



Date:

Ratified:

Review Date:

St. Giles' Church of England Primary School (VA)

Learn, Grow and Flourish

Equality Scheme

2018/19 to 2021/22

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1. Definitions

Disability

The Disability Discrimination Act 1995 (DDA, amended in 2003 & 2005) provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities.

The definition of a person with a disability is a physical or mental impairment which has an effect on his or her ability to carry out normal day to day activities. This effect must be:

- Substantial (more than minor or trivial)
- Adverse
- Long-term (it has lasted or is likely to last, for a least a year or for the rest of the life of the person affected)

The DDA also provides protection for people who have cancer, MS, HIV/AIDS as well as those who have had heart surgery; are on kidney dialysis, people with diabetes, stammer, dyslexia, people with severe disfigurements; mental health issues and learning difficulties or disabilities – provided that their condition results in a disability which meets the DDA definition. Also covered are those who have previously had a disability (e.g. a mental health problem).

Gender

The Sex Discrimination Act 1975 (SDA), amended in 2003 & 2007 provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities against discrimination on the grounds of gender. People who have changed their sex (trans-gender people) are also protected under the SDA.

Race

The Race Relations Act 1976 (RRA) amended in 2000 provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities against discrimination on the grounds of race. The term race includes: colour, ethnic origin, nationality, national origin and citizenship as well as race. For example, Sikhs, Jews and Gypsy Roma people are covered but Muslims are not in law covered by the RRA but protected by religion and belief provisions.

Religion and Belief

The Equality Act (Religion and Belief) 2006 provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities against discrimination on the grounds of religion or belief (including perceived religion, or lack of religion or belief). The definition of religion and beliefs is wide enough to cover fringe or cult religions and a range of other philosophical beliefs but is not intended to include political beliefs.

Sexual Orientation

The Equality Act (Sexual Orientation) Regulations 2007 provides protection for pupils and parents, prospective pupils and parents, staff and others using school facilities against discrimination on the grounds of apparent or perceived sexual orientation. The regulations also apply to a person with whom the individual is associated, such as a parent or friend.

2. Vision and Values

Our equality vision and the values that underpin school life

The Mission Statement for St Giles' C of E Primary School is: Learn, Grow and Flourish

VISION STATEMENT:

Our children are at the centre of everything we do:

- They are nurtured through the teachings and values of Christianity, and respect other faiths.
- They are fully aware of their value, their role within the school and the wider community.
- They feel safe at St Giles' knowing they can make mistakes and face any challenges that life brings.
- They understand themselves and are respectful and compassionate.
- They realise their potential and are equipped with the skills to face a changing world.

To accomplish this, we will:

- Provide an innovative, broad and balanced curriculum that stimulates interest and enjoyment for all.
- Promote teaching excellence through support and training for all staff.
- Seek opportunities to work in partnership with other schools, parents, businesses and other agencies.
- Instil a growth mind set culture praising effort over ability.
- Establish Christian values and a warm culture of understanding and respectfulness.
- Challenge all learners with a range of strategies and in different contexts.

OUR VALUES:

In the education of children at St Giles' School, we value:

- The Christian ethos of the school
- The individuality of each child within the school community;
- The right of every child to the best quality education within a safe and supportive learning environment;
- The importance of teaching children to become responsible and effective citizens of the 21st century.

To achieve this we will:

- Respect the ~~equal~~ human rights of all our pupils and ~~respect~~ teach them about equality
- Promote positive attitudes to disability by enabling all involved in the school community to contribute to and have access to all activities
- Create an environment where respect and racial harmony allow all pupils to reach their full potential
- Promote gender equality in all aspects by challenging stereotypes, achievement gaps and self-limiting aspirations
- Take account of difference* and help children to overcome barriers to learning so as to promote achievement and fulfilment in all our pupils (* e.g. disability, gender, race, religion, social context, sexual orientation, vulnerable child status)
- Respect the equal human rights of our staff and other members of the community
- Comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

3. School Context

The characteristics of our school

A brief description of our school and its community setting:

St Giles' Church of England Primary School is at the heart of the community. Recognising its historic foundation the school preserves and is developing its religious character in accordance with the principles of the Church at Parish and Diocesan level

St. Giles' is situated in an attractive rural setting next to the village green in South Mymms. It is a small school with 4 classes and a maximum intake number of 15 in each year group.

St. Giles' is a Church school and as such has strong links with the Parish Churches of St. Giles', South Mymms and St. Margaret's, Ridge [and also Kings Charles the Martyr, Potters Bar](#). The children are encouraged to see the world from a Christian perspective with its emphasis on caring, tolerance, humility and collective worship.

Characteristic	Total	Breakdown (number and %)
Number of pupils	106	55 Boys (51.9%), 51 Girls (48.1%)
Number of staff	14	13 female (93%), 1 male (7%)
Number of governors	8	5 female (62.5%), 3 male (37.5%)
Religious character		Church of England
Mobility of school population	8	7 in and 3 out so far this year
Pupils eligible for FSM	15	
Deprivation factor	0.13%	
Disabled staff	0	
Disabled pupils (with SEN)	0	
Disabled pupils (no SEN)	0	
No of pupils with SEN/EHCP	11/0	
BME pupils	22	
BME staff	0	
Pupils who speak English as an additional language	5	
Average attendance rate	96.6%	Years 1-6 Average Sept 2015 – march 2016
Significant partnerships, extended provision, etc.		Active in the Parish of South Mymms & Ridge

		Part of Diocese of St. Albans Part of The School Sports Partnership, Potters Bar & Villages Sports Group, PB & Villages District Football Team, Watford & Hertsmere School Sport Partnership, Wroxham Alliance.
Awards, accreditations, specialist status		Healthy Schools and Activemark 2008 ECO Schools Silver Award Gold Travel Award

Current situation

The standard procedures and processes of our school – Disability

Internal and external summative data analysed carefully to identify any inclusion issues.

Staff training on bullying, including disabled bullying is up-to-date.

All school activities, including before and after school activities, are open to all pupils.

All disabled bullying reported and recorded in line with Herts CC procedures and guidance. Any incidents are followed up and monitored closely.

We work closely with outside agencies to support pupils with disabilities.

Provision mapping ensures support for teaching and learning most effectively used.

Any building programmes are assessed in light of accessibility issues; e.g. disabled toilet facilities.

School policies reflect the school's commitment to inclusion

The standard procedures and processes of our school – Gender

Internal and external summative data analysed carefully to identify any gender issues

Staff training on range of bullying, including homophobic and sexism, up-to-date

All homophobic or sexist bullying reported and recorded in line with Herts CC procedures and guidance. Any incidents followed up and monitored closely.

Themes in curriculum provision monitored to ensure they are not overtly more attractive to one gender than the other.

All school activities, including before and after school activities, are open equally to boys and girls. (We run separate boys and girls football sessions as the children themselves requested this)

School uniform: girls allowed to wear trousers if they want

Roles, such as School Council, reflect the gender balance in school.

The standard procedures and processes of our school – Race

Internal and external summative data analysed carefully to identify any race issues

Staff training on racism up-to-date

Any incidents of racist bullying reported in line with Herts CC procedures and guidance. Any incidents followed up and monitored closely (this includes the use of Herts CC data on racist bullying). We also address incidents in class and, if necessary in Key Stage/whole school assemblies.

We promote a range of cultural activities for children: ~~and We study major world faiths as part of our RE curriculum.~~

~~eg.~~ Parents from different religious denominations and cultures are invited in to share their experiences, visits to other places of worship, opportunities to learn about other cultures through the curriculum, organising a photo competition with the Ela Murray School from Papua New Guinea, partnership with the Umbano School, Rwanda including sharing work and raising funds.

~~We study major world faiths as part of our RE curriculum~~

The standard procedures and processes of our school – Community Cohesion

Our curriculum and all school activities are delivered within the context of our Christian beliefs. This means that the central theme of the gospels, that we should seek to love one another, is also central to the teaching and learning in school.

We take a regular, active part in local community activities: e.g. inter-schools sports; Potters Bar Arts Exhibition and Potters Bar Carnival

We support a range of charities and projects, locally, nationally and internationally, through fundraising.

We include national/international themes and issues in our curriculum: e.g. 2016 Olympics; Justice themes through RE (right to clean water, education etc)

Our children communicate with children in Rwanda and Papua New Guinea

4. Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General duties

Disability general duty – Disability Discrimination Act 2005

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – Sex Discrimination Act as amended by the Equality Act 2010

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – Race Relations Amendment Act 2000

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – Education and Inspections Act 2006

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

5. Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff at St Giles' C of E 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 we are concerned to ensure wherever possible 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 Leaders~~ Support of senior leaders to ensure equality of opportunity for all.

6. Roles and Responsibilities

Commitment to implementation: Commitment to action: Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher, Mr Keith Smithard, retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 6 months, managers and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Headteacher
Disability equality (including bullying incidents)	Headteacher
SEN/LDD (including bullying incidents)	Headteacher
Accessibility	Headteacher
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	Headteacher
Equality and diversity in pupil achievement	Headteacher
Equality and diversity – behaviour and exclusions	Headteacher
Participation in all aspects of school life	Headteacher
Impact assessment	Headteacher
Stakeholder consultation	Headteacher and Governing Body
Policy review	Governing Body and staff
Communication and publishing	Governing Body

Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, a report on progress will be included in the annual Governor's Open evening.

