

**Single Equality Scheme and Accessibility Plan**

**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:

* 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.
* whether they were disabled or not

**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 Julie Thompson (SEN link Governor) has a watching brief regarding the implementation of this policy. The Headteacher 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………………………………………………………**

**C Crook**

**Headteacher**

**Signed………………………………………………………**

**Julie Thompson and Laraine Jones**

**Co- Chairs 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 2001-11period.

**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

**Appendix 3 School data - pupils – Health Check 2023**

|  |  |  |
| --- | --- | --- |
| **School Characteristics** | | |
|  | **School** | **National** |
| **Number of pupils** | **450** | **282** |
| **% girls** | **45.1** | **49.0** |
| **% boys** | **54.9** | **51.0** |
| **% known to be eligible for FSM** | **45.8** | **23.0** |
| **% Minority Ethnic Groups** | **93.1** | **33.8** |
| **% First Language believed not to be English** | **52** | **21.2** |
| **% SEN Support** | **9.8** | **12.6** |
| **%SEN Statement or EHC plan** | **2.7** | **1.6** |
| **%Stability** | **66.3** | **85.6** |
| **Deprivation indicator** | **0.33** | **0.21** |

**Special Educational Needs**

**Main SEN type trend**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2018** | **2019** | **2020** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2023** |
| **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.

**Other vulnerable or minority groups.**

**There are currently 3  looked after child (0.65%)**

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

There are 5 Young Carers 1.07%

**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% 2019/2020 2020/2021– Covid 19 school closures so data not comparable

2021/2022 – 25% 2022/2023- 32%

**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
* 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
* 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

**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 encouraged by SLT.**  **SDP and PM informs CPD.**  **Records kept in Business Managers office and Inclusion leaders office**  **2023 Orchard Trust has a SENCo group where SENCos can work together and provide support to each other.**  **The SENCo has undertaken SEND Reviewer training.** |
| 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. | **Pupil progress meetings take place every term. 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.**  **Pupil premium meetings and provision are discussed termly. The Pupil premium lead has attended pupil Premium Reviewer training.** |
| 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. | **Pupil progress meetings take place every term. Trends and patterns identified 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. | Head Teacher  SLT SENCO  All staff | Summer 2016 onwards | **New SEN Code embedded.**  **Inclusion Leader attends SENCo forum for updates.**  **SEND Review undertken 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.**  **Pupil progress meetings and SEN Reviews. Links with SEND Gov.** |
| 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. | **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 books used to encourage boys reading.**  **Data is reported to Govs in Full Gov meetings and Standards Committee and to link Govs.**  **Staff complete subject SWOT analysis and action plans these will be shared with Govs in the future.**  **Pupil premium meetings and provision.** |
| 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. | **See above + data pack used to analyze and report gaps and actions to be taken. Monitoring is taken place by Senior Leaders.** |
| 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 1st floor and a fire evacuation chair. | Orchard Trust Board of Governors  Head Teacher  Inclusion Leader | As needs arise. | **Care plans in place for individuals and reasonable adjustments made where required. Risk assessments carried out.**  **Equipment provided for pupils where required.**  **Staff have back to work interviews following illness / injury to identify support to be put in place.**  **Open door policy.**  **Induction meetings ensure the**  **identification and support required. Liason with outside agencies to obtain equipment / support.** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| 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 / 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 | **CC 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. | 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,**  **School Council.**  **Playground Buddies, prefects. Regular assemblies by outside visitors. SMSC provision is threaded through the curriculum. Well planned ‘wows’. And OCT adventures.** |
| 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.**  **RE training for staff.**  **Visits to places of worship through the curriculum.**  **SRE policy and curriculum.**  **Work without outside agencies eg the police, Young Persons’ Drug project. PCSO.** |
| 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 / termy 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.**  **Pupil progress meetings.**  **Lesson observations.**  **Book scrutinies.**  **Attendance data analysed.**  **Home School Link and EWO provide support.**  **Pupil premium meetings and provision.**  **Planning scrutinies.** |
| 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 | **Termly EPEP 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.** |
| Advance equality of opportunity | Young carers | 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 | **Children referred to young carers’ hub. Young carers access after school clubs.**  **Liaison with Young Carers Association through the sharing of information and plans.**  **Meetings with parents and the child. Learning mentor support provided as necessary.**  **Early help set up if required. Termly Link Gov meeting.** |