



Progress towards Equalities and Cohesion Objectives January 2022

	ISSUE	ACTION	OWNER	TIME FRAME	INTENDED OUTCOME	Progress to date January 2022
1.	Eliminating discrimination, promoting equality and celebrating diversity	• Celebrate diversity/equality • Celebrate achievement • Promote positive attitudes towards disabled people • Promote positive attitudes towards people of different ethnic groups/religion etc • Involve pupils, parents and staff • Promote high expectations • Communicate behaviour expectations • Ensure that it welcomes applications for school places and jobs from all sections of the community.	Head Teacher	On-going	All members of school community feel valued and respected. There is an ethos of justice and fairness across the school. People are given equal consideration when applying for school places or jobs.	Positive attitudes towards others are continuously promoted by all staff and pupils. External visitors to school note pupils' ability to respect and tolerate each other well. There is a representative selection of staff and governors in post to reflect the cultural diversity of our community. Applicants of all/no faith backgrounds and cultures are encouraged to apply for posts at the school – see current staffing arrangements and application forms held on file. School Values Curriculum Content PSHE Curriculum Celebration of success in lessons and in well done assembly
2.	Preventing and dealing effectively with bullying and harassment Recognising that the groups covered in this policy are more vulnerable to bullying and harassment.	• Communicate to pupils, parents and staff its zero tolerance to all forms of bullying and harassment • Ensure that incidents are reported and addressed swiftly and effectively • Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc. (CPOMs System allows this recording & monitoring)	Senior Leaders	On-going	Any perceived or actual incidents of bullying or harassment are thoroughly investigated and followed up swiftly. All copies of reports are sent to SLT who are responsible for recording and monitoring.	All stakeholders at the school understand that there is a zero tolerance for bullying on any grounds. Any rare occurrences are swiftly dealt with and recorded appropriately. See behaviour logs, Bullying incident reports and HT complaints folder. CPOMS system used to record incidents and HT termly report to Governors.



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3.	Listening to pupils, staff, parents and others	- Hear the student voice - Actively seek staff views and listen to staff concerns - Seek the views of parents - Ensure it encourages, enables and hears the full range of views including those with disabilities - Identify areas in which the school needs to operate differently to capture all the views it needs – for example it may be necessary to seek views from voluntary groups outside the school to get the full picture on disability, race equality and or community cohesion	Senior Leaders and Governors	On-going Annual stakeholder surveys	School to pro-actively seek the views of all stakeholders and act to address any areas of improvement raised.	All stakeholders are canvassed for their opinions annually. These are analysed carefully and compared against previous data sets. Pupils, parents and staff are regularly asked to contribute their ideas, opinions and views to contribute towards school self- evaluation processes.
4.	Developing the Curriculum	- Ensure that all subject areas reflect cultural diversity and respect for others. - Use RE/PSHE/Citizenship as models for best practice in developing an inclusive curriculum. - Use multi- cultural resources to ensure pupils enhance their understanding of different religions and cultures. - Make use of positive role models in the classroom to develop the self- esteem of vulnerable groups and the respect of all for diversity within the community.	All school leaders	On-going	School curriculum is broad, balanced and fully inclusive. Teachers are proactive in their use of multicultural resources and ensure they draw on positive role models representative of a diverse community.	All staff draw on a range of multi-cultural resources to enhance their teaching. No one culture is ever promoted above another. Pupils are taught about respect for others by learning with positive role models such as Malala, Martin Luther King, Local Mayor etc
5.	Equalising opportunities	- Ensure school uniform is affordable - Avoid putting parents under unnecessary financial pressure	Head Teacher	On-going	School uniform is affordable for all.	Families facing financial hardship are supported through the Pupil premium to provide school uniform, attend after school



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	Recognising that some of the groups covered in this policy are likely to be economically disadvantaged	- Promote the take-up of extra-curricular opportunities - Ensure that the school charging policy is appropriate - Monitor take-up of extra-curricular opportunities - Widen access to careers advice and work experience placements			School operates a hardship fund available to support families experiencing financial pressures. Take up of extra-curricular clubs is analysed on a regular basis to ensure fair access for all	clubs and enabled to attend school visits and residential trips. Pupils eligible for PPG are considered for priority places at Breakfast club The school charging policy is reviewed regularly to ensure it is line with the cost of living. The school offers work experience to members of the community wishing to broaden their careers and aspirations.
6.	Informing and involving parents and carers Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible	- Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs - Encourage parents to let the school know if they have a particular disability or other need - Encourage parents to discuss their concerns - Ensure that parents understand how well their child is progressing - Explain how parents can help their child at home - Explain how parents and others can help in school - Encourage parents to join the PTA and/or governing body	Head Teacher and Deputy Head	On-going	Through offering a range of parent workshops school effectively helps parents to better support learning at home. Regular parent consultations, home-school liaison books, parent assemblies or sharing work event, telephone calls and home-visits provide inclusive opportunities for school to engage with parents.	The school has held virtual meetings for all parents. Curriculum leaflets are published termly. The school website is updated frequently with information. Parents are encouraged to help pupils in school eg with reading. Parents are supported by teachers in Reading and Maths to support their child with work at home. The school provides a homework club for families with limited capacity to support at home. Parent elections have successfully taken place for the Governing body January 2022.



