lifelong learning journey. We will engage our pupils in their learning by providing a stimulating and enjoyable skills-led curriculum which encourages creativity and ownership.'*

To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender, FSM entitlement and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting 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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

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.

### **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Hathern Church of England Primary School.

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.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, wherever possible we will try to ensure that the staffing of the school reflects the diversity of our community.

#### **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.

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.

Actions to ensure this commitment is met include:

- *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.*

### **4. Equality and the law**

Various legislation related to race relations, disability and sexual orientation now form part of the new Equality Act 2010.

The action plan at the end of this Equality Plan outlines the actions Hathern Church of England Primary School will take to meet the general duties detailed below.

#### **4a. Race Equality**

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;

- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

#### **4b. Disability**

This section should be read in conjunction with the school's Special Educational Needs 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'*.

In addition, 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 places 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 an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- ***Review and revise this Scheme every three years.***

#### **4c. 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.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- ***Review and revise this Scheme every three years.***

#### **4d. Sexual Orientation**

The Equality Act 2010 came into force on 30 April 2007 makes discrimination unlawful 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.

#### **4e. Community cohesion**

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.

#### **5. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of relevant stakeholder groups – the staff, pupils, parents/carers – we also recognize that the school governors should be part of any consultation process.

We have achieved this by using the following to shape the plan:

- Feedback from the annual 'Parent Voice Survey', feedback received by staff or governors at the tri-annual parents' evenings, any comments submitted into the Stakeholder Suggestion box (Main Reception),
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (including the annual Y2-6 'Pupil Attitude Survey')
- Issues raised in annual reviews of progress re. Individual Education Plans or as a result of other specific mentoring and support (e.g. Behaviour Support, G&T programmes, 1:1 Tuition ITPs and final review meetings)
- Feedback at Governing body meetings.
- Outcomes of any internal or external monitoring and evaluation

#### **6. Roles and Responsibilities**

##### **The role of governors**

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

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.

### **The role of the head teacher (or senior leader responsible for Equalities)**

It is the head teacher's role to implement the school's Equality Plan and s/he 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 Equality Plan, 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 to participate 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.

### **The role of all staff: teaching and non-teaching**

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

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.

## **7. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

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.

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 (HT Report to the Governing Body) and local authority on a termly basis.



## **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.

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'.*

## **Types of discriminatory incident**

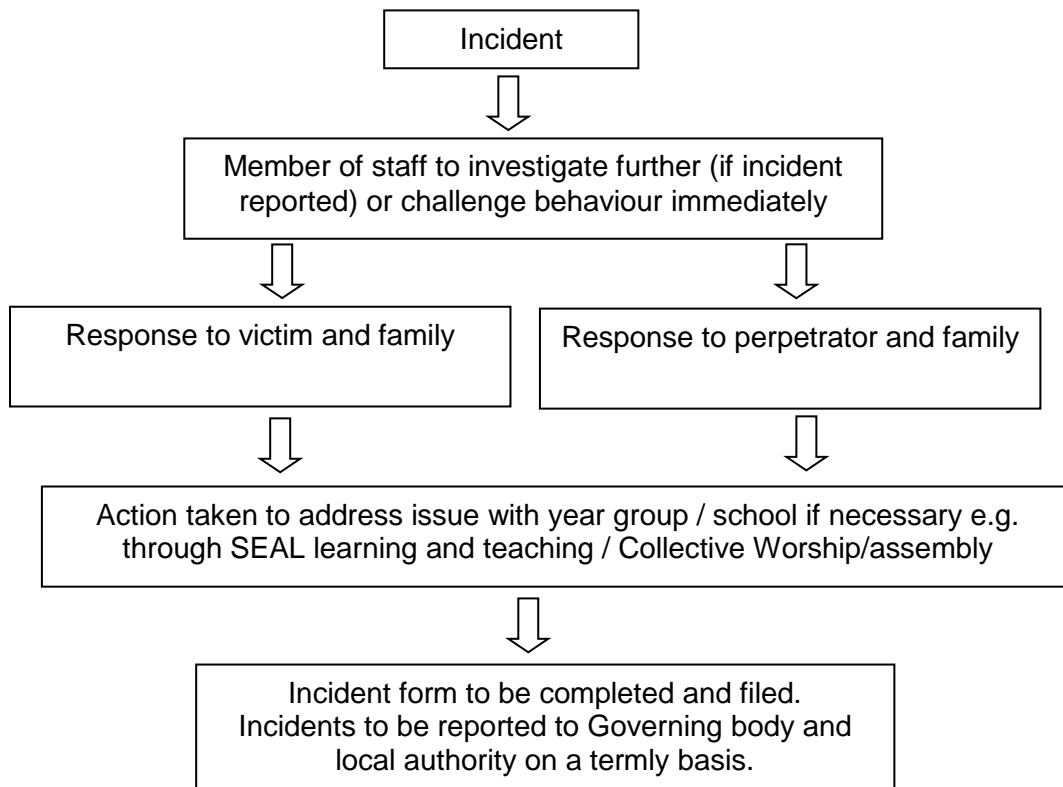
Types of discriminatory incidents that can occur include:

