



## Equality Plan



### Our School Vision:

*We are God's children and global citizens. We will be bold enough to use our voices, brave enough to evoke change in the world and strong enough to stand up for what is right. We are valued and are part of a Christian family that grows together in faith, love and kindness.*

*Associated values: Courage, Compassion, Forgiveness and Joy.*

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

All staff consulted: February 2026

Agreed by Governors at Pupil and Personnel Committee: February 2026

## Check list for school staff and governors

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- ✓ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- ✓ How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- ✓ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- ✓ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ✓ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- ✓ Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- ✓ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- ✓ Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- ✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- ✓ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ✓ Are procedures for the election of parent governors open to candidates and voters who are disabled?

## Great Easton Primary School Equality Plan

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### 1. Mission statement

At Great Easton C of E VA Primary School, our vision is rooted in the words, *“Let all that you do be done in love”* (1 Corinthians 16:14). Love is not simply something we speak about – it is something we live out daily through kindness, respect and compassion.

We are wholeheartedly committed to ensuring equality of education and opportunity for every member of our school community. Regardless of race, gender, disability, faith, religion or socio-economic background, every pupil, staff member, parent and carer is valued as a unique child of God, deserving dignity, encouragement and the opportunity to flourish.

We strive to nurture a culture where inclusion is intentional, diversity is celebrated and kindness shapes every interaction. We want all who are connected to our school to feel proud of who they are and confident to participate fully in school life.

We carefully monitor the achievement and wellbeing of our pupils to ensure that no individual or group is disadvantaged. Through thoughtful use of data, inclusive teaching practices and targeted support, we work to remove barriers and raise aspirations for all.

We actively challenge discrimination, prejudice, bullying and stereotypes. By positively promoting equality and modelling loving behaviour, we create a safe and welcoming environment where respect is the norm and difference is recognised as a strength.

At Great Easton, we believe that diversity enriches our community. When kindness is at the heart of all we do, everyone can belong, grow and shine.

### 2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

## **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Great Easton Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

#### **4. Equality and the law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions Great Easton Primary School will take to meet the general duties detailed below.

##### **4a. Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

##### **4b. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

##### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

##### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4c. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4d. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

#### **4e. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

### **5. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parents' evening

- Input from staff through staff meetings
- Feedback from the School Improvement Ambassadors and children's views collected by Smart School Council class meetings
- Issues raised in annual reviews or pupil progress meetings
- Feedback at Governing body meetings.

## **6. Roles and Responsibilities**

### **The role of governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The role of the headteacher (or senior leader responsible for Equalities)**

- It is the headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **7. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:  
'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

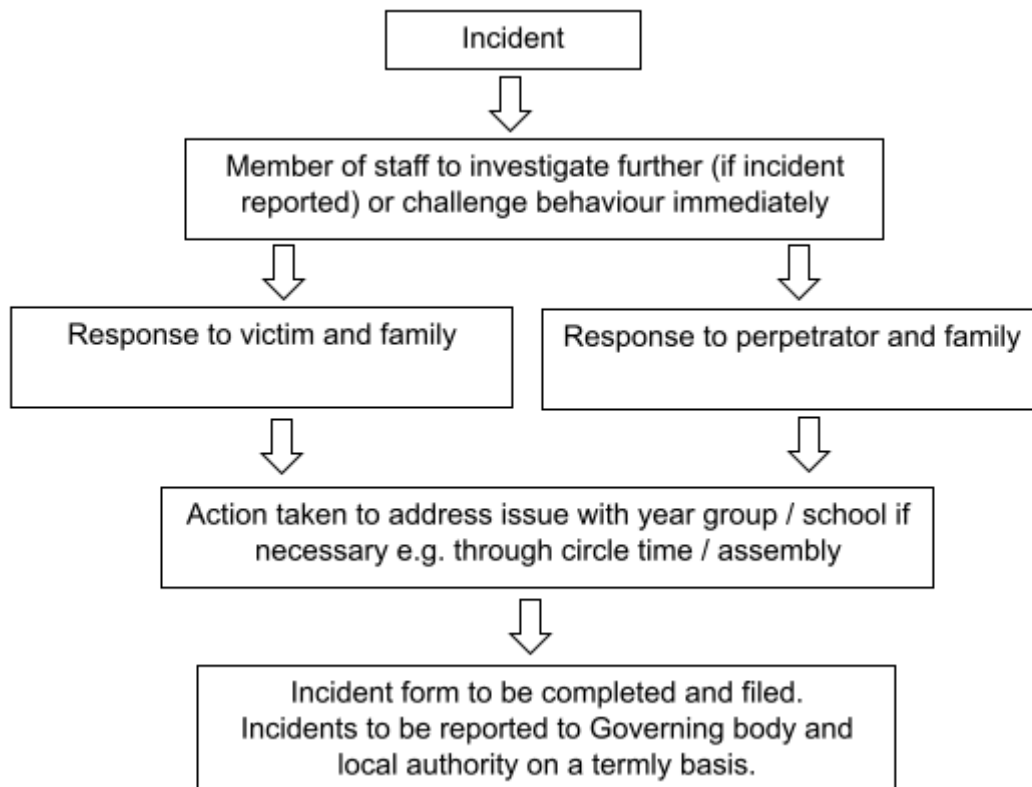
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents**

