Waunfawr Primary School
Strategic Equality Policy 2024-2027

1. Introduction

All public bodies listed in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 are required to meet the duties under those regulations by:

- eliminating unlawful discrimination;
- promoting equality of opportunity;
- promoting good relations.

From April 2012, all maintained schools must have a Strategic Equality Plan in place in order to comply with these regulations. The Equality and Human Rights Commission (EHRC) is responsible for enforcing the Act and EHRC (Wales) are also responsible for monitoring compliance with the Welsh Government's statutory duties in Wales, which applies to all public bodies, including Local Authorities, schools and Governing Bodies. Waunfawr Primary School fully endorses the Local Authority's corporate equalities statement. This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

The 'Respect and Resilience: Developing Community Cohesion' (2016) document sets out the role that schools have in developing and supporting strategic approaches to promoting and maintaining community cohesion and preventing violent extremism.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religion or beliefs or non-belief, pregnancy and maternity, language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

Waunfawr Primary School is opposed to all forms of prejudice and discrimination and recognises that pupils have different needs, requirements and goals.

We will promote good relations and mutual respect within and between our pupils, staff, governors and the parents, carers and guardians of our pupils, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religion or belief or non-belief, pregnancy and maternity, language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

The school recognises that Wales and the United Kingdom have diverse societies made up of people from many different backgrounds. It is important that all children and young people are adequately prepared to live in such a diverse society.

In our school we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos in which children and young people and staff feel valued and secure;

- building self-esteem and confidence in our children and young people, so that they can use these qualities to influence their own relationship with others;
- having consistent expectations of children and young people and in their learning;
- removing or minimising barriers to learning, so that all children and young people can achieve;
- ensuring that our teaching considers the learning needs of all children and young people through our projects and lesson planning;
- identifying clear procedures for dealing quickly with incidents of discriminatory behaviour;
- making children and young people and staff confident to challenge prejudiced and aggressive behaviour;
- challenging stereotypes and promoting positive images;

2. Local Context

Caerphilly County Borough Council is required to report on the number of bullying incidents and also how many of those incidents were due to discrimination of some kind. It is also required to record the number of incidents that resulted in further action.

Discriminatory actions and attitudes, especially in very young children, may occur without any malicious intention or understanding but this does not make the effect of these actions any less damaging or acceptable. -Taking a sensitive approach, Waunfawr Primary School has a duty to children to help them understand and take responsibility for the consequences of their actions.

The governing body is responsible for ensuring that the school complies with equalities legislation and that the Schools Strategic Equality Plan is adopted and implemented. It should also have clear links to the school's Anti-Bullying and other appropriate policies.

Where appropriate, Waunfawr Primary works closely with a number of organisations who deal with Equalities issues; e.g. Gwent Education Multi-Ethnic Service (GEMS), Umbrella Cymru, Prevent, Stonewall Cymru, Disability CanDo and the Caerphilly Access Group, No Boundaries, Regional Community Cohesion Officers and the All Wales School Liaison Core Programme (AWSLCP) delivered by Gwent Police. These Services provide advice, support and guidance on equalities issues in schools. In addition, the Local Authority has an Equalities and Welsh Language Team who deal with Equalities issues corporately and they are based in the Corporate Policy Unit. Taken together, this means that the Local Authority and partner organisations can:

- work with internal and external partners to raise awareness of policy and procedures in relation to equalities;
- work in partnership with parents from all groups to ensure that they are actively involved in their children's learning and development;
- promote active involvement of local minority communities in school and community life;
- offer awareness raising training on all aspects of equalities to school based staff and Governing Bodies;
- support schools to ensure that parents and carers have access to their strategic equality plan and anti-bullying policy.

3. Learner Voice

Understanding the fundamental concept of equality is a crucial part of educating children to live in a modern society. The school recognises the importance that all agencies involved in the education of children and young people undertake an integrated approach to consultation. The views of children and young people will be sought and taken into consideration when decisions about educational experience are made.

4. Monitoring, Evaluation and Review

Responsibilities

The role of the Local Authority

The Local Authority will monitor progress at school and other educational settings:

- by monitoring Schools Strategic Equality Plans;
- through analysis and effective use of relevant data;
- through annual review and development programmes;
- by LEI Service staff and GEMS visits and reports;
- through annual planning in partnership meetings held between schools and LEI Service staff;
- through Estyn inspection findings and independent reviews.