- 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 victim'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.

## **Responding to and reporting incidents**

It should be clear to pupils and staff how they report incidents (see following flow chart). All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our clear and simple procedure for responding and reporting is outlined below:



## **8. Review of progress and impact**

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies (Policy Review Schedule) and their impact. In line with legislative requirements, ***we will review progress against our Equality Plan annually (Autumn Term Full Governing Body Meeting)*** and ***review the entire plan and accompanying action plan on a three year cycle (Action Plan Review Schedule)***.

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 disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **9. Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

Publish our plan on the school website;

Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;

Make sure hard copies are available.

## 10. ACTION PLAN

Equality Strand	Action	Monitoring	Who	When?	Success Criteria
All	<b>Publish and promote the Equality Plan through the school website, newsletter and staff meetings.</b>	Question about parent awareness of Equality Scheme in annual survey?	HT / Senior Staff	Autumn 2018	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	HT / Governing body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates that all pupil groups achieving to best of their ability
All	Monitor and analyse pupil attendance by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	HT-CT Progress and Attainment Meetings  HT report to Governing Body.  Monthly attendance figures	HT CT  HT  Office Manager	Termly	Attendance for all groups is 'at expected' or 'beyond standard'.  Attendance of ethnic minority groups is monitored and is equal to, or above, whole-school percentage
	<i>Extra and additional support for pupils who are under-achieving will be provided, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible.</i>				
	<i>Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs) will be provided.</i>				
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Projection of Work Letters (home); Integrated Curriculum Planning Grids	Through Edison Integrated Curriculum provision	On-going	Curriculum clearly reflects cultural and world-wide learning
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, disability/special need and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	HT	Ongoing	More diversity reflected in school displays across all year groups

## 10. ACTION PLAN

Equality Strand	Action	Monitoring	Who	When?	Success Criteria
All	Ensure 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 or as an eco-rep by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council	On-going	Diversity in school group memberships (where possible)
All	To ensure that all parts of the recruitment process and subsequent retention/CPD do not discriminate in terms of race, gender and disability	Recruitment and retention patterns and figures analysed and reported to Governors	HT Office Manager	ongoing	All members of staff, irrespective of disability, race, gender have equal access to CPD; there is no prejudice. The workforce does not reflect bias to any one group ('need, provision, analysis' considered during recruitment and retention processes)
<i>We will review our approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.</i>					
<b>Race Equality Duty</b>	<b>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.</b>	The HT/ Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	HT/ Governing body	Reporting: November, March and June	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body
<b>Race Equality Duty</b>	Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people.	PSHE/SEAL Rolling Programme. PAS (annual, Spring Term)	PSHE Subject Manager	Annual report and on-going	Pupils continue to develop their levels of tolerance and understanding of respect and awareness of others