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



## **8. Review of progress and impact**

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **9. Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

For further examples of actions please see Appendix A. You may also wish to cross reference the action plan with actions in other documents e.g. School Improvement Plan and Special Educational Needs Policy.

The following table are taken from the Single Equality Plan. These targets will ensure we promote a diverse society in the eyes of the children and treat all people fairly and with respect. *Written in line with the Equalities Act 2010 and Schools (DFE May 2014)*

Equality Strand	Action	How will the impact of the action be monitored	Responsible Person	Timescale	Early success indicators
All	Publish and promote the Equality Action Plan through the school website, newsletter and staff meetings	Question about parent awareness of equality Policy and Action Plan in parent survey	Claire Jackman & Sharon Scott	Approval by Governors	Staff are familiar with the principles of the Equality Action plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Action Plan
All	The number of pupils working at ARE and greater depth is in line with National figures.  Monitor and analyse pupil progress and attainment by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Data analysed by race, gender and disability, reports termly to governors	HT Claire Jackman Governing body	Data analysed termly as part of pupil progress meetings	Analysis of teacher assessments /annual data demonstrates no significant difference between groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Increase in pupils' participation confidence and achievement levels	Claire J and class teachers	On-going. Planned for in Courageous Curriculum planning days.	Notable increase in participation and confidence of targeted groups
All	Promote spiritual moral social and cultural development through assemblies with reference to equality and diversity	Assembly planning file PSHE/RE assessments	Claire J	On-going	School community will be aware of and tolerant towards others' culture, religion, race, life choices and disability
All	Promote Restorative Practice across all stakeholders to empower positive resolutions, independence and resilience.	Reduction in negative behaviours. Pupil survey PSHE subject monitoring/reports	SLT PSHE lead, Laura, teachers and LSAs	On-going	All Stake holders are aware of Restorative practice
All	Where appropriate ensure displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Claire J and subject leaders	Reviewed termly by SLT and subject leaders	Diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Parliament (by election), representing their class.	Increase in diverse pupil participation, confidence and positive identity	Claire J, Holly, Sam, Kathryn.	On-going	Diversity in membership
Pupil Premium pupils	Track pupils, plan effective quality first teaching, introduce specific interventions, enrich curriculum through visits/visitors and experiences	Tracking data, Intervention summaries Pupil premium trackers case studies	Claire J, Holly, Sam, Kathryn.	On-going	Pupil premium pupils performance is in line with national expectations
SEN pupils	Achieve a year on year (over three years) reduction in the attainment gap in English and mathematics at KS2 between pupils with a SEN statement/EHCP and their peers. Track children. Plan effective quality first teaching. Staff training into effective teaching of SEN	Tracking Data, IEP Intervention case studies	Kathryn and Stacey	On-going	SEN pupils performance is in line with national expectations

