

The Equality Act 2010 requires schools to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

Objective	Action to be taken	Who by and who involved	Timescale	Resources	Impact
Ensure all policies support the school in meeting the aims outlined above: <i>Providing an environment where discrimination of any form is addressed and eliminated.</i>	Review all equality policies regularly including the Accessibility plan. Ensure that policies are evaluated in terms of impact in school for children: does monitoring evidence and data support the view that policies are evident within practice? Ensure the school Behaviour and Anti-bullying policy continues to support all children to feel safe at school and that any prejudicial bullying is addressed promptly and appropriately.	M Andrews (EHT) R Kurcewicz (HOS) Governors	Annually	Time Monitoring evidence	Policies are fully embedded and all stakeholders feel fully included and supported equally. Children achieve their potential and barriers to learning are addressed.
To raise levels of attainment for all pupils, with a focus on narrowing the gap for vulnerable learners.	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. Prioritise the development of provision for new to English children and SEND children, ensuring all strive for excellence Ensure sufficient pastoral support is in place to break down barriers to learning Ensuring teaching is of the highest quality so that children reach their potential and all pupils are given equal entitlement to success <i>* Support all children to access remote learning during COVID school closures, through the provision of devices and connectivity, pastoral support and rigorous tracking.</i>	M Andrews (EHT) R Kurcewicz (HOS) M Drake (DHOS) S Lee (SENDCO) D Maskrey (SL for SG+ Pastoral)	Termly Ongoing During the period of COVID	Leadership capacity Appropriate resources to support learning Additional TA staffing Investment in Pastoral staff	Gap narrowed in specific year groups, vulnerable groups and subjects (as identified through data analysis) NTE, PP and SEND pupils make at least good progress Barriers to learning are addressed proactively All children requiring access to IT are supported and engage with remote learning.
Promote understanding and respect for differences through the further	Plan for and monitor opportunities across the curriculum to develop Social Moral Spiritual and Cultural development. Plan a curriculum which recognises and celebrates diversity.	M Andrews (EHT) R Kurcewicz (HOS) M Drake	Ongoing and reviewed regularly	Curriculum Leader time High quality curriculum resources	The curriculum is fit for purpose and there is a greater understanding of and respect for differences.

development of our curriculum.	<p>Monitor the curriculum regularly. Ensuring there is a senior leader in place with responsibility for Curriculum with drive and ambition. Ensure Collective Worship are planned in a way that deepens understanding of diversity and equality. Ensure all PSHE and RSHE curriculum documents and policies promote understanding and respect for diversity.</p>	(DHOS) S Lee (SENDCO) S Chatterton (Curric Lead)		Funded Curriculum Leader position Collective worship plan	<p>The school ethos promotes respect for the differences of the school community and this is reflected in behaviours and attitudes across school. All children, families and staff feel welcome, valued and supported Issues are covered through lessons, collective worship and staff training.</p>
To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.	<p>Questionnaires and surveys to collect stakeholder views All monitoring to include review of pupil engagement Ensuring all pupils have the opportunity to access extra-curricular provision Monitoring of engagement in extra curricular work: tracking systems in place Provision within budget to subsidise school trips and visits costs for families. <i>* During COVID school closures an audit of IT provision is undertaken and devices provided when appropriate. Engagement in remote learning is tracked rigorously.</i></p>	M Andrews (EHT) R Kurcewicz (HOS) Governors	Bi-Annually Ongoing Termly	Leadership time Provision of/funding for extra curricular activities	Parents and children engage within learning and other aspects of school life.
To advance equality of opportunity through role models, high quality curriculum, quality CPD for staff and fair and open recruitment.	<p>Ensure all recruitment processes are transparent and open to all appropriately qualified. Use the Performance management processes to identify next step developments and training for staff. Ensure all training offered is high quality and ensure equity of access to the opportunities. Ensure opportunities for staff to share views: surveys, question boxes, wellbeing meetings and open and approachable leadership.</p>	M Andrews (EHT) R Kurcewicz (HOS) M Drake (DHOS)	Ongoing Annually Ongoing Ongoing	Training costs and time for leaders at all levels	<p>All staff have the opportunity to develop their practice and to move to next step promotions when appropriate. No member of staff is excluded from accessing any role offered within school based on characteristics (race, gender, age etc) All staff feel supported to be the best they can be.</p>