## 10. ACTION PLAN

Equality Strand	Action	Monitoring	Who	When?	Success Criteria
<b>Race Equality Duty</b>	Continue to use Collective Worship to reinforce school CARE Code and reinforce understanding of self and others	Collective Worship Plans. Tri-termly pupil Collective Worship evaluations (if appropriate to theme)	Co Wo Coordinator. HT	On-going	Collective Worship delivers Christian teaching and ethos and provides pupils with understanding of other faiths, cultures, beliefs.
<b>Race Equality Duty</b>	Further develop RE Curriculum to ensure that provision is broad across all major religions and that visits to, and visits from, places of Collective Worship beyond 'Christian' are incorporated and that 'key' faith festivals/celebrations are acknowledged	RE Rolling Programme (i/c festivals programme)	RE Manager	Summer 2018	Pupils able to talk about other cultures and religions with tolerance and understanding
<b>Gender Equality Duty</b>	Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people	PSHE Subject Manager scheduled M&E Report (x 1 per year). PSHE/SEAL Rolling Programme. PAS (annual, Spring Term)	PSHE Subject Manager	Annual report and on-going	Pupils continue to develop their levels of tolerance and understanding of respect and awareness of others
<b>Gender Equality Duty</b>	Monitor all sexist incidents and report and incidents to the LA and Governing Body as necessary.  Both genders taught not to be dismissive or critical of other s pupil's efforts, especially on grounds of gender)	The HT / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	HT/ Governing body	Reporting: November, March and June	Teaching staff are aware of and respond to sexist incidents  Consistent nil reporting is challenged by the Governing Body  No child made to feel uncomfortable on grounds of gender.  Staff actively model positive attitudes towards one another and between pupil groups.
<b>Gender Equality Duty</b>	To ensure that literature used reflects positive images of both genders and that there is a balance of interest for all pupils.	Literacy Manager to monitor composition of book stock; report to Staff and Governors	On-going	Annual	Available literature in school is chosen with this aim in mind; chosen

## 10. ACTION PLAN

Equality Strand	Action	Monitoring	Who	When?	Success Criteria
	To ensure that literature is not always gender-stereotypical.				literature is 'fit for purpose'. No pupil is made to feel uncomfortable about literature chosen on grounds of gender.
<b>Gender Equality Duty</b>	To offer a variety of enrichment 'clubs' that appeal to all/both/either gender(s)	HT Report to Governing Body (HT termly report) listing pupil provision re. opportunities/ clubs/ enrichment	HT	Termly	Variety of provision appealing to both genders (being aware of stereo-typical issues e.g. boys and knitting, girls and football)
<b>Disability Equality Duty</b>	To ensure that parents/carers/guardians have the opportunity to disclose their disability	Information recorded on Pupil Contact cards in Office (kept in locked filing cabinet). Information shared with relevant teaching/support staff as appropriate/agreed.	Office Manager	Autumn (1) data collection sheet	All information contributes towards the understanding of the impact upon a parent/carer/guardian to support their child's education and the ease in which they can carry out day-to-day communication with school
	<i>We will provide 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).</i>				
<b>Disability Equality Duty</b>	To ensure that all home-school communication made accessible to parents/carers/guardians as requested	Examples of communication 'formats'	Office staff	As requested/required by parents	All parents able to access information; feel supported and acknowledge by school in partnership.
<b>Disability Equality Duty</b>	To ensure that sizing/font on all school letters/ written communication is Size 12+, in a clear font	Selection of printed documents (Letter rack outside School Office)	Office staff. CTs HT Governing Body	on-going	Font readable. School-home communication accessible in written form by majority of parents.
<b>Disability</b>	Promote Governor vacancies with leaflets in accessible	Monitoring of applications by	Lead Governor	On-going	More applications from

## 10. ACTION PLAN

Equality Strand	Action	Monitoring	Who	When?	Success Criteria
<b>Equality Duty</b>	formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates (as appropriate)	disability to see if material was effective	on Special Educational Needs & Disabilities		disabled candidates to be School Governors
<b>Disability Equality Duty</b>	To maintain 'systems' to involve disabled people: To re-issue questionnaire for Community-User groups asking individuals of any special needs/requirements that might improve their access to the school and the learning environment	Accessibility Plan reflects outcomes of questionnaire.  Premises Gov Mtg Minutes.	Autumn (1); annual	ongoing	Feedback used to impact upon Accessibility Plan. Clarity of how school able to ensure disabled users take full and active part in community activities
<b>Disability Equality Duty</b>	To ensure that SEN pupils have the opportunity to voice/identify issues relating to their inclusion needs or disability <i>e.g. 'larger writing on whiteboards, small whiteboard 'at hand; to jot down ideas, more thinking time, writing models to follow, something to fiddle with as I find it hard to keep my hands still, CT repetition of instructions'</i>	Pupil interviews	SENCo	Annual (Summer)	Outcomes used to inform future planned practices and provision
	<i>We will endeavour to ensure disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies</i>				
<b>Community Cohesion:  Teaching, Learning and the Curriculum</b>	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Mardi Gras, Christmas.	Projection of Work Letters. Pupil 'Creative Curriculum Books'	RE Manager. MfL Manager	Ongoing	Increased awareness of different communities shown in curriculum plans and provision  To teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.



## 10. ACTION PLAN

Equality Strand	Action	Monitoring	Who	When?	Success Criteria
<b>Community Cohesion:</b>  <b>Teaching, Learning and the Curriculum</b>	To plan a range of visits to places of cultural, social, economic and religious interest and significance	Letters home. Projection of Work Letters. Integrated Curriculum Planning Grids	RE Manager MfL Manager All CTs	On-going	The curriculum is broad, diverse and reflects different aspects of life both within and beyond the school's immediate community/locality.
	<i>We will 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</i>				
<b>Community Cohesion:</b>  <b>Teaching, Learning and the Curriculum</b>	To ensure that SEAL/PSHE maintains a significant profile on the school's curricular provision	Class timetables. Pupil Work Sample	All CTs PSHE Manager	On-going; Subject Manager to monitor through scheduled M&E processes	SEAL/PSHE taught on regular weekly basis. Whole-school themes evident in pupil work books and CT planning. Pupil able to talk about SEAL aspects.
<b>Community Cohesion: Equity and Excellence</b>	Reflected in above actions re. achievement, attendance, access, provision for all, irrespective of race, gender, disability.				To ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
<b>Community Cohesion: Engagement and Ethos</b>	To actively seek/support liaison/partnership with other schools, both locally and globally	LPDG 'projects'/inter-school events e.g. Choral Projects, Writing Projects, Sports). Link 77: Small School sports network. Partnership with L'Ecole Belniac, nr, Rouen, France. Link with Mgutwa Secondary	PE Manager Music Manager MfL Manager HT RE Manager (through network mtgs)	On-going	To provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and

## 10. ACTION PLAN

Equality Strand	Action	Monitoring	Who	When?	Success Criteria
		School, Tanzania			communities locally, across the country and internationally.
<b>Community Cohesion: Engagement and Ethos</b>	To bring community representatives into school to work with the pupils  e.g. Police, Fire and Rescue, parent helpers (class and club), music specialists (Hathern Band?)...	Evidence in Community Cohesion Folders. Curricular Plans. Creative Curriculum Books	All CTs All Subject Managers HT	On-going	To use the skills, talents and expertise that is available to enhance learning and teaching (volunteers, parents, groups and organizations)
<b>Community Cohesion: Engagement and Ethos</b>	To have an up-to-date audit of 'home to school' support required in terms of curriculum evenings, written guidance, website/VLE interactive guidance...	Website.	HT	Re-audit annually	Views of relevant stakeholders used to inform school –home planned support sessions/materials; a needs analysis completed and actions planned in response.

