

Manadon Vale Primary School

Equality Policy & Action Plan 2023-2025

This single policy replaces separate policies Manadon Vale Primary School has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

Our Vision:

At Manadon Vale Primary School, we are a community of active learners.

We will be challenged and inspired on our journey to becoming responsible global citizens of the future.

We take every opportunity to be the best that we can be.

Our Aims:

1. We are each part of a team, collaborating to achieve our best.
2. We will be resilient, learning from our mistakes and life's challenges, never giving up and seeing things through.
3. We will encourage our natural curiosity, finding out about ourselves and exploring the world around us.
4. We will understand how to keep our bodies and minds happy, healthy and safe.
5. We will each reflect on our learning and take pride in all we do

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the Long Term Strategic Plan.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.

- We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying. See Plymouth City Council for further guidance.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the Long Term Strategic Plan and the School Development plan.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- We welcome a diverse range of candidates and encourage those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- We will set out training and awareness sessions when planning for school improvement.
- We will draw up an action plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- We will maintain and update an equality page on the school website to show how it we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, we will carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. We will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations where necessary (DCC policies will have already had EIAs carried out).

Policy agreed: October 2023

Date of next review: October 2024

Signed: *T. Lavis* (Chair of Governors)
H. Gilbride (Headteacher)

Part Two: Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).
- **Marriage and civil partnership** - Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender identity of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments**.
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
- Increase disabled pupils' access to the school curriculum
- Improve the physical environment
- Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Equality Human Rights website:

<http://www.equalityhumanrights.com>

This includes the guidance for education providers (schools) or Plymouth City Council at

<http://www.plymouth.gov.uk/equalityanddiversity>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Responsibilities

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Appendix

Definitions

- Equality:
 - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
- Inclusive
 - Making sure everyone can participate, whatever their background or circumstances.
- Diversity
 - Recognising that we are all different. Diversity is an outcome of equality and inclusion.
- Cohesion
 - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
- Community
 - From the school's perspective, the term "community" has a number of meanings:
 - The school community - the students we serve, their families and the school's staff.
 - The community within which the school is located - in its geographical community, and the people who live and/or work in that area.
 - The community of Britain - all schools by definition are part of it.
 - The global community - formed by European and international links.
- Gender dysphoria:
 - A recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity.
 - Biological sex assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.

Part Three

Equality objectives for inclusion in the school improvement plan

Information the school collects includes:

- Progress and achievement data on individuals and groups (ASP, school Insight termly assessment tracking data, data on interventions, before and after – Provision Map Online)
- Attendance data on individuals and groups
- Record of bullying incidents
- Participation of pupils with protected characteristics in extra-curricular activities, including residential trips and activities out of school, the student council and positions of student responsibility
- Surveys with staff, parents and pupils about the extent to which they feel that the school is addressing inequalities (including bullying and prejudice), improving outcomes for disadvantaged pupils and promoting positive attitudes. Anonymous surveys can help plug gaps in information, for example it is difficult to collect information that people consider 'private' such as their religion or belief or sexual orientation
- A review of national, regional and local studies

Describe the improvement needed

- Demographic groups of pupils including SEND, Pupil Premium and (P)LAC are not making expected progress, so the school improvement plan focuses on support for these pupils through each of the SIP strands.

Equality objective

- In 2023-2024, we need to focus on pupil progress for all children, for children with SEND and PP in particular to ensure that all children make progress. We plan to achieve this by following on from the SIP in developing high quality first teaching, adaptive teaching and implementing appropriate and effective interventions, such as spelling shed, Nessy, overlearning, DLD approaches, VIPERs, No nonsense grammar toolkit, Talkboost, scaffolding approaches, Book Writes. Continue to develop procedures in school to facilitate parents having a voice and children having ownership of their IEPs through Provision Map Online.

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
See the SIP 2023-2024				

Describe the improvement needed

- The school holds on-going events which embrace diversity, encourage positive attitudes and understanding of pupils with protected characteristics including different forms of disability, for example:
- Assemblies on cultural events throughout the year, e.g. Lunar New Year
- Hold a Mental Health Week and Anti-Bullying Week
- Whole school focus on Protected Characteristics to be covered in assemblies, lessons and displayed in classrooms.
- Celebration of historical events
- Increase understanding of different religions by visits to different places of worship
- Increase understanding of different cultures through multi-cultural/interfaith events.

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
JBu to plan and lead the school in Mental Health and Anti-Bullying Weeks linked to Jigsaw content.	JBu	Jan 24	Jigsaw (already purchased)	Children have a good understanding of mental health and bullying and have confidence from long term relationships with their peers.
JBu to plan whole school focus on protected characteristics in January 2024.	JBu	Jan 24	Jigsaw (already purchased)	Children have a good understanding of the nine protected characteristics, why they are protected, what this

				means and can refer to and talk about their learning.
EYFS diversity focus through planning and resources.	AR	Mar 24		EYFS pupil outcomes

Describe the improvement needed

- The school takes every opportunity to promote and advance equality, for example, where appropriate, pupils are given opportunities to explore issues of identity, equality and racism, including the use of language, and celebrate festivals and traditions of different cultures. Through assemblies, they learn about world development issues, global issues and our interdependence on each other.
- Through our curriculum, there are opportunities to include teaching about the contributions of men and women, our shared human needs and similarities, irrespective of ethnic and cultural background.
- Resources are reviewed to ensure that they provide children with a range of images and messages about diversity and which challenge stereotyping, e.g posters, books and computer programmes
- Assemblies are focussed on Rights and Responsibilities and how children can develop these to work together with people from all backgrounds.

Equality objective

- Subject leaders to include elements of equality in their Subject Progression Document.

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Through monitoring and action plans, subject leaders monitor the planning and audit resources to ensure equality and diversity are promoted and advanced.	Subj leads	Spring 24	Cost of release time - HLTAs	SLT monitor subject documents and measure impact through pupil voice.
Re-accredit our Bronze Rights Respecting Schools Award.	JBr	Autumn 2023	£300	Gain the award accreditation.
Complete the Plymouth Inclusion Charter	RK SLT	Autumn 2023		Gain the award accreditation.

Describe the improvement needed

Implement the accessibility plan to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment to enable disabled pupils to take better advantage of their education and improve the availability of accessible information to disabled pupils.

- Develop the physical environment - see Accessibility plan
- Access to the Curriculum (e.g. Forest School) - see Accessibility plan
- Delivery of written information - see Accessibility plan
- Employ the services of MAST (the Multi Agency Support Team) who have specialist teachers to advice on visual, hearing, speech and physical impairments.
- Provide devices for all pupils, including those who need access arrangements in summative assessments and ensure there is support to use these

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
See Accessibility plan 2021-2024 and SEND Report				

Describe the improvement needed

The Governing Body regularly reviews:

- Equality policy
- Equality objectives
- Accessibility plan
- Reports to the Governing Body which show evidence of monitoring and planning to meet the needs of pupils with protected characteristics, e.g. report on the attainment of pupils with protected characteristics, bullying and attendance data of pupils by the protected characteristics

Equality objective
Develop an equality policy for the school's website which shows how the school is complying with the Equality Act 2010 and advancing equality of opportunity.

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Ongoing review and continual updates of the school website which includes references to equality throughout.	HG, JE, SLT	Ongoing		School website and parent voice.

Part Four

Checklist for school staff and governors on Equality Act 2010 planning

☒ Where possible, necessary and relevant, and in accordance with data protection legislation, is information collected on protected groups (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation) with regard to both pupils and staff? Is this information used to improve the provision of services? Are auxiliary aids and services provided for disabled pupils?

The school gathers such information and uses it to understand the school context in relation to protected characteristics. The SEND Information Policy sets out that we collect evidence on pupils with SEND.

The school collects information in relation to gender, race, disability/SEN and free school meal status. Other data includes bullying and prejudice-related incidents.

☒ Is pupil achievement monitored by protected characteristics? Are there any trends or patterns in the data that may require additional action?

Rigorous systems of analysis of pupil performance data by protected characteristics, including clear monitoring and evaluation by governors, so that any significant differences between groups with protected characteristics are swiftly recognised and investigated. This analysis feeds clearly into school improvement planning.

☒ Is pupil attendance data monitored by protected groups? Are there any trends or patterns in the data that may require additional action?

Rigorous systems of analysis of pupil attendance data by protected characteristics, including clear monitoring and evaluation by governors, so that any significant differences between groups with protected characteristics are swiftly recognised and investigated. This analysis feeds clearly into school improvement planning.

☒ Are the current reporting systems for bullying and prejudice-related incidents understood and followed by all pupils, staff and visitors? Is this information used to make a difference?

Use of incident reporting forms, behaviour log, Plymouth City Council reporting forms, analysis of bullying and behaviour logs, Governors minutes to show that Governors analyse data identifying any trends and take required actions including ensuring swift action by staff when incidents happen.

☒ Are protected characteristics portrayed positively in school books, displays and discussions such as circle time and class assemblies?

Learning walks to monitor displays, book scrutiny, assemblies overview

☒ Does the school take part in annual events such as Deaf Awareness Week, Holocaust Memorial Day, Respect, Black History Month or LGBT (Lesbian, Gay, Bisexual, Trans) History Month to raise awareness of equality and diversity? Does the school actively try to make pupils aware of discrimination and its effects?

Audit of school curriculum (new NC) - demonstrating how the curriculum and its delivery actively fosters good relations between people, tackles prejudices and promotes understanding. Assembly overview

☒ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

School Accessibility Plan is up to date. Outcomes of stakeholder consultation on equality link clearly with the school's equality objectives. The impact of objectives is monitored, measured and evaluated.

☒ Is information available to parents, visitors, pupils, past pupils and staff in formats which are accessible if required? Is everyone aware of this?

Stakeholders are made aware that information can be made available in different formats, for example large print, translating services etc, and are consulted on this facility. This is part of The Accessibility Plan.

☒ Are staff aware of the 2010 Equality Act and their responsibilities to comply with the Act? Are they aware of the different forms of discrimination? Are they aware of the term 'reasonable adjustments' and what this means in practice?

See accessibility plan for planned CPD on Equality act. On-going staff training and support. The equality policy is adopted and implemented.

☒ Are procedures for the election of parent governors open to all candidates and voters? How are different protected characteristics represented on the governing body and does this broadly reflect the diversity within the community?

The governing body has a recruitment procedure which actively encourages membership from protected groups. Procedures for election are accessible to all protected groups.

☒ Have recruitment guidelines been changed to ensure that no health questions are asked at interview, or health questionnaires completed before offering a job? Are reasonable adjustments in place for staff with a disability? Are the recruitment, promotion and training opportunities monitored for staff with protected characteristics? The school has an up-to-date recruitment policy. Evidence is kept of questions asked at interview. The senior leadership team and the governing body seeks advice and support from PLP Human Resources services when necessary. Staff recruitment, promotion and training are monitored by the governing body.

☒ Are equality objectives in place, i.e. has the school identified objectives, drawn up a plan based on information collected on protected characteristics? Does the plan show how the work supports equality? Are these equality objectives reviewed at least annually?

Equality objectives in place which are monitored and reviewed by the governing body (see agendas and minutes). Objectives form part of Long term strategic plan with clear processes and timelines for monitoring and evaluation. There are clear feedback mechanisms to ensure that stakeholders are informed about the outcomes of objectives.

☒ Is a system in place to ensure that all new and reviewed policies are routinely checked to ensure that they do not have the potential to disadvantage people because of a protected characteristic?

Clear records in minutes of governing body meetings, providing evidence that governors have considered their Public Sector Equality Duty. All policies have a dated statement to show when the policy was last reviewed.

☒ Does the governing body have clear and transparent systems which demonstrate how SEN funding, the pupil premium and PP+ money (additional money which is allocated to Looked After Children) are spent, with clear links to how this money is spent and what impact it has on those groups with the relevant protected characteristics? The school has clear financial systems, with clear lines of accountability, terms of reference and minutes of finance meetings, showing clear strategic planning with regard to these separate streams of funding. The governing body monitors and evaluates the impact of funding on protected groups and can evidence that the funding has a direct impact on school improvement.

☒ Has the school set up a system, e.g. an equality page on its website, to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010?

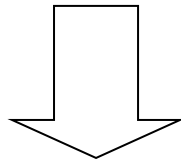
An equality policy is published on Equality page of the website. Minutes of governing body meetings demonstrate that equality issues have been discussed and addressed. A calendar of events, demonstrates that the school is raising the awareness and understanding of people with protected characteristics (Plus evidence from all other items listed above).

Part Five

Setting equality objectives

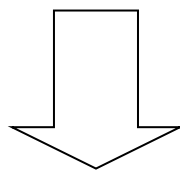
Audit

- Do an equality audit; use the checklist to help you make a list of issues you might need to address
- Gather and analyse information on pupils and staff by their protected characteristics as appropriate
- Seek the views of stakeholders
- Monitor other policies, considering the impact on pupil and staff by their protected characteristics
- Take the audit and information gathered to the committee responsible for equality; draw up a list of issues to address and prioritise these



Set equality objectives and draw up a plan that will be part of the whole school improvement plan

- Take each issue and set an equality objective that is measurable and specific
- Decide on action, who is responsible, when it will be completed and how it will be monitored and evaluated; there should be clear success criteria. Cost out plans. Publish on equality web-page



Monitoring and evaluation

- Review the equality objectives and accessibility plan at least annually
- When reviewing other policies, consider the impact on pupils and staff by their protected characteristics
- Report outcomes to stakeholders and publish on equality web-page.
- Schools will then need to update the published information at least annually and to publish objectives at least once every four years.