



Single Equality Scheme **and Accessibility Plan**

December 2022

To be reviewed December 2023

Policy Statement

Etruscan Primary School is in a diverse and multicultural area which is committed to serving its community.

This Single Equality Scheme for Etruscan Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- 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
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- The Disability Discrimination Act (DDA) came into effect in 1995 ... Anyone with a disability is protected by the DDA. The DDA defines disability as 'a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day-to day activities'
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to 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 consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

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

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

Ethos and organization

. We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
- Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are

directed towards religious groups and communities, for example

- antisemitism and Islamophobia, and those that are directed against Gypsies, Roma or Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

The Orchard Trust Board of Governors is responsible for ensuring that the school complies with

legislation, and that this policy and its related procedures and action plans are implemented.

Mrs J Thompson (SEN link Governor) has a watching brief regarding the implementation of this policy.

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Mrs L Fox (Inclusion leader) has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Orchard Trust Board of Governors.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Signed.....

S Clarke, Headteacher

Signed.....

Signed

J Thompson, Chair of the Federation Board

Appendix 1 Opportunities to promote equality

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- Access arrangements for national tests
- Access to bilingual staff where possible
- Access to school facilities
- Activities to enrich the curriculum, for example, visits and visitors
- Behaviour management approach and sanctions
- Breaks and lunchtimes
- Classroom organisation
- Development of our school contribution to the local offer
- Dual or multi-language books and translated information where available
- Dyslexia Friendly Schools award
- Employees' and staff welfare
- Exclusion procedures
- Fair recruitment
- Grouping of pupils
- Homework
- Interaction with peers
- Learning and teaching and the planned curriculum
- Monitoring of attendance
- Monitoring of pupil mobility
- Opportunities for assessment and accreditation
- Opportunities for spiritual development through collective worship, the school ethos, a reflection area during Ramadan
- Personalised learning including pupil passports for children with SEND and appropriate interventions to support pupils with Special Educational Needs or those learning English as an additional language and those new to the UK
- Preparation for entry to school
- Preparation of pupils for the next phase of education and adult life.
- Promoting British values including the Prevent duty
- Promoting respect through the school values
- Promoting the development of SMSC (Spiritual, Moral, Social and Cultural education)
- Provision of school meals
- Risk assessments
- Safeguarding and child protection
- School policies
- School sports
- School website which has a translate facility
- Signposting parents and carers to other agencies where appropriate
- Statutory reviews and Personal Education Plans for looked after children
- Support for pupils undertaking extended visits abroad
- Supporting and developing care plans for pupils with medical conditions
- The engagement, participation and involvement of a broad and diverse range of children
- The schools arrangements for working with other agencies
- Timetabling

Appendix 2 National, Local and School Context

2011 Census First Release (this is the most recent information available)

Population

The population of Stoke-on-Trent was recorded as **249,000** - The highest recorded level since before the 1991 Census.

This compares with the 2001 Census figure of 240,636 - a 3.5% increase in total population. This compares with a 7.8% increase seen across England & Wales and a 5.2% increase across the rest of Staffordshire.

Age breakdown

Looking at particular age ranges –

The largest change has taken place in the younger age ranges – with a 9.6% increase in the number of children aged 0-9 years to 31,300 persons. This is significantly above the national increase of 3.6% and in stark contrast to the decrease of 3.8% seen across the county.

A further 7.2% increase has been observed in young adults aged 15-24 to 35,100 persons. While significant, this is below the 13.4% increase seen across the county and the 15.9% increase seen across England & Wales over the 2001-11 period.

An ageing population?

Across Stoke-on-Trent the population aged 65 and over has decreased by 0.8% (down 300 persons to 38,800 over the 2001-11 period).

This compares with a 10.9% increase seen across England & Wales and a 24.5% increase (*) across the rest of Staffordshire over the same period.

(*) – The largest increase in any county in England.

Households

The number of occupied households has increased from 103,196 to 107,900, an increase of 4.6%. Average household size has therefore marginally decreased from 2.33 persons per household to 2.30 – in-line with trends observed elsewhere.

Demographics

The school is located in the Etruria and Hanley ward of Stoke on Trent with some living in the Shelton and Hanley Park ward. A small number of pupils travel from other wards in the city.

Etruria and Hanley (3rd most deprived ward in Stoke-on-Trent)

In the 2011 census the population of Etruria and Hanley was 6,719 and is made up of approximately 47% females and 53% males.