	children. Provide intervention/resources				
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Equality Strand	Action	How will the impact of the action be monitored	Responsible Person	Timescale	Early success indicators
<b>Homophobic bullying</b>	<p>Ensure all staff receive homophobic bullying training and include as part of induction programme for all new staff appointed. Identify, respond and report homophobic incidents (language and bullying) as outlined in the Single Equality Policy, report figures to the Governing body on a termly basis.</p> <p><a href="https://stonewalluk.myshopify.com/collections/stonewall-learning/products/supporting-lgbtq-children-and-young-people-e-learning-for-school-and-college-staff-england">https://stonewalluk.myshopify.com/collections/stonewall-learning/products/supporting-lgbtq-children-and-young-people-e-learning-for-school-and-college-staff-england</a></p>	The head teacher/Governing body will use the data to assess the impact of the school's response to incidents i.e. can repeat perpetrators be identified, are pupils and parents satisfied with the response.	Claire J Governing body	<p>Stonewall training to be booked for lead (Laura Wilson) and then all staff to receive homophobic bullying training, new staff as they arrive in school to receive training. Head teacher termly reports to Governors</p> <p>On-going</p>	<p>All staff are aware of and respond to homophobic incidents, staff are confident to tackle incidents of homophobic language and bullying. Consistent nil reporting is challenged by the Governing body</p> <p>Pupils are aware of homophobic bullying. Number of incidents of homophobic bullying are few</p>
<b>Extremism</b>	Ensure all staff and governors are aware of extremism and radicalisation and how it can affect pupils. Prevent agenda.	Increase in staff awareness and confidence	Claire J	<p>7 minute staff meeting refresher training for staff mid-year</p> <p>New Staff and governors training as necessary</p>	All staff are aware of indicators of radicalisation and extremism and follow appropriate systems when issues arise. Staff feel confident
<b>Extremism</b>	Protect pupils from extremism views including religious extremism views by helping pupils to have a balanced view as well as giving them coping strategies in dealing with what may be external pressures – assemblies PHSE lessons	PSHE/RE, pupil discussions	Claire J, Holly, Sam, Kathryn.	On-going	Pupils encouraged to and feel confident to share views and be tolerant of each other. All staff to monitor content of conversations and identify any areas of concern
<b>Disability Equality Duty</b>	To ensure where possible that the Governing Body and the staff represent the diversity of the school	Monitor applications as roles become available with the GB	Chair of Governors	On-going	Membership of the Governing Body evolves to reflect the diversity of the whole school
<b>Race Equality</b>	<p>Try to ensure that adult role models are reflective of a range of cultures.</p> <p>Ensure that the curriculum provides opportunities to learn about different cultures and ethnicities in this country and globally.</p> <p>Ensure staff feel confident in language to use and promoting the BLM agenda.</p>	<p>Through the staff appointment procedures be aware of the need to promote race equality.</p> <p>Invite a range of visitors to school where possible to promote race awareness. <a href="mailto:lewis@st-marysprittlewell.southend.sch.uk">lewis@st-marysprittlewell.southend.sch.uk</a></p> <p>Review the curriculum for Citizenship to ensure that across the school there is sufficient opportunity</p>	<p>CJ and SL (PSHCE Leader)</p> <p>All staff.</p>	Ongoing	<p>Where equal outcomes to recruitment procedures are found, consideration to race equality issues will be employed.</p> <p>A range of visitors in school reflective of differing races and cultures.</p> <p>Curriculum map includes opportunities. Resources around the school reflect race equality.</p>

		for all pupils to learn about different cultures			
<b>Sexual Orientation</b>	Ensure that Sex & Relationship Education recognises diverse family structures. Continue work with whole school around the Stonewall training on LGBT agenda.	Ensure all staff respond appropriately to questions raised by children Use of assembly times.	Led by Laura Wilson, Claire J and teachers.	Ongoing	Pupils recognise that families are made from a range of gender and sexual orientations.
<b>Community cohesion</b>	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Chinese New year, Christmas, Eid.	PSHE/RE assessments and assembly plans. Talking to children.	PSHE and RE subject leaders (Laura and Sam)	On-going	Increased awareness of different communities shown in PSHE/RE

## Appendix A

### Examples of further actions:

#### ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

##### The school will ensure that:

- o Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- o All staff are aware of the school's Equality Plan;
- o The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- o There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- o Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- o Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- o Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

##### The school will provide:

- o Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;

- o Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- o Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

## **PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

### **The school will:**

- o Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- o Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- o Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- o Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- o Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- o Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- o Helping children and young people to understand others and value diversity;
- o Promoting shared values, awareness of human rights and how to apply and defend them;
- o Developing skills of participation and responsible action - for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

### **The school will:**

- o Develop and adapt its procedures on anti-bullying to include equality perