

Oxton St Saviour's CE Aided Primary School

Equality and Inclusion Policy

'Tackling Discrimination and Promoting Equality'

This policy incorporates the school's Equality Objectives, Accessibility Plan and Community Cohesion Plan

Disability

Age

Ethnicity

Sexual Orientation

Gender

Religion & Beliefs

Updated: October 2015

1. Rationale

At our school we are committed to providing the best education that we can for all of our pupils, according to their needs. Our philosophy is built upon the firm belief that all adults and children are valued for the rich diversity they may bring in terms of culture, race, age, gender, faith or background.

Within our inclusive ethos we do not tolerate bullying, harassment or unlawful discrimination of any kind. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender, sexuality or background.

2. Aims and Objectives

a) We will:

- respect the equal human rights of all our pupils;
- educate them about equality;
- respect the equal rights of our staff and other members of the school community.

b) As we review our school policies and practices we will consider their impact and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation,
- age.

c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and

- socio-economic background.

3. Statutory requirements

EQUALITY OBJECTIVES

The equality objectives within this policy (Appendix 1) address our duties under current equality legislation, up to and including the Equality Act 2010.

ACCESSIBILITY PLAN

The school's accessibility plan (Appendix 2) addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2014

COMMUNITY COHESION PLAN

The community cohesion action plan included within this policy (Appendix 3) addresses our duty under the Education and Inspections Act 2006.

4. Community Cohesion

To promote community cohesion we have created an action plan which is continually updated. It demonstrates the awareness of the staff and governors of how the school community compares with the wider community, both locally and nationally. The following areas were taken into consideration when creating and developing the plan:

- Ethnicity/culture context of the school
- Religion/belief context of the school

- Socio-economic context of the school
- Current issues affecting cohesion at school

5. Responsibilities

Our head teacher and Governors' Health & Safety committee take the lead in:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All members of staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;

- taking up training and learning opportunities.

The head teacher and/or deputy head teacher are responsible for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

6. Staff Development

Appropriate teachers will continue to attend LA training and updates on Equality, Diversity and Community Cohesion. A Community Cohesion Leader has been appointed.

This policy will form part of the induction pack provided for new staff and will be discussed with a member of the SLT as part of the induction process.

All staff will receive training which will enable them to meet their responsibilities as described above.

7. The School and The Wider Community

Pupils' attainment and progress

This school expects the highest possible standards. All members of staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The quality of provision - teaching and learning

All members of staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff members encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The quality of provision - curriculum and other activities

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups, including Gypsies and Travellers
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion
- lesbian, gay or questioning young people

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff members are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff members challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all children

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff members are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff members are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

At St Saviour's exclusions are extremely rare but are reviewed with reference to gender, ethnicity and special educational need. This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion can be made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller and Gypsy pupils.

Partnership with pupils, parents, carers and the wider community

We monitor parental involvement and use various strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written to encourage parents to participate in their child's education. Where necessary information can be made available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This school encourages participation of under- represented groups in areas of employment . e.g: through work experience placements

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Leadership and management

The school works with the LA and the diocese of Chester to ensure that our admission process is fair and equitable to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions meetings.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and LA guidelines.

Equality and diversity issues are reflected in our school's employment practices

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

This school opposes all forms of racism, homophobia, prejudice and discrimination.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic children; displays to be positioned at eye level, etc.

Linguistic Diversity

At Oxton St Saviour's a very small number of children speak languages other than English, however we welcome this diversity and we look for opportunities to use languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development. Bilingual pupils are encouraged to use their home language in school

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays

8. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

9. Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via the school website. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

10. How we conduct equality impact assessment

Whenever any policy documentation or other school procedures and practices are reviewed we will carefully consider any potential impact in terms of:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation,
- age.

Where an issue or potential issue is identified an equality objective will be included in the plan in Appendix 1 below, or in the School Development Plan as appropriate.

11. Equality Objectives

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the following data
 - Data on ethnicity, religion or belief and socio-economic background collected and compared with local and national data
 - Attainment and progress data for all groups of pupils
 - Attendance data for all groups of pupil
 - Data on representation of different groups in ability sets
 - Data on participation of different groups in extra-curricular activities
 - Survey data from children and parents
 - Research project with F2 and Y6 pupils
- iii. and from involving relevant people (including disabled people) from the start in the following way:
 - Discussion with groups of pupils
 - Discussion with parents
 - Discussion with governors
 - Discussion with community users
 - Evidence gathered from disability survey in admission pack

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iv. foster good relations between different groups in terms of:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation
- age

Read this policy in conjunction with:

*Disability Equality Policy & Accessibility Plan

*SEN Policy

*Anti- Bullying Policy

*Behaviour & Discipline Policy

*Exclusion Policy

*Community Cohesion Policy

APPENDIX 1 Equality Objectives 2012 - 2015

Objective	Equality objectives	Impact
ATTAINMENT	To ensure, through focused monitoring, that there is no imbalance in attainment by gender and/or from children with a SEN or on FSM. Similarly – from children of different ethnic groups or EAL.	Focused tracking and monitoring over three years shows that attainment between different groups of pupils is broadly balanced and in line with national data.
DISABILITY	To ensure that all areas of the school are fully accessible to children with a disability	Through focused re building all areas of school are accessible to children with a disability.
ATTENDANCE	To ensure that attendance of all potential vulnerable groups reflects the school average attendance of 97%	Almost all vulnerable groups reflect school's average attendance. The school noted a drop in attendance of children on Pupil Premium register which is currently being addressed.
EXTRA CURRICULAR ACTIVITIES	To monitor the take up of extra- curricular activities by disadvantaged groups.	Take up of extra curricular activities by disadvantaged groups is representative of school percentages.

Equality Objectives 2015 - 2018

Objective	Equality objectives	Impact
ATTAINMENT	To track the fine data of pupils on the SEN register and assess the impact of interventions by analysing entry and exit data.	
DISABILITY	To ensure that all children requiring further support due to disability are receiving it.	
ATTENDANCE	To ensure that attendance of all children on the Pupil Premium register is reflective of the school percentage which is 97.	
EXTREMISM & RADICALISATION	To ensure that there is no extremism or radicalisation within school by training staff in PREVENT guidelines, undertaking appropriate risk assessments and acting appropriately if any form of extremism is suspected.	

APPENDIX 2: Accessibility: Ongoing Action Plan

Taking steps to meet disabled peoples' needs – Information Gathering and Implementation of DES

Target	Strategies	Outcome	Timeframe	Responsibility	Goals Achieved/updates
To ensure that pupils with a disability are treated as favourably as those without a disability	Review and where appropriate update the policies for Behaviour, Anti Bullying, Equal Opportunities SEN, PSHCE and Teaching and Learning to consider the needs of those with a disability	The needs of those with a disability are considered in everything the school does.	Ongoing	GP RG KC	All policies reviewed to meet the needs of disabled pupils, staff and parents.
To ensure that all members of the school community are aware of the disability access plan and are able to make contributions going forward	<p>The Disability Equality Scheme and Accessibility Plan should be available on the web site and in any other requested format.</p> <p>The school newsletter and website should be used to encourage everyone to access the plan.</p> <p>Inset time should be used to make all staff members aware of the existence of this plan and to provide training to staff in dealing with children with a disability.</p> <p>Review F2 Welcome Pack information includes DES information. Ensure HT's welcome speech references DES.</p> <p>At a full Governor's meeting, an agenda item should be included to make Governors aware of this DES and report on progress on the plan</p>	<p>The disability equality scheme and accessibility plan is used by the whole school community.</p> <p>Alteration to Induction arrangements.</p>	<p>Mar 2010</p> <p>Mar 2010</p> <p>July 2011</p> <p>June 2014</p> <p>Annually</p>	<p>GP</p> <p>GP SA</p> <p>GP RG</p>	<p>The DES is featured on the school website.</p> <p>Regular updates are made to ensure provision for disabled pupils and parents.</p> <p>All staff aware of the plan and arrangements required for any new pupils and their parents.</p> <p>HT welcome speech includes an annual reference to DES</p>