Commitment to action

	Governors will:
Policy Development	<ul style="list-style-type: none"> Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies Highlight good practice and promote it throughout the school and wider community
Behaviour	<ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Congratulate examples of good practice from the school and among individual managers, staff and pupils Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
	Headteachers and senior staff will:
Policy Development	<ul style="list-style-type: none"> Initiate and oversee the development and regular review of equality policies and procedures Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> Ensure the effective communication of the policies to all pupils, staff and stakeholders Ensure that managers and staff are trained as necessary to carry out the policies Oversee the effective implementation of the policies Hold line managers accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Highlight good practice from departments, individual managers, staff and pupils Provide mechanisms for the sharing of good practice Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Ensure that the school carries out its statutory duties effectively
	Line managers will:
Policy Development	<ul style="list-style-type: none"> Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary Be accountable for the behaviour of the staff team, individual members of staff and pupils Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> Behave in accordance with the school's policies, leading by example

	<ul style="list-style-type: none"> Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> Contribute to managing the implementation of the school's equality scheme

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 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 are:

- 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. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

8. Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community.

We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

~~In addition we will:~~

- ~~1. Establish an Equality Working Group, to include representatives from pupils, parents, staff and governors, to address issues raised about disabilities, gender, race and community cohesion through the consultation process (see Action Plan).~~
- ~~2. Work with the Dioceses and other agencies to determine how we best identify and address other issues, such as those around vulnerable groups.~~

9. Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be reported to the governors each Summer Term.

10. Our School's Equality Priorities

Key priorities for action

Achievements to date

Disability: We have identified accessibility issues at Governing Body level in plans for future development of school site.

Gender: Responded to parents request for girl's single sex football as well as mixed. Now an after school club and participation in Arsenal girls competition.

Race: We have raised the profile of the diversity of cultural origins of pupils and parents in our school by inviting parent/carers from diverse cultural backgrounds to visit the school and share their beliefs. Also held a well-attended French breakfast event with staff, pupils, parents and Governors.

Community Cohesion: We have developed strong links with the Umbano School, Rwanda.

Areas the school has identified as priority areas – and why

Priority	Category	Diversity strand	Background	
1	Improve attainment and progress in reading, writing and maths	National Indicator	Gender	Data shows attainment for Girls in all subjects is slightly higher than boys. There is no difference in maths but a slight difference in reading and writing. We will continue to focus on closing this gap. We will also challenge all pupils to make better than expected progress in all subjects
2	Closing the gap	National priority	Disadvantaged pupils	We seek to close the gap between vulnerable and other pupils by looking at provision and effective use of Pupil premium grant monies to have best impact.

3	School Security	Statutory	Disability	We will carry out a termly review of the school security and respond to changes in the school environment to ensure that all pupils and staff, with particular attention to the more vulnerable, are safe at all times
4	Racist and Bullying Incidents	Herts Priority	Race, Gender and Disability	We ensure that there is an annual awareness update for all staff, and that it is included as part of the Induction process.
5	Staff recruitment	Staff	Disability	We have a disabled toilet. We need to make staff aware that there are stairs down to the kitchen, and classes 3 & 4, who are situated upstairs.
6	Staff Recruitment	Staff	Gender	We have 1 male member of staff also a male guitar teacher. We will continue to look at ways that we can involve greater involvement of male role models in school.
7	Review of resources	Ethos	All	No formal review of the resources needs to be done to ensure that stereotypical images/concepts are minimised. Subject leaders are mindful of this when ordering resources
8	Policy review	Statutory	All	We need to continue to incorporate an examination of equality aspects as part of our rolling programme of policy reviews. These are updated in line with the policy table when up for review or when a Government Act changes and we need to consider this.
9	Stakeholder consultation	Statutory	Gender, race , disability	We will continue to ensure that we are mindful of seeking a broad range of stakeholder views when delivering questionnaires and to also seek feedback on our provision for these groups.
10	Impact assessment	Statutory	All	We continue to develop our pupil tracking and statistical analyses to include the various diversity strands
11	Communication and publishing	Statutory	Gender, race , disability	We will look at how we can best include this on our website and at other ways we can appropriately inform the school community about our equality plans.