The average age of people in Etruria and Hanley is 34, while the median age is lower at 31.

70.5% of people living in Etruria and Hanley were born in England. Other top answers for country of birth were 8.4% Pakistan, 1.1% India, 1.0% Bangladesh, 0.8% North Africa, 0.7% China, 0.7% Wales, 0.7% Scotland, 0.5% Zimbabwe, 0.4% Iran.

76.7% of people living in Etruria and Hanley speak English. The other top languages spoken are 4.5% Urdu, 2.8% Panjabi, 1.7% Kurdish, 1.6% Arabic, 1.5% Polish, 1.0% Bengali, 0.9% Slovak, 0.7% All other Chinese, 0.7% Persian/Farsi.

The religious make up of Etruria and Hanley is 40.4% Christian, 30.6% Muslim, 18.9% No religion, 0.7% Hindu, 0.6% Sikh, 0.4% Buddhist, 0.1% Atheist. 496 people did not state a religion

Indices of Deprivation (2015) This is the most recent information available:

Stoke on Trent is:-

- The 15th most deprived area out of 326 areas
- The 3rd most deprived area in the West Midlands
- The 29th out of 326 areas for income deprivation
- 26th out of 326 areas for income deprivation affecting children
- 14th out of 326 for health and disability deprivation
- 5th most deprived area for education skills and training
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Appendix 3 School data - pupils (ASP 2019)

School Characteristics		
	School	National
Number of pupils	421	282
% girls	46.1	49.0
% boys	53.9	51.0
% known to be eligible for FSM	34.2	23.0
% Minority Ethnic Groups	91.9	33.8
% First Language believed not to be English	63.8	21.2
% SEN Support	9.5	12.6
%SEN Statement or EHC plan	1.4	1.6
%Stability	79.5	85.6
Deprivation indicator	0.33	0.21

Special Educational Needs**Main SEN type trend**

	2018	2019	2020	2016	2017	2018	2019	2020	2021
Specific Learning difficulty	1	2	3	0	0	1	3	0	2
Moderate Learning difficulty	17	12	4	1	1	0	0	1	5
Severe Learning difficulty	0	0	0	0	0	0	1	0	0
Profound and multiple learning difficulty	0	0	0	0	0	0	0	0	0
Social, emotional and mental health	10	12	1	0	1	1	1	3	3
Speech language and communication needs	26	17	20	2	4	3	4	5	28
Hearing Impairment	1	1	2	0	0	0	0	0	1
Visual Impairment	1	1	1	0	0	0	0	0	0
Multi-sensory Impairment	0	0	0	0	0	0	0	0	0
Physical Disability	2	2	1	1	1	1	2	4	3
Autistic Spectrum Disorder	1	2	1	0	2	0	1	3	4
SEN Support but no specialist assessment of type of need	0	0	0	0	0	0	0	0	0
Other difficulty	0	0	0	0	0	0	0	0	0
School total	59	40	33	4	9	7	9	16	46
Percentage of school roll	14.2	9.1	7.3	1.1	2.2	1.7	2.9	3.5	12

The ethnic make up of the school is:-

Ethnic Groups and English as a first language (PriSec2.2)

These data are derived from the categories recorded for your pupils at your school from the School Census.

Figures are provided for children of statutory school age or older, since it is not compulsory to record characteristics for pre-school children, figures may not add up to 100% due to rounding.

2019-20 The school has 14 of the 18 ethnic groups. Those with 4% or more are shown below.

Pakistani – 49%

Any other ethnic group - 14%

Any other Asian background - 9%

White British – 7%

Black African – 4%

White and Asian – 4%

Any other mixed background – 4%+

Other vulnerable or minority groups.

There is currently 1 looked after child (0.23%).

The percentage of Asylum seekers or Refugees is 1.6% (7 children)

There are 4 Young Carers 0.92%

Attendance and exclusion data dashboard)

**School Level Absence and Exclusions -
Persistent absenteeism**

2016 School 13.6% National 8.8% 2017 School 16.0% National 8.7%
2018 School 13.4% National 9.6% 2019 – Covid 19 school closures so data not comparable

Appendix 4 – Pupil Achievement data – please see our school website for this information.

Appendix 5

Links With Other Settings and Agencies

We work with a variety of other agencies and settings to eliminate discrimination, advance equality of opportunity and foster good relations with regard to all the protected characteristics. Working with these settings assists us to enrich the curriculum for pupils, engage with our community, provide training and development opportunities for all stakeholders and narrow the gaps between different groups.