The role of Governors

- The Governing Body has set out its commitment to equalities by approving and adopting 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 individuals needs and circumstances.
- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on any grounds.
- 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 individual or family background.
- The Governing Body will ensure that no child is discriminated against whilst in the school.

The school's Governing Body will monitor the impact of its policy by

- monitoring the strategic equality plan;
- through analysis and effective use of relevant data;
- reports from outside agencies;
- monitoring and evaluation policy and procedures.

The role of the Headteacher

- It is the Headteacher's role to implement the School's Strategic Equality Plan and is supported by the governing body in doing so;
- It is the Headteacher's role to ensure that all staff are aware of the School's Strategic Equality Plan, and that teachers apply these guidelines fairly in all situations;
- The Headteacher 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 Headteacher promotes the principle of equalities when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life;
- The Headteacher will treat all incidents of unfair treatment and any incidents of bullying due to discrimination, 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 Strategic Equality Plan;
- All staff will strive to provide material that gives positive images and challenges stereotypical images;
- All staff will challenge any incidents of prejudice, whether that is racism, homophobia, disability-related or other, and record any incidents, drawing them to the attention of the Headteacher;
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

5. What is a 'discriminatory' incident'?

The most obvious forms of such incidents in schools are of course physical or verbal bullying of other pupils or staff, but discriminatory behaviour may not always be accompanied by such overt expressions of prejudice or intolerance: such behaviour may also take the forms of deliberate and continued ignoring of someone, not allowing someone to join in with games at lunchtimes, not sharing and other more covert exclusionary practices. The MacPherson Report (1999), which dealt with racism specifically, noted that racism "*in its more subtle form…is as damaging as in its overt form*". The Stephen Lawrence Inquiry Report, again focusing on Race issues specifically, defined a 'Racist Incident' as: "Any incident, which is perceived to be racist by the victim or any other person".

This definition when used for one issue such as racism, or in the wider context of discrimination, empowers both the victim and/or any other person who perceives an incident to be discriminatory to report it. This broad and non-prescriptive definition is designed to ensure that more incidents are reported as under-reporting of such incidents has been recognised as a serious problem in dealing with discrimination. The school will take this approach to tackling discrimination with all aspects of equalities identified in this policy.

Recording Incidents

The recording of these incidents in school is of particular importance in order to tackle negative behaviour at an early stage. The school has the specific duties to:

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

The school strategic equality plan should include guidelines for tackling discrimination and schools should have a procedure in place for recording and logging any such incidents. All incidents are recorded on the proforma provided by the Directorate of Education, Lifelong Learning and Leisure. A summary form of all recorded incidents during the preceding term is sent to the local authority each term. This includes 'Nil Return'.

Learning, Education and Inclusion Service undertake collation of the incident report forms. All reports are treated as confidential, bearing in mind the need to involve partner organisations in certain cases where intervention may be required (e.g. the Police, partners from the voluntary sector etc).

Each term, during clerked meetings, the includes any information of any incidents that may have occurred during the previous term. As part of the report, the provides a verbal report on the context of the incident. Names of children or any identifying information is not included in the report.

Visitors and contractors working on site

Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on equality and incidents of a discriminatory nature.

Consultation

This plan was developed in consultation with the following:

- Staff;
- Children and young people;
- Parents;
- Governors;
- Community Groups/Representatives;
- Caerphilly County Borough Council;
- Partner organisations from the voluntary sector.

Communication

The School's Strategic Equality Plan is:

- published in the school prospectus;
- published on the school website;
- available on request for anyone who wishes to have a copy;
- Available in the school reception area.

Policy written by
Inclusion Team
(based on LA model)
September 2016

To be reviewed September 2019

Signed: Chair of Governors:

Date:

Objective	**To promote an inclusive curriculum celebrating diversity at a local, national and global level.** To achieve this we will: - Continue to re-engage staff with strategic policies and procedures relating to global citizenship; - Continue our programme of assemblies promoting diversity; - Regularly review our behaviour, anti-bullying and other relevant policies; - Continue to reengage staff with expectations for positively reinforcing our inclusive ethos; - Continue inclusion meetings to identify vulnerable children (both victims and perpetrators); - Consider opportunities to promote inclusion via the school curriculum; - Continue to engage parents through good communication and positive relationships; - Continue to liaise with other agencies to access expertise and support; e.g. attend 'Prevent' training and receive updates to tackle issues relating to radicalisation; - Fulfil duties on the recording and reporting of incidents that impact on the inclusive environment.
Outcome	Pupils and staff are able to go about their daily lives in school, whether in the classroom, free from discriminatory language, abuse and bullying; Pupils display tolerance and understanding of issues relating to diversity (see list of equalities below)
Protected Characteristics / Other Equalities Issues covered	**Protected Characteristics** – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief/Non-belief, Sex, Sexual Orientation. **Other related Issues** – Welsh Language, Human Rights, Gypsies and Travellers, Nationality, Linguistic Skills, Responsibility for any dependants
Links to other Strategies and Plans	Anti-bullying, Behaviour, Inclusion, Assembly, PSE and Safeguarding policies.
Evidence Base	Current bullying data to be used as baseline. (In 2023-24, no recorded incident of sustained bullying. There were three isolated incidents of name calling linked to racist language.) Evidence collected by school council on attitudes to diversity – Summer 2024
Success Measure / Performance Indicators	• Maintain satisfaction levels (by pupils and parents) of how issues were handled; • Good knowledge of equalities issues by pupils e.g. school council feedback, response to PSE and assembly programme • Good feedback from parents and other stakeholders that they are aware of school's inclusive ethos and strategies for promoting and

	celebrating diversity (annual parent questionnaire);
Timetable	Termly reporting using CCBC reporting form - annual report to show figures, trends and actions.
Stakeholders	Pupils, school staff, governing body, CCBC Education, CCBC elected members, CCB Community Cohesion Forum, 'Prevent' team, Gwent Police, CYP Partnership, GEMS, -, Umbrella Cymru, Stonewall Cymru, Caerphilly Youth Forum, Race Equality First, Disability Wales (list is not exhaustive).

Appendix 1

Sections related to specific aspects of school function

1. Whole School Ethos

1.1 Celebrating and catering for diversity

We take every care to ensure that the specific needs of all groups are addressed in school by celebrating diversity, such as by catering for the dietary and dress requirements of different religious groups and allowing children and young people to observe various religious commemorations and festivals.

1.2 Preparation for life in a diverse society

We encourage all children and young people to understand, respect and value individuals and people's identities, cultures and faiths with which they are unfamiliar in order to prepare them for life in a diverse society.

2. Children and young people attainment, personal development and assessment

2.1 Attainment and progress

Our aim is to ensure that all children and young people achieve to their full potential. We monitor individual children and young people's progress for signs of underachievement. These are addressed through planned and targeted support. Where required advice will be sought from support organisations such as the Local Authority and partner organisations from the voluntary sector.

2.2 Pastoral support

Our pastoral support takes account of religious and ethnic differences and the experiences of refugee and asylum seeker children.

2.3 Support for EAL children and young people

In consultation with GEMS we provide appropriate support for children and young people for whom English is an additional language, and encourage them to use and develop their home languages, where possible.

2.4 Careers and work experience

We encourage all children and young people to consider the full range of work experience and further education options to ensure there is no stereotyping of any particular individuals or groups.

2.5 Assessment

We take care to ensure that minority ethnic children and young people, those for whom English is an additional language and any refugee and asylum seeker children will not be disadvantaged through cultural and linguistic bias or lack of support in assessments. Where required advice will be sought from LA Advisers and GEMS.

2.6 Additional Learning Needs

We make sure that accurate assessments of additional learning needs are made for minority ethnic children and young people, those for whom English is an additional language, and for refugee and asylum seeker children. All children and young people with special educational needs receive appropriate support.

3. Curriculum, teaching and resources

3.1 Promoting cultural diversity through the curriculum

We promote diversity in the curriculum through teaching positive, diverse content, systematically reviewing documentation to ensure appropriate content and by fostering respect for all people whatever their individual or family circumstances.

3.2 Curriculum access

We make every effort to ensure that all children and young people have access to the curriculum by taking account of their individual backgrounds and linguistic needs, and by differentiating work appropriately.

3.3 Resources

Our resources and displays portray positive images of a range of people and cultures. They are systematically reviewed and upgraded to ensure all individual needs are met and we use a variety of resources to challenge stereotypes and discrimination across the curriculum.