To ensure that the school management is aware of any issues faced by disabled pupils	Review attainment and achievement data, attendance data, exclusion data, pupil attitude surveys and behaviour and bullying records to identify areas where those disabilities are disadvantaged.	Children with a disability 'enjoy and achieve' at school.	Annually	KC SMT	This is part of the school's self evaluation process is carried out annually,
To ensure that individuals with a disability are given appropriate levels of support.	To offer pupils with a disability time to allow themselves to explain the difficulties they experience within school life and to help them overcome these. At staff / parent meetings and SEN meetings with parents, staff should seek feedback from parents as to any changes required by the school to better support members of the family with a disability. During reviews, staff members with a disability should be made aware of this plan and encouraged to raise issues and make recommendations for improvements in school life.	All members of the school community are supported.	Ongoing Ongoing Ongoing	SMT All staff GP	Governing Body and SMT annually ensure that pupils with disability are given appropriate support when planning staffing and resources. At Parents' Meetings views are sought from parents/carers to better support our disabled pupils. Children are given time in class and in assemblies to raise the issue of their disability and to share and celebrate their achievements
Ensure that staff members with a disability are supported and the school makes reasonable adjustments to allow them to work effectively.	Recruitment, developments and retention information should be analysed to ensure that there are no signs that staff members with a disability are disadvantaged in any way.	The school is an 'Equal Opportunity' employer	Apr 2010+	SA GP	This is fundamental to the ethos of the school. No staff members are disadvantaged. Support is regularly offered to staff where needed.

<p>Ensure that all information and feedback from the strategies above is used to improve the school.</p>	<p>All information gathered in the steps above should be documented and form part of the annual review of this policy. A major review should take place every three years. Incorporate questions in the annual parental survey to measure how well parents feels that disability issues are dealt with at Oxton St Saviour's</p>	<p>The Disability Equality Scheme is successfully implemented.</p>	<p>Dec 2010 + February 2016</p>	<p>GP GP</p>	<p>The scheme is fully in place. Regular contact with our parents ensures the best provision. Regular Health and Safety audits from EC Harris and Governors ensure safe provision.</p>
<p>Identify parents with disabilities so that we can better serve their needs</p>	<p>Review all admission forms to establish ways of identifying parents with disabilities.</p>		<p>June 2010</p>	<p>SA</p>	<p>The strong relationship with our parents enables us to identify and support our disabled parents and take steps to assist them.</p>

Improving access to the curriculum and other school information

Target	Strategies	Outcome	Timeframe	Responsibility	Goals Achieved
<p>To review and plan the steps needed to make the curriculum and extra-curricular activities accessible to all pupils</p>	<p>Review whether our current curriculum plans are inclusive for all pupils. Review how extra curriculum activities could be made inclusive for all pupils.</p>	<p>Delivery of Personalised Learning</p>	<p>2010 2014+ 2010</p>	<p>SMT All staff</p>	<p>Provision is made for all pupils to engage fully with all aspects of the curriculum and extra-curricular activities.</p>

To implement improvements and adaptations to the curriculum and extra-curricular activities	Use the findings from the above strategies to prioritise changes	Delivery of Personalised Learning On page profiles to be introduced for all children with a disability	2010 2015+	All Staff	Introduction of Individual Pen Portraits to ensure personalised provision for all pupils.
To provide information to pupils and parents in an appropriate format.	The school will make use of the expertise provided by the LA and other experts to provide information in an appropriate format for those with disabilities	Information is available to all irrespective of their disability	On going	SA SP	All pupils and parents will have their needs catered for when communicating with the school.

Ensuring the whole school is able to meet the needs of individuals with a disability

Target	Strategies	Outcome	Timeframe	Responsibility	Goals Achieved
All staff should understand the needs of individuals with a disability	Set up 'One Page Profiles' particularly for the use of supply & supporting staff. These forms should be held centrally in the staff room and a copy should be kept in the classroom.	All members of staff should be aware of the needs of individual children who they teach and supervise.	June 2014	SMT	All disabled pupils have Individual Health Care Plans reviewed annually if not sooner if the need changes.
To ensure that all pupils consider the needs of individuals with a disability	Review and update the PSHCE curriculum to promote disability equality. Incorporate 'disability' and valuing diversity into assemblies.	The school promotes a positive attitude to disability and eliminates discrimination and harassment within the school community.	2010 Ongoing	GP RG GP HJ	See Siams Inspection May 2014 Already part of good practice

Physical Improvements to the environment

Target	Strategies	Outcome	Timeframe	Responsibility	Goals Achieved
To ensure full access to all areas for pupils with a disability.	<p>Identify where we have needs to enhance the physical environment for children, staff, parents or governors.</p> <p>Yellow disabled bay to be placed in car park</p> <p>Most importantly, disabled toilets and access to classrooms.</p> <p>Yellow disabled bay to be relocated in the car park to improve accessibility</p>	A school environment that fulfils the needs of all	<p>2010-2013</p> <p>2013</p> <p>2016</p>	Governors	<p>Wheelchair access has been provided to the main school building.</p> <p>Two disabled toilets have been constructed.</p> <p>Other toilets have disabled compliant taps fitted during on-going refurbishments.</p> <p>The entrance is DDA compliant as of September 2012</p> <p>EVAC Chair and stair lift available on first floor</p>
To optimise the learning environment for children with an auditory impairment.	To discuss with parents and organisations concerned with these disabilities of simple ways to improve the classroom environment for those with a hearing disability.	A good learning environment for those with hearing disabilities	2011	GP RG	Hearing loops can be purchased when required.
To review the safety of the school grounds and play surfaces to increase safety for all children.	To ensure that all playground refurbishments considers the needs of the visually impaired and children with other disabilities	Accessibility to all areas for all children	<p>2010-2013</p> <p>2014+</p>	GP SA	<p>Entrance and exits have DDA compliant rails and steps with correct ratios.</p> <p>Forest School accessibility considered and is fully</p>

					compliant.
To support teachers with limited audio capacity	Purchase and update microphones		Ongoing	Hi Impact	Microphones purchased and regularly updated.
The Governing Body needs to ensure that school refurbishment projects provides improved facilities for all users of the school with a disability.	To ensure that any large capital projects consider the requirements of those with a disability.	A school building that meets the needs of all users with a disability.	Ongoing	Governors SA & GP: monthly site checks	All new building projects are DDA compliant. All entrances and exits checked. All toilet facilities compliant. Ramps checked for safety and accessibility Cloakrooms relocated in KS2 to increase accessibility

APPENDIX 3 Community Cohesion: Ongoing Action Plan

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 4, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

Standard	Actions	How will it be monitored?	Who is responsible?	Impact
The school maintains regular, proactive consultation with all parents/carers, pupils and community groups aimed at closing the attainment gap.	<ul style="list-style-type: none"> • Creation of school newsletter • Audit pupil attendance and increase to at least 95% • Introduce questionnaires at Parent Evenings • Actively invite parents to PTA meetings • Potential volunteer list given out to parents at meetings 	<p>Weekly newsletter in file and on website Half termly attendance review</p> <p>HT to review questionnaires Weekly newsletter, PTA letters, website</p>	<p>HT and admin officer</p> <p>HT PTA Chair</p>	<p>Weekly newsletters Attendance currently 97% PTA events increased Parent volunteers increased</p>
The school organises opportunities for and participates in, regular inter cultural exchanges aimed at promoting good community relationships	<ul style="list-style-type: none"> • Establish links with a school in another country • Establish links with a school in another region 	<p>Various projects, fund raising, display, visits</p>	<p>HT HJ</p>	<p>School now linked to Antioch School in Uganda.</p>
Plan additional opportunities through the curriculum that help children find out about	<ul style="list-style-type: none"> • International week • Religious festivals • Chinese New Year 	<p>Displays in classrooms WOW Days Educational visits</p>	<p>HJ TW</p>	<p>Whole school WOW days mark Chinese New Year, Diwali etc</p>

the customs and traditions of different cultural backgrounds.	<ul style="list-style-type: none"> • Themed assemblies • Educational visits • Diwali • Liaison with MEAS 			
To become familiar with the school's vision of a diverse, inclusive, tolerant and equitable group representing British values.	<ul style="list-style-type: none"> • Write new mission statement exploring vision and values • Display artefacts • Display in classrooms • British values and diversity statement to be placed on website • British values displayed around school 	Mission statement Website Learning Walks	HT HJ	Displays of British values around school and on school website New Ethos, Vision & Values statement written and published
Schemes of work actively contribute to the development of pupils' sense of identity through knowledge and understanding of diversity.	<ul style="list-style-type: none"> • Review all curriculum mapping across the primary school • Research different models of inclusive creative curriculum • Visit other schools in the area. 	New curriculum School visits	PS AB HJ	Curriculum reviewed
Have opportunities to enjoy cultural and creative experiences that reflect and celebrate UKs increasing diversity	<ul style="list-style-type: none"> • Chinese New Year • WOW Days • Art Projects • Themed assemblies eg Friendship week, Caribbean days, Pupil messages to younger pupils 	Assemblies and collective worship Art day presentations	HJ	Many cultural experienced undertaken and enjoyed by all
The school works with its local cluster(s) to ensure pupils have access to a rich, broad and personalised curriculum	<ul style="list-style-type: none"> • Extended Schools – Birkenhead South • Birkenhead South HT Cluster • Birkenhead South DHT Cluster • Anglican Church HT Group • Anglican Church Subject Leader Group • Teaching School Link 	Minutes	HT KC HJ	Close links have provided training opportunities, sharing of good practice, peer to peer support.
All staff have received training to deal with inequality, bullying and racist/homophobic incidents	<ul style="list-style-type: none"> • ASD training • E-Safety Training • Anti-Bullying week • Homophobia/racism – staff meetings 	Training notes Induction books	HJ KC	

	<ul style="list-style-type: none"> • All staff to act as role models – challenging offensive terminology and reporting to SLT • Equalities & Child protection statement placed in all job descriptions 			
Governors and staff know their responsibilities under relevant legislation	<ul style="list-style-type: none"> • Member of staff recruited as ‘Cohesion Leader’ (HJ) • Equality Policy presented to and updated with governors • All staff have a copy of each updated Induction Booklet • Staff Handbook regularly updated and available to staff in staffroom. • Key inclusion and safeguarding policies in staffroom and on school website • All staff trained at L1 safeguarding and three staff trained at L2. • Discriminatory practice challenged • Staff received Safer Recruitment training 	<p>Equalities Policy Community Cohesion Policy Minutes Discussion with governors CPD File Certificates Staff Handbook</p>	HT C of G	Governors are fully aware via an analysis of school policy & procedure of their responsibilities
Reach out to groups within the school community	<ul style="list-style-type: none"> • Elderly support • Resident support • Parent workshops • Visits to local places of worship • Termly PTA meetings • Fund raising each term • Spiritual Garden • Enneagram training 	<p>Newsletters Big Lottery Applications</p>		The school reaches out to many diverse groups within the local community and these are further developing each year giving children and staff a real sense of being rooted within a larger group
Family Learning	<ul style="list-style-type: none"> • Family Works • Regular Literacy and numeracy workshops • Annual e-safety training for families • FOXES in F2 • Enneagram training 	Evaluation from workshops	HT	
Prevention of Radicalisation &	<ul style="list-style-type: none"> • All staff have received training on PREVENT 	Certificates	HT	staff members confident in

Extremism	and the majority have received a certificate for on-line study. <ul style="list-style-type: none">• School has a risk assessment and action file.		procedures for dealing with issues of potential radicalisation and extremism.
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