11. Action Plan**Making progress on equality issues**

Priority issue and objective	Category	Diversity strand	Task	Responsibility	Review/impact assessment
1 Accelerate all pupil progress by ensuring all teaching good and much outstanding	NI	Gender	Improve teacher delivery skills, high quality modelling, demonstrating, questioning and feedback	SLT	Analyses of end of year outcomes across the school Report to GB as part of reporting on quality of teaching and learning Progress for all groups will be good
			Upskill teachers in identifying errors and misconceptions		
			Improve quality and clarity of explanations		
			Ensure marking has a positive impact on pupil progress		
			Ensure higher expectations of pitch is consistent with New National Curriculum		
			Teachers are supported and challenged to ensure consistently good or better teaching		
			Pupils will know what to do next to improve their learning	T's & LM's	
2 Closing the gap	NI	Disadvantaged pupils	Look at barriers to learning, using PPG funding to best effect	CT's & SLT	Gap will continue to close
			Review provision termly during Pupil Progress Reviews		
			Progress for disadvantaged pupils will be in line with or better than other pupils		

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3.	School Security	S	Disability	<p>We will continue to carry out a termly review of the school security and respond to changes in the school environment to ensure that all pupils and staff, with particular attention to the more vulnerable, are safe at all times</p> <p>Caretaker will check boundary weekly to check for any gaps/holes etc</p> <p>The school gate will remain closed and locked during school hours.</p> <p>Electric gate is controlled from office</p> <p>The alarm will be set every evening when last person leaves</p> <p>Everyone visiting the school will sign in and out</p> <p>Everyone working in school as employee, volunteer or contractor will be supervised or hold a DBS clearance certificate</p> <p>Staff will close windows and doors when they leave the building</p>		<p>Combined with H & S</p> <p>Termly review reported via Resources Committee to Governors</p>
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4.	Racist and Bullying Incidents	Herts Focus	Race	INSET for all staff on identifying and reporting racist incidents – annually in September	Headteacher	Review impact at end of Sept annually
				Monitor schools' incidents to identify further areas for development Included in HT and Chairs meeting reports	Head and SLT	Include as part of SEF. GB to review these sections as part of rolling programme of reviewing SEF Report to GB the outcomes of feedback
				Monitor any incidents in school looking at frequency, those involved etc to determine if further training for staff is needed (Termly)	Head	
				• Use any feedback to further develop school's procedures for dealing with racist incidents and plan for specific programme of teaching to address any needs identified.	Head	
				Include racism aspect in work on e-safety, to include e-bullying –referenced in GB minutes	ICT Leader	
5.	<u>Staff Recruitment</u>	<u>Staff</u>	<u>All</u>	<u>Monitoring recruitment and retention including bullying and harassment of staff.</u>	<u>Head and SLT</u>	<u>Equalities Group to monitor</u>
65.	Staff Recruitment	Staff	Disability	Ensure our website and documentation sent to prospective staff has clear indications as to the limitations of accessibility in the school.	Mrs Willett and Head	Equalities Group to monitor
			Add Equality Scheme Document to school website			
			Ensure Head and Governor have attended safer recruitment training			

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76.	Staff Recruitment	Staff	Gender	Continue to look at ways in which we might encourage more men to apply for any jobs in school Now have a male teacher, caretaker and Sports coach.	Resources Committee and SLT	Resources Com to report to GB on outcomes
				Identify ways in which more male volunteers etc can be encouraged to come into school	All staff	Newsletters
				Employ a male TA to work with identified children on self-esteem/confidence/resilience	Resources Committee and SLT	D/Head could do this

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78.	Review of resources	Ethos	All	Audit resources on a rolling programme to ensure that they are appropriate in terms of equality and diversity aspects - done annually	Subject Leaders	SLs to report to Head and to Gobs as part of their reporting to T&L Committee.
				Identify any resources that need to be replaced or gaps to be filled and allocate appropriate budget to meet the need- done annually	SLs and SLT	
				Ask School Council to raise this with children and devise appropriate procedures for children to report any resources they feel stereotype people or roles.	Head and School Council	School Council to also report to GB as part of their termly report.

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98.	Policy reviews	Statutory	All	Ensure when reviewing policies that equality and diversity aspects are addressed	GB	GB Minutes
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91 0.	Stakeholder Consultation	Statutory	Disability Gender Race	Devise discrete questions for next formal questionnaire at Parent Consultation Evening in October and gather stakeholders' views on equality and diversity	GB	GB to monitor with SLT: outcomes from consultations inform future whole school planning
				Feed results into further planning	SLT/GB	
101 .	Impact Assessment	Statutory	All	Formal written reports to GB will have progress and achievement of specific groups highlighted	SL's and Head	SEF has reports on separate groups
				Class data put on Assessment Manager 7 Target Tracker to group children in specific groups for tracking purposes	SLT	GB to monitor as part of their ongoing monitoring
11 2.	Communication and Publishing	Statutory	Disability Gender Race	Ensure equality and diversity issues are agenda items at Teaching and Learning Committee meetings	EWG (Equality Gov, HT & Chair)	Website has links to how people can access information about E & D (see 4 above)

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