Current links include:

- St Marks Nursery
- St Marks Primary School
- Thistley Hough Academy
- St. Peter's Academy
- Birches Head Academy
- Co-Operative Academy (Formerly Brownhills High School)
- Kemball Special School
- Abbey Hill Special School
- Forest Park Primary School
- Abby Hulton primary School
- Oakhill Primary School
- Watermill Special School
- Stoke on Trent College
- Stoke on Trent Sixth Form College
- Staffordshire University
- Manchester Metropolitan University
- SEND services
- Educational Psychology
- City Music School
- YMCA
- Bee Active sports
- Social Care
- St. Mark's Church
- Britannia Teaching School Alliance
- Keele University
- Stoke Speaks Out
- City Central Mosque
- Beresford Street Mosque
- Children's Services
- Our Health 5-19
- Speech and language Therapists
- Integrated Family Intervention Service
- Physiotherapist
- Community Paediatricians
- CAMHS
- Stoke Speaks Out
- Family Learning
- PM training
- Potteries Museum and Art Gallery
- Hanley Library
- Special Educational Needs and Disability Information and Advice Service (SENDIAS)
- Staffordshire police
- Hanley Community Fire Station
- Citizen's Advice Bureau
- Young Carers
- ARCH
- Worcester University
- Busy Bugs Nursery
- First Steps
- Blossoms Nursery

Appendix 6

Other Relevant Policies

We have adopted the relevant Local Authority H.R policies with regard to pay, recruitment and staffing.

Relevant school policies include

Behaviour Management
SEN
R.E
Collective Worship
Anti – Bullying
SMSC
Curriculum
Pupil Premium Statement

Action Plan

Link to Public Sector Equality Duty	Protected characteristic	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Evaluation
All aspects	All Characteristics	To set up a working party including representatives of all stakeholders to review this scheme regularly	All stakeholders	Invite representative s from all stakeholders to form a working party. Circulate policy and meet at least once each year to review objectives. Autumn 2022 – circulate updated plan to all members.	SLT	Autumn 22	Different stake holders have been involved e.g parent, Teacher Gov, SEN link Gov, Head Teacher, Inclusion Leader, Business Manager
Advance equality of opportunity	All Characteristics	To ensure equal opportunities are available to all stakeholders in recruitment, CPD and training	All stakeholders	Implement fair recruitment processes and keep records. Ensure CPD is available to all using PM. Keep records of training.	SLT Business manager	Ongoing	Policy reflects fair recruitment. Some SLT completed safer recruitment training. Unsuccessful candidates are offered feedback and records kept for 6 months. CPD has been ongoing throughout the year. Specific training identified in performance management. SEN training organized by Inclusion leader. Inset planned to cover whole school training. Training has taken place within the Orchard Trust. Training opportunities are supported and

							<p>encouraged by SLT.</p> <p>SDP and PM informs CPD.</p> <p>Records kept in Business Managers office and Inclusion leaders office</p> <p>2022 Orchard Trust has a SENCo group where SENCos can work together and provide support to each other.</p> <p>The SENCo has undertaken SEND Reviewer training.</p>
Advance equality of opportunity	Race	Monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Minority ethnic groups	Pupil progress meetings Tracking sheets Data analysis	Head Teacher SLT	At end of each school term.	<p>Pupil progress meetings take place every term.</p> <p>Trends and patterns identified and support put in place where necessary. Bell Foundation. This is used to monitor and track the progress of EAL pupils who are new to English. Flash Academy is used to help support language acquisition.</p> <p>Pupil premium meetings and provision are discussed termly.</p> <p>The Pupil premium lead has attended pupil Premium Reviewer training.</p>
Advance equality of opportunity	SEN	Monitor and analyse children's attainment and progress by SEN and act on any trends or patterns in the data that requires additional support for pupils	Pupils with SEND	Pupil progress meetings Tracking sheets Data analysis	Head Teacher SLT	At end of each school term.	<p>Pupil progress meetings take place every term.</p> <p>Trends and patterns identified</p>

							and support put in place where necessary. Inclusion Leader meets with teachers termly to review SEN progress, attainment and interventions. The school is achieved Dyslexia Friendly Award.
Advance equality of opportunity	SEN	Further embed new SEN code of practice	Pupils with SEND	CPD for staff. Review and update SEND policy. Develop and publish school offer.	Executive Head Teacher SLT SENCO All staff	Summer 2016 onwards	<p>New SEN Code embedded. Inclusion Leader attends SENCo forum for updates. SEND Review undertaken SEND policy reviewed and updated. Bell Foundation. This is used to monitor and track the progress of EAL pupils who are new to English. Flash Academy is used to help support language acquisition.</p> <p>Pupil progress meetings and SEN Reviews. Links with SEND Gov.</p>
Advance equality of opportunity	Gender	Monitor and analyse children's attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils	Boys Girls	Pupil progress meetings Tracking sheets Data analysis	Head Teacher SLT	At end of each school term.	<p>Pupil progress meetings take place every term. Trends and patterns identified and support put in place where necessary. Topics are planned with boys interest in mind and also Reluctant reader</p>

							<p>books used to encourage boys reading.</p> <p>Data is reported to Gobs in Full Gov meetings and Standards Committee and to link Gobs.</p> <p>Staff complete subject SWOT analysis and action plans these will be shared with Gobs in the future.</p> <p>A data pack is produced termly to report on attainment and progress .</p> <p>Pupil premium meetings and provision.</p> <p>Pupil premium review planned for 2023.</p>
Advance equality of opportunity	Gender	To narrow the gap in attainment between boys and girls	Boys Girls	Pupil progress meetings Tracking sheets Data analysis	Head Teacher SLT	At end of each school term.	<p>See above + data pack used to analyze and report gaps and actions to be taken.</p> <p>Monitoring is taken place by Senior Leaders.</p>
Advance equality of opportunity	Disability	To ensure access to the building and classrooms for stakeholders with disabilities	Any stakeholder with a disability	Ensure classrooms situated on ground floor when necessary Review access and make adjustments as necessary There is a lift to 1 st floor and a fire evacuation chair.	Orchard Trust Board of Governors Head Teacher Inclusion Leader	As needs arise.	<p>Care plans in place for individuals and reasonable adjustments made where required.</p> <p>Risk assessments carried out.</p> <p>Equipment provided for pupils where required.</p> <p>Staff have back to work interviews following illness /</p>

							<p>injury to identify support to be put in place. Open door policy. Induction meetings ensure the</p> <p>identification and support required. Liason with outside agencies to obtain equipment / support.</p>
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Link to Public Sector Equality Duty	Protected characteristic / Vulnerable group	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Evaluation
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Advance equality of opportunity	Disability	To make auxiliary aids available to pupils with disabilities where practical and reasonable	Pupils with disabilities	Seek advice from relevant professionals (OT, Physiotherapist, HI team, VI team). Provide aids when practical and reasonable	Orchard Trust Board of Governors Head Teacher Inclusion Leader	As required	Induction meetings to ensure the identification and support required. Liason with outside agencies to obtain equipment / support. Equipment purchased as necessary. E.g. Slopes, pencil grips, adapted scissors, fine motor equipment . Physio, OT, HV, SEND Services, Educational Psychology visit and provide support. Care plans are written for children with specific medical needs and training carried out if needed.
Advance equality of opportunity	Disability	To make reasonable adjustments to the curriculum for pupils with disabilities	Pupils with disabilities	Consider the specific needs of individual pupils with disability when planning curriculum activities including visits and make adjustments as necessary.	Orchard Trust Board of Governors Head Teacher Inclusion Leader	As required	Work is differentiated / adapted / scaffolded or equipment / extra support provided where necessary. Interventions are put in place. Equipment provide as required. This monitored at SEN review meetings, pupil progress , line management, lesson observations,

							planning and book scrutinies. The Equal Opportunities policy is reviewed annually.
Eliminate discrimination	Race	Monitor and analyse racist incidents occurring within school	Minority ethnic groups	Ensure staff are aware of procedures and complete forms as required. Regularly review any incidents which occur and take any necessary action.	Head Teacher SLT All Staff	Each term and as required	SC receives any racist incidents as soon as they occur, records them on the appropriate form and deals with them according to the school policy. Any racist incidents are reported termly to governors at the Etruscan Committee and at termly meetings of the full Board of Governors
Eliminate discrimination foster good relations	All protected characteristics	To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity	All pupils	Plan opportunities for pupils to learn about and from a diverse range of groups and individuals. Eg. through classroom activities, visitors in collective worship visitors with disabilities, and special events such as HMD, refugee week, Interfaith week.	Executive Head Teacher SLT All Staff	Reviewed each half term	Embedded in school values. Embedded in the school curriculum. School assemblies daily focusing on SMSC. PSE lessons delivered weekly. Special events such as Anti bullying week, theatre visits, REVEAL Theatre. School Council. Playground Buddies, prefects. Regular assemblies by outside visitors. SMSC provision is threaded