3.4 Teaching and Learning

We take positive steps to ensure that all children and young people can participate and feel that their contributions are valued. We encourage children and young people of all backgrounds to work together with co-operation and understanding. Our teaching challenges prejudice and stereotypes and we foster children and young people's critical awareness of bias, inequality and justice.

3.5 Involvement of people of diverse backgrounds

We seek to use role models and presenters from a range of different groups within the school to share a wide range of skills and experiences.

4. Admissions and attendance

4.1 Admissions

Our admission criteria and interviews are based on Local Authority guidance and are fair and equal for all and do not detrimentally affect any individuals or groups.

4.2 Attendance

We expect good attendance of all children and young people. We recognise children and young people's right to take time off for religious observance for example, and make provision for children and young people on extended leave to cover missed work.

5. Behaviour, discipline and exclusion

5.1 Bullying, discrimination and harassment

We are opposed to all forms of prejudice and discrimination, and use of such language or behaviour will not be tolerated and will be challenged. All incidents are dealt with in accordance with the Local Authority and School's Strategic Equality Plan.

5.2 Behaviour and discipline

We expect high standards of behaviour of all children and young people. All children and young people are treated fairly and without discrimination when being disciplined for disruptive behaviour. Incidents of a discriminatory nature are dealt with firmly and consistently and all allegations of such harassment or provocation are fully investigated.

5.3 Exclusion

We take proactive steps to prevent exclusion and any exclusions are monitored by the full range of equalities characteristics.

6. Partnership with parents and the community

6.1 Partnership with parents and the community

We endeavour to draw on the expertise, skills and knowledge of people from a range of backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge discrimination. Parents from diverse backgrounds are encouraged to participate in the life of the school. Where necessary, translation and interpretation are used to communicate and consult with parents or carers whose first language is not English. Our school app provides translation services.

6.2 School premises

School premises are available for use by all groups in the community who subscribe to the same principles of equality and diversity.

6.3 Contractors and service providers

We expect all contractors and visitors to the school to maintain conduct, which is consistent with this policy.

7. Staff recruitment and professional development

7.1 Recruitment and promotion

In line with Local Authority guidance we ensure that no discrimination takes place in our recruitment, promotion and disciplinary matters.

7.2 Professional development

Arrangements can be made with the Local Authority's Equalities Team for staff to attend CCBC equalities training courses. These courses are free to school staff and use the expertise of external providers from the voluntary sector to provide training to all staff and governors on issues of race equality, homophobia, cultural diversity, disability and the needs of children and young people for whom English is an additional language, refugees and asylum seekers.

7.3 Discrimination and harassment

Incidents of discrimination or harassment involving staff are dealt with in accordance with the LA's / school's discipline and grievance procedures.

7.4 Breaches of policy

Any breaches of this policy by members of staff or governors are dealt with in accordance with the LA's / school's discipline and grievance procedures.

8. Planning and policy review

8.1 Planning and target setting

We use policy and self-evaluations, as audit mechanisms, to identify specific targets for action on issues of race equality. This action plan, which accompanies the Race Equality Policy, is included in the School Self Review and is reviewed annually.

8.2 Evaluating, monitoring and reviewing policies

The impact of all school policies on minority ethnic children and young

people, staff, governors and parents is assessed to ensure no discriminatory practice exists, particularly that which may contribute to the underachievement of minority ethnic children and young people.

The impact of the School's Strategic Equality Plan on all children and young people, staff, governors and parents is monitored for its effectiveness, on an annual basis, and evaluations take account of the views of children and young people, staff, parents and members of the local community including minority groups. All policy reviews consider relevant equalities implications.

9. Advice and support

9.1 Local Authority Advisers, GEMS & VALREC

The school will seek advice and support from LA advisers and relevant voluntary sector organisations where necessary, to ensure that policies are designed to meet the needs of the school, equality targets are appropriate and that all staff receive training, advice and support.

LA Guidance for Dealing with Discriminatory Incidents **Appendix 2**

This document aims to help schools deal with discriminatory bullying, harassment or victimisation, which must be addressed because their existence can have damaging effects:

- on the quality of life of the victims and those who know them;
- on the quality of the education offered in schools.