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7.	Welcoming new pupils and helping them to settle in effectively Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year	- Ensure a happy start to the school at normal times - Ensure effective school transfer and induction mid-year - Ensure that extra help is given to pupils who find change of school challenging - Ensure well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school - Ensure school's uniform policy is clear to parents, impact assessed and inclusive	Class Teachers and Teaching Assistants SENDCo Teaching Staff	On-going On-going On-going	Effective transition arrangements ensure that all pupils have a productive and effective start at the school. Transition meetings are held with the SENDCo of receiving schools and the SENDCos of feeder schools to ensure pupils with disabilities or SEN have their needs well met prior to starting at the school.	School staff liaise with feeder schools and visit children before they start. Children spend a day at Brushwood with new class teachers in July Photograph books are shared with pupils due to start in September. Extra nurture support is provided for pupils that start mid- year or for those who find school challenging. Risk assessments are completed with the child, parent and support staff prior to a child with disabilities starting even if temporary eg crutches. Pupils are instructed as to how to use the disabled facilities safely.
8.	Addressing the full range of learning needs Recognising that some of the groups covered in this policy are more likely to under-achieve	- Ensure curriculum is relevant - Ensure appropriate teaching styles and classroom organisation - Planning is based on earlier learning - Marking policy promotes learning for all - Track pupil progress and Identify under-performing - Promote and maintain higher attendance - strategies and monitoring - Develop provision management to establish effective analysis and development of interventions	Head Teacher Deputy Head Subject Leaders	On-going	Effective moderation, monitoring and evaluation practices are regularly performed on at least a termly basis to include learning walks, pupil progress meetings, work book scrutiny to ensure the curriculum meets the needs of all.	Whole school curriculum has been audited and reviewed. Remote learning provision has been established and laptops provided as necessary to ensure equality of access. School policies promote learning for all. Monitoring for some SEN intervention work continues to be a focus area due to changes in staffing and processes (lockdown/partial closure etc).



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9.	Supporting learners with particular needs Recognising that some of the groups covered in this policy are more likely to have particular needs	• Provide distance learning packs for children out of school • Prepare Personal Education Plans to focus on learning priorities • Provide Basic Skills support • Ensure language support is available as required • Support students through tutoring/ mentoring schemes • Provide Homework/ Revision support • Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission. • Gaps identified in training needs analysis are reflected in staff development plan	Teaching Staff	On-going	All pupils regardless of individual needs or circumstances are able to access the curriculum and learning opportunities on an equal basis. The school works to overcome barriers to learning successfully.	When appropriate pupils have been issued distance learning packs eg due to sickness or self-isolation periods. Education plans are established in conjunction with the SENDCo and parents. A variety of approaches to supporting the needs of pupils is offered as appropriate to secure the optimum success for the child. Staff receive training to manage pupil medical or specific needs.
10.	Making the school accessible to all	• Meet the needs of pupils, staff and others with physical disabilities • Meet the needs of pupils, staff and others with other disabilities • Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities • Identify further developments to address outstanding issues • Including transport and supervision for children with disabilities.	SENDCO	On-going	The school and its curriculum are accessible by all pupils with appropriate adjustments being made as necessary.	The school meets the needs of those with physical disabilities; both environmentally and through the curriculum. All after school clubs are inclusive and welcome those with disabilities to attend. No transport issues for pupils with disabilities at present.



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11	Ensuring fair and equal treatment for staff and others Recognising that the school needs to ensure that policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school	• Ensure non-discriminatory recruitment and employment practices • Promote dignity at work • Encourage the development of all staff	Head Teacher Governing Body	On-going	Staff are treated fairly, equally and with dignity.	Records of recruitment processes are held and documented including unsuccessful candidates. Candidates are selected on their ability to perform the duties of the post only. Staff are treated with dignity and respect at all times. The leadership team makes a financial commitment to the growth and development of staff.
12	Encourage participation of under-represented groups Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically	• Recruit governors representative of the pupil population and/or community • Encourage the widest participation in Parents and Friends Association (PTA) activities • Support individuals and community groups to express their views on matters affecting themselves and their community	Chair of Governors Chair of PTA Head Teacher	On-going	Governors and PTA members are representative of the school community and the wider local community and ethnic groups within it.	The membership of the Governing body is representative of the school population. There is an active PTA that have organised a wide range of activities through the year and encourage parent participation in the running of these events.



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	disadvantaged groups					
13	Monitoring and Evaluating the policy Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.	• Report to governors • Report to parents and pupils • Train all staff and governors • Consult pupils, parents and staff on how the policy is working and how it could be improved • Monitor and review practice • Carry out impact assessments to evaluate practice • Requirement to report on disability aspects in school prospectus • Report on all aspects of inclusion via website, newsletter etc.	Head Teacher and Equalities Governor	On-going	Equalities policy remains fit for purpose. All actions are regularly reviewed and monitored and reported back to stakeholders as necessary.	Recommendations: The Equalities and Cohesion policy is due for review in February 2022. The Equality objectives will need to be updated from Spring Term 2022. The statement on the school website should also be updated at this time.