							through the curriculum. Well planned 'wows'. 7 Stars Children's Guarantee
Eliminate discrimination foster good relations	All protected characteristics	To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	All pupils	Plan opportunities for pupils to learn about and from a diverse range of groups and individuals. Eg. through classroom activities, visits to places of worship, visitors into school.	Head Teacher SLT All Staff	Reviewed each half term	RE scheme of work Assemblies PHSE scheme of work Class RE and PHSE books monitored by curriculum leader who attends SACRE meetings. RE training for staff. Visits to places of worship through the curriculum. SRE policy and curriculum. Work without outside agencies eg the police, REVEAL theatre, Young Persons' Drug project
Foster good relations	All protected characteristics	To promote cultural development and understanding through a range of experiences both in and beyond the school	All pupils	Plan a range of activities in and out of school including classroom activities, visits, visitors and extra-curricular activities including sport, arts and music.	Head Teacher SLT All Staff	Reviewed each half term	Half / termly termly trips and or visitors in to school. After school LCC 'wows' each half term. 7 Stars Children's Guarantee.
Advance equality of opportunity	All protected characteristics	To continually consider how well the school ensures equality of opportunities to its pupils	All pupils	Regularly review policies, procedures and curriculum to ensure equality of opportunity.	Orchard Trust Board of Governors Head Teacher Inclusion Leader	Each term	Policies reviewed annually. Senior Leadership Team meetings.

							<p>Pupil progress meetings.</p> <p>Lesson observations.</p> <p>Book scrutinies.</p> <p>Attendance data analysed.</p> <p>Home School Link and EWO provide support.</p> <p>Pupil premium meetings and provision.</p> <p>Planning scrutinies.</p>
Advance equality of opportunity	LAC	To ensure that high quality PEPs are developed and implemented for all LAC	LAC	Liaise with SW and carers as required to ensure PEPs meet children's needs and promote achievement.	Link governor Designated teacher	As required for pupils who are LAC	<p>Termly EEP meetings for all LAC children with Social Care, parents and guardians are signed off by the Head of the Virtual School once they are convinced that the targets set are SMART.</p>
Advance equality of opportunity	Young carer	To continually consider how well the school ensures equality of opportunities to its pupils who are young carers		Liaise with parents and outside agencies to ensure that the children's needs are met and that they have opportunities to take part in extracurricular activities.	Link governor Designated teacher	As required for pupils who are young carers	<p>Children referred to young carers' hub. Young carers access after school clubs.</p> <p>Liaison with Young Carers Association through the sharing of information and plans.</p> <p>Meetings with parents and the child. Learning mentor support provided as necessary.</p> <p>Early help set up if required.</p>

							Termly Link Gov meeting.
All aspects	All characterisitcs	<p>Catch up programme to address gaps in learning following Covid-19 school closure.</p> <p>Tutoring programme 2021 – 2022 to help children catch up.</p>	All pupils	<p>To support all children to catch up following absence from school due to the covid 19 epidemic.</p> <p>Vulnerable children were invited into school during partial closure.</p>	<p>Orchard Trust</p> <p>Board of Governors</p> <p>Head Teacher</p> <p>Inclusion Leader</p> <p>All staff</p>		<p>Catch up and tutoring clubs showed good impact on learning.</p>
All aspects	All characterisitcs	<p>Develop remote learning for missed education and extended leave.</p>	All pupils	<p>To support all children to access education at home due to the covid 19 epidemic.</p> <p>Vulnerable children were invited into school during partial closure.</p> <p>Laptops were provided to vunerable children were possible.</p> <p>A blend of online learning and work packs is provided to all children learning from home.</p> <p>Work is differentiated to suit al levels of ability including SEN.</p>	<p>Executive Head</p> <p>Teacher</p> <p>SLT</p> <p>All Staff</p>		<p>Remote learning was accessed by a number of children when schools were closed. Paper packs were also delivered especailly for children who could not access the internet.</p>