



Alverton Community Primary School

Equality Statement and Single Equality Scheme

2019-22

Approved by the Governing Body:

Review by: July 2022

Equality Statement

Alverton Community Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth - we are fully committed to equality.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people who share a protected characteristic and those who do not. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

School also has a firm commitment to staff equality. The Headteacher ensures that all appointment panels and employment practices give due regard to equality, so that no one is discriminated against when it comes to employment, promotion or training opportunities. Please refer to school's relevant employment policies for information in addition to this document.

School Values

Values and Ethos

The ethos of our school is based on care, trust and honesty. The key values we hold are the consideration and feelings of others, respecting each other and a high appreciation and expectation of what we have around us.

Mission Statement

Alverton Community Primary strives to meet the needs of all children in our care. Learning to us is about children feeling enjoyment and confidence so that they experience greater opportunities and take a natural ownership to discover, challenge and be creative in all aspects of their learning. We aim to engage and capture the interest of children through our inspiring curriculum (International Primary Curriculum), which enhances key skills of development and has a strong emphasis on the international, social, emotional and physical attributes.

'Our children love to learn and talk about learning' Ofsted 2014 quoted

Children's attitudes to learning are exemplary. Children enjoy coming to school because their teachers help them a lot.

Alverton aims to

We aim to help all children reach their full potential and raise standards through meeting needs. Offering an inspiring and motivational curriculum, which children enjoy, are challenged and can experience enriched inclusive opportunities.

We aim to ensure children have self- confidence and independence in learning and can apply key skills in literacy, mathematics and other subjects.

We aim to have children who care and consider others, developing strong social and emotional values and a clear sense of people's ways of life and beliefs.

We aim to create an ethos of positive behaviours where children can flourish in self- confidence and can deal with or provide solutions to challenges and changes they may come across in life.

We aim to create an environment of equal opportunity where children can enjoy and have personalised programs of support to offer success and involvement from parents and the community.

Principles

Our approach to equality is based on the following principles:

- 1. All children are of equal value.** The school values and promotes the development of every child: 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 and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** Our school respects and values differences and strives to remove barriers and disadvantages which people may face in relation to age, disability, ethnicity, gender, religion, belief or faith, pregnancy and maternity and sexual orientation (staff and pupils). We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
- 3. We foster positive attitudes and relationships.** Our school will actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We actively encourage all members of the school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We are committed to ensuring that policies and procedures benefit all employees and potential employees in all aspects of

their work, including in recruitment, promotion and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all children can make good progress and achieve to their highest potential.

7. We work to raise standards for all children, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion and **Equality Act 2010**.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against children or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school’s provision relating to children.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty (PSED) and two specific duties.

The **Public Sector Equality Duty** (PSED) or ‘general duty’ requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two ‘specific duties’ require all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty by a prescribed date
2. Publish Equality objectives at least every 4 years which are specific and measurable.

Appendix A is a checklist of key equality considerations for staff and governors.

To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have demonstrate ‘due regard’ for equality.

- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and publish an annual report on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- race, colour or national origin
- sex (i.e. gender identity)
- gender reassignment
- marital or civil partnership status
- pregnancy or maternity
- religion and philosophical beliefs, or lack of belief □ sexual orientation.

(These are based on the nine protected characteristics of the Public Sector Equality Duty).

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances including seeking asylum are taken into consideration. We acknowledge that pupils may have a range of protected characteristics and personal circumstances (e.g. Looked After Children) which intersect and must be taken into account when addressing any discrimination or inequality, an when measuring the impact of any Pupil Premium Grant.

Alverton Community Primary recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

As a UNICEF 'Rights Respecting School', we welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED Framework (2016) on the importance of closing the gaps in achievement.

The School Context

The school's ethos is TEAM – 'Together Everyone Achieves More'. At Alverton Community Primary we aim to deliver an exciting, motivational, purposeful and challenging curriculum which encompasses not only the intellectual, physical and emotional growth of each child, but also their cultural and spiritual development.

Alverton Community Primary School located in Northallerton. It is an amalgamation of two smaller schools (January 2013), Alverton Infant and Nursery and Bullamoor Junior School with 220 pupils on roll. The current head teacher, Mr R Linsley was appointed in September 2015. The school population is predominantly White - British. 16 of our pupils (8.1%) come from minority ethnic groups and 10 pupils (5.1%) have English as an additional language (the national average is 17.5%). Currently we have 42 pupils eligible for FSM 21.4%, which is below the National Average (26.2). The school has many strong partnerships:

- Governors and parents work closely with the school and there are strong links with the local churches and the community.
- The school is an integral part of the Swaledale Teaching Schools Alliance and the Northallerton Beacon Partnership cluster of schools that has been established to help drive school improvement.
- The school is part of the NYCC Achievement Unlocked Cluster that are working together to close the gap for Pupil Premium Children
- The school works closely with High Force Education to support Initial Teacher Training.

School Outcomes 2018/19

Reception GLD - 73%

Year 1 Phonics Test – 74%

Year 2 Phonics Test – 95%

Year 2 Reading TA:

- 84% 'Expected Standard'
- 24% 'At Greater Depth'

Year 2 Writing TA:

- 74% 'Expected Standard'
- 10% 'At Greater Depth'

Year 2 Maths TA:

- 87% 'Expected Standard'
- 19% 'At Greater Depth'

Year 6 Reading:

- 74% 'Expected Standard'
- 4% 'At Greater Depth'

Year 6 Writing:

- 70% 'Expected Standard'
- 4% 'At Greater Depth'

Year 6 Maths:

- 74% 'Expected Standard'
- 37% 'At Greater Depth'

Year 6 Combined

- 67% 'Expected Standard'
- 18% 'At Greater Depth'

Attendance – 95.7% (July 2019)

School's report on school outcomes will in future analyse achievement and attendance by gender, ethnicity, specialised needs, EAL, Looked After Children and pupil premium.

Incidents

Prejudice Driven Behaviour - 0% (as of July 2019)

Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed. For pupils they include the following:

| Policy | Review Date |
|---|---|
| Teaching and Learning | July 2020 |
| Curriculum | Reviewed annually (September) as the school grows |
| English as an Additional Language | July 2020 |
| Anti Bullying | July 2020 |
| Behaviour and Discipline | July 2020 |
| Attendance and Punctuality | July 2020 |
| Safeguarding/Keeping Children Safe In Education/PREVENT | September 2020 |

| | |
|--|-----------|
| Special Educational Needs and | July 2020 |
| Disability (SEND) | |
| Appraisal | July 2020 |
| Admissions | Annually |
| E-Safety | July 2020 |
| Personal Social Health Education Policy | July 2020 |
| Safer Recruitment | July 2020 |

What our school does to promote equality

Our school promotes equality through:

- 1. Adjustments to meet individual pupil needs** – There are a range of policies and duties that the school fully complies with, for example, Reasonable Adjustments for Disabled Children.
- 2. Coverage of equality and diversity throughout the school** - We actively promote equality and diversity through the curriculum and by creating an environment which champions respect and advancing equality of opportunity for all. Coverage can be viewed in greater detail on our school's website.

Here are examples of how our school fully embraces the Public Sector Equality Duty with children:

Admissions arrangements - Our admissions arrangements are fair and transparent and we will not discriminate against children by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We are a community school open to pupils of any faith or none where 'Looked After' children are first on our criteria list. The school takes account of equality issues in the way we provide education for our children and the way we provide access for children to facilities and services.

Age –The school is keen to support intergenerational activity between pupils and adults, including older people. Examples include our Mothers' and Fathers' Day meals;

Disability - The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services. The school is aware of the duty to provide Reasonable Adjustments for Disabled Children – designed to enhance access and

participation to the level of non-disabled children and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

Our school has a duty to make reasonable adjustments. In this respect we have, for example, used ICT effectively to help children with SEND access aspects of the curriculum, adapted school trips to ensure they are accessible to all and adapted school equipment to ensure no children are disadvantaged in PE.

If provision and/or practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents and carers.

Our **accessibility plan** shows how our school is:

- increasing the extent to which disabled pupils can participate in the curriculum; • improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and • improving the availability of accessible information to those with disabilities. We provide resources for implementing our accessibility plan and review it annually, or whenever a need arises.

Pupils with Medical Needs - Our school ensures that arrangements are in place to ensure that pupils with medical needs can access and enjoy the same opportunities at school as any other child. Where necessary, our school will ensure there are arrangements in place, including ensuring sufficient members of support staff are appropriately trained to undertake these roles as part of their core job description. Our school has a clear protocol for supporting pupils with medical needs.

Race, colour or national origin - The school works in partnership with a local schools and religious groups to organise 'Multi-cultural Days' where international visitors come into school to allow pupils first hand experiences exploring race, colour, religion and national origin.

Sex (i.e. gender identity) - If a parent / carer or pupil raised issues concerning gender identity it would be handled in a sensitive and supportive manner, and the approach would be tailored to the pupils needs and wishes.

Marital or civil partnership status – The school will further develop a Sex and Relationships Education Policy during 2019/20.

Religion and philosophical beliefs, or lack of belief – Our curriculum covers a range of equalities issues, including promoting our school values and British Values, particularly with regard to: respect and tolerance for those of different faiths and beliefs, democracy, individual liberty and respect.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development, examples include, worships, specific visits, visitors and with the engagement of parents/carers and the local community.

Socio-economic circumstances – The school asks for voluntary contributions to school trips and visits. The school also offers all children access to a range of enrichment clubs every week without charge. Adjustments are made where required. The school will track the effective use of any Pupil Premium to ensure the attainment of disadvantaged pupils.

Through the School Council and the PTA, pupils participate in a number of fundraising events for people who are disadvantaged. For example, collecting clothes and toys for the Women's Refuge at Christmas, Red Nose Day, Children in Need and the Romanian Shoe Box Appeal.

National projects and awards schemes - The school plans to take part in certain national projects and award schemes, for example: Rights, Respecting Schools and UNICEF Day for Change.

Policy development - The school will 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.

How We Have Developed our Scheme When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by people from different backgrounds, people with different protected characteristics and understand the best ways to overcome such barriers.

Mechanisms for Involvement

At Alverton Community Primary, the following mechanisms will ensure the views of pupils inform our Equality Scheme and ongoing review and refresh of the school's equality objectives:

- School Council
- Focus groups of pupils,
- Individual conversations with pupils involved in incidents of a discriminatory nature
- Individual conversations with pupils experiencing reasonable adjustments
- Pupil engagement in auditing provision, seeking views on where they would like to see their school improve
- Pupil involvement in policy creation, e.g. school council's involvement in the adaptation of our Behaviour Policy □ Surveys and questionnaires.

At Alverton Community Primary the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Interviews with staff
- Forums/networks
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management
- Participation in a working party
- Surveys and questionnaires

At Alverton Community Primary, the following mechanisms will ensure the views of parents/carers and the community inform the Equality Scheme, objectives and action plans:

- Open door policy – parental involvement high – strong partnerships
- Feedback through Governing Body meetings
- Feedback through PTA meetings
- Feedback from adults using the school beyond the school day
- Yearly open meetings with parents and local groups representing a particular theme
- Questionnaires and surveys

The school's objectives focus on developing the involvement of pupils, staff and parents from different protected characteristics and social identity and cultural backgrounds over the length of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard. In addition to face to face involvement, we seek feedback from questionnaires and surveys.

Roles and Responsibilities for Implementing the Single Equality Scheme The Head Teacher:

- Demonstrates responsibilities under the Equality Act of 2010.
- Ensures that staff, parents and other relevant stakeholders are informed about the Equality Statement and Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day equality issues, whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies so that the school's actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy and schemes' effectiveness, including progress towards the school's equality objectives. Progress towards achieving the objectives is published annually.
- Ensures that the Senior Leadership Team is kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as Children's Services.

- Ensures Continual Professional Development is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures all staff have read and understood expectations set out in Staff Handbook.
- Ensures that the voice of all stakeholders including parent/carers voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date equality training and understand their responsibilities.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing equality objectives as necessary.
- Ensures the school publishes annually the progress made towards achieving the equality objectives.
- Informs and consults with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team:

- Has responsibility to ensure that whole school community is aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice: 0-25 years (2014); Counter Terrorism and Security Act (CTSA) 2015; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection, analysis and dissemination of information relevant to the Scheme and Policy.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates, reviews and ensures the objectives are reported and published annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' Spiritual, Moral, Social and Cultural education.

People with specific responsibilities

Responsibility for:

- maintaining and sharing with all staff, the specific needs of disadvantaged pupils and how their needs will be met (e.g. Pupil Premium) – **Mr R Linsley & Mrs J Stewart**
- ensuring the specific needs of staff members are addressed – **Mr R Linsley**
- gathering and analysing the information on outcomes for pupils with different protected characteristics and disadvantaged pupils, including Pupil Premium and SEND – **Mr R Linsley and SLT**
- monitoring the response to reported incidents of a discriminatory nature - **Mr R Linsley and Mrs J Stewart**
- overseeing Early Help – **Mr R Linsley**
- being single point of contact for Prevent and Hate Crime – **Mr R Linsley**
- being school's designated safeguarding lead. (Including Hepatitis B Vaccine (HBV) and Female Genital Mutilation (FGM)) – **Mr R Linsley/Mrs Stewart**
- Special Educational Needs Coordinator (SENCO) – **Mr R Linsley/Miss S Eddowes**

Parents/Carers:

- Have access to the Scheme and aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice (2014); CTSA 2015 ; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness rising sessions related to the Scheme.
- Have the right to be informed of any incident which directly affects their child.
- Are informed of objectives, published every four years and on an annual action plan.

School Staff:

- Are aware of the school's responsibility in relation to The Equality Act 2010, PSED 2011; SEND Code of Practice (2014); Counter Terrorism and Security Act 2015; Prevent Duty 2015 and Supporting Pupils with Medical Needs 2015.
- Have a commitment to valuing diversity, tackling any discrimination, promoting equality and fostering good relations.
- Have read and signed the Scheme to indicate that they understand it and how it relates to them.
- Have read and signed the Staff Handbook, Keeping Children Safe in Education (KCSIE) handbook and safeguarding policy.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination
- Know how to report and challenge concerns related to radicalisation and extremism.
- Do not discriminate on any grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school.

- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Promote the school's values, which include British Values.
- Support the implementation of equality objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with the school's values and equality principles.
- Experience a curriculum and environment which is respectful of diversity and difference prepares them well for life in a diverse British society and the wider world
- Understand the importance of reporting prejudice driven behaviour and understand their role in supporting the implementation of objectives (where relevant).

Visitors:

- Visitors and contractors are responsible for complying with the school's Equality Statement and Scheme – non-compliance will be dealt with by the Head Teacher.
- A visiting speaker's protocol is used in school and visitors understand and agree to comply with this protocol.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community, the school will:

- review relevant feedback from the annual parents' questionnaire, parents' evening, parent-school forums and/or focus meetings or governors' parent-consultation meeting
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHE lessons, and whole school surveys on children's attitudes to self and school
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- ensure that we secure responses and feedback at Governing Body meetings and from governing body committees and working groups.

Objectives

This Scheme is supported by published equality objectives. Progress is monitored and evaluated termly by the Governing Body to ensure we improve equality, diversity and inclusion in school.

Our objectives are based upon:

- The evidence we have collected and published, including who we have consulted and how

- Helping the school perform better on priority equality issues in order to deliver improvements in policy making, curriculum delivery, including resource allocation and employment.
- An impact analysis of the evidence which inform our decision making
- National and local priorities and initiatives, as appropriate
- Proportionality, according to guidance produced by the Equality and Human Rights Commission ('Objectives and Equality Duty: A Guide for Public Authorities') is a key principle underpinning the public sector equality duty. Therefore, the objectives set and their level of ambition may change depending on the relevance of equality and good relations within the school.

We keep our equality objectives under review and report and publish annually on progress towards achieving them.

Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix One).

The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.

The effectiveness of our Scheme is evaluated and reflected in:

- The School's Self-evaluation Form
- Headteacher's Report to Governors
- Staff Meetings
- Parental and Pupil Consultations

APPENDIX A Checklist for staff and governors

- The school collects information on gender, ethnicity, specialised needs, EAL, Looked After Children and pupil premium for children.
- The school analyses pupil achievement in terms of progress and standards for different groups (protected characteristics, pupil, LAC) and takes action when there trends or patterns indicate a need.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Statement, Scheme and Objectives are strongly influenced by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school sets Equality Objectives to improve outcomes for vulnerable or disadvantaged children and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the scheme and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Statement and Scheme
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Statement and Scheme
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different protected characteristics) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and gender role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and assemblies
- The school takes part in annual events such as Multi-cultural days, Unicef Day for Change, Show Racism the Red Card and others.

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- The school environment will be increasingly accessible to children, staff and visitors to the school – including the acoustic environment
 - Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
 - The accessibility needs of parents, children and staff are considered in the publishing and sending out of information
 - The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.