The effectiveness and openness with which a school deals with such complaints has been shown to be one factor in raising the achievement of children and young people from, or perceived to be from, any of the minority groups covered by legislation. It is therefore hoped that this document will contribute to the continuing development of the inclusive ethos and culture that secures a quality educational experience for all.

Dealing with these incidents should be part of a broader whole institution response to any form of discrimination. Responding to these incidents appropriately is crucial, but not sufficient in itself to deal with discrimination. Schools have a responsibility to educate children to respect themselves and others, to challenge discrimination and stereotyping and to understand and value diversity. This is best achieved by developing anti-discrimination approaches in the taught curriculum and through the wider ethos of the school.

These guidelines are therefore a starting point from which schools are encouraged to develop their own strategic equalities plans and making the necessary links with their anti-bullying policies.

1. Guidance for Schools

In dealing with discrimination in any of its forms, schools need a clearly defined code of practice, which is known to children, parents and carers, staff and governors. This should involve clear explanations of why certain behaviour is unacceptable and how such behaviour will be dealt with.

The code of practice should be set within a whole school approach to equality and diversity and should be developed by all schools.

It is particularly important to deal with all discriminatory incidents in schools as they can have a detrimental effect on the quality of the education and to ensure that such behaviour and attitudes are not continued into young people's adult lives.

A whole school approach to equality of opportunity will encompass:

- the aims, attitudes and values of the school;
- the learning environment;
- resources and materials;
- language;
- bullying and harassment;
- staffing and staff development;
- partnership with parents;
- the taught curriculum and organisation of Learning;
- extra curricular provision;
- provision for children and young people from a variety of backgrounds, e.g. travellers/refugees/asylum seekers, ethnic minorities, those with disabilities, those who are Looked After, those with same sex parents and those for whom English is not their first language.

This whole school approach should be set out in a policy statement, which applies to the whole school community, staff, children, parents, carers and governors.

All discriminatory incidents need to be recognised and dealt with in schools, any occurrence of such an incident must not be ignored. A firm but supportive initial response to an incident may prevent escalation.

2. Action or behaviour that may constitute a discriminatory incident

- Incitement of others to behave in a discriminatory way;
- Physical assault against a person or group;
- Derogatory name-calling, insults, jokes and language;
- Graffiti;
- Provocative behaviour such as wearing offensive badges or insignia;
- Bringing discriminatory materials such as leaflet, comics, magazines or computer software into school;
- Using any electronic systems to threaten, harass and discriminate;
- Verbal abuse and threats;
- Discriminatory comments in the course of discussions in lessons;
- Attempts to recruit other pupils and students to discriminatory organisations and groups;
- Ridicule of an individual for perceived differences;
- Refusal to co-operate with other pupils because of their perceived difference;
- Discrimination by association;
- Sexual Harassment;
- Discrimination in connection with recruitment, employment and performance review of staff;
- Discrimination in connection with the recruitment of Governors.

3. Responding to Incidents

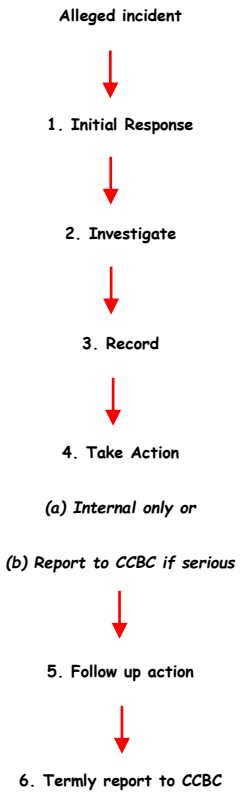
How an incident is dealt with will depend on the seriousness of the situation, the age and understanding of the children involved, and the context. All incidents need to be acknowledged, investigated and talked through, whatever the age of the children.

Very young children may not understand the terms they use but may recognise their power to provoke or upset. It is important to explain to young children why the language is hurtful and why it should not be used. Parents of young children should be dealt with sensitively and encouraged to assist with the procedure.

When an incident is reported or discovered schools should follow their internal procedures. Schools should have a procedure in place for recording and logging these incidents. Staff should not downplay the feelings of victims by stating that the perpetrator 'did not mean it', the perpetrator must take responsibility for the outcomes of their behaviour.

4. What to do

The process of reporting, acknowledging and dealing with a discriminatory incident should incorporate the following steps:



5. Initial response

Responding to these incidents is the responsibility of all members of staff. Detailed below is a list of possible responses to an incident:

- Acknowledgement of the incident;
- Treat incident seriously;
- Respond immediately;
- Reinforce the school's policy;
- Support for the victim and express understanding and concern for what happened to them;
- Explain both to the child/children responsible and to any onlookers what is unacceptable about the incident;
- Report incident to Head teacher and/or nominated person.

6. With the perpetrator(s)

Contact the parents of those involved to explain what happened, what you are doing about it and how it relates to your school policy.

- Consider what the most appropriate action is. In the case of first offences or of very young children, encouraging the perpetrator to acknowledge and apologise for what has happened is often the most effective way to mend relationships and prevent reoccurrence. Repeat offences or more serious actions will require further sanctions in line with the school's behaviour policy;
- Correct any misconceptions that may be revealed.

7. Record and report

- All reported incidents should be recorded using the example recording form;
- A note of what happened, the outcome of the investigation and what actions were taken should all be kept on record. This record enables the school to monitor incidents and is vital should an incident need to be followed up at a later date;
- The summary report form must be completed and sent to the LA at the end of each term;
- Contact the LA immediately if you need further advice or support;
- Schools must inform the LA immediately of any concerns following serious incidents so that advice and support can be co-ordinated quickly in order to prevent reoccurrence;
- Depending on the severity of the issue in an assault situation, consideration should be given to contacting Gwent Police to conduct a joint investigation with the LA.

It is recommended as good practice that a report is made annually in the autumn term to the governing body.

The report should contain information on any incidents that may have occurred during the previous academic year. Such a report would include details of any action(s) taken and would demonstrate the school's commitment to the creation of an inclusive learning environment. Naturally names of children or any identifying information would not be included in the report.

8. Further action

To ensure that the response to individual incidents is embedded in a whole school approach.

- Take appropriate measures through assembly, circle time and the curriculum;
- Monitor incidents to identify trends and issues of concern, using the Guidance on evaluating incident returns;
- Present evaluations to staff and to governors to ensure regular discussion and development of good practice;
- Use the school council to involve children and continue to encourage them and their parents to report incidents.

An allegation of discriminatory behaviour on the part of any member of the teaching or support staff is a serious disciplinary matter and will be a matter for consideration by the Governing Body.

9. Incidents Outside School

There may well be occasions when incidents outside school, or involving outside perpetrators are brought to the attention of the Headteacher. Schools have the right to discipline pupils for their behaviour outside the school gates where the pupils are in the charge of staff or it is reasonable for the school to regulate the pupils' conduct. This rule of law has been clarified and put on a statutory basis by section 90(2)(a) of the Education and Inspection Act 2006.

10. Tension within the School

It is important that teachers are sensitive to signs of possible victimisation of individuals or groups of children, even where there is no identifiable incident. Similarly, all behaviour which can be seen as possibly reflecting tension within the school as a whole should be monitored e.g. where small groups of children form isolated groups within the playground or classroom; any serious concerns should be reported to relevant partner organisations.

(This policy should be read in conjunction with the Anti-Bullying Policy, Attendance, PSE, Inclusion, Behaviour and Safeguarding policies)

Appendix 3

Strategic Equality Plan Checklist for School Staff and School Governors

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☑ Has your Governing Body approved and adopted a Strategic Equality Plan?

☑ Has your Strategic Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

☑ Is information collected on individual characteristics with regards to both pupils and staff when analysing pupil achievement, attendance, exclusions, staff training etc?

☑ Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?

☑ Does the curriculum include opportunities to understand issues related to the many aspects of equalities?

☑ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?

☑ Have you put procedures in place to ensure that any bullying incidents based on equalities issues are reported to the governing body and local authority on a termly basis? Is the data on bullying and harassment of pupils and staff used to make a difference to the experience of other pupils and staff?

☑ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

☑ Does the school take part in events such as Black History Month, LGBT History Month, Deaf Awareness Week and One World Week to raise awareness of various equalities related issues?

☑ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers (including BSL) considered?

☑ Are the accessibility and format needs of parents, pupils and staff considered in the publishing and sending out of information?

☑ Are procedures for the election of parent governors open to any candidate and votes from all groups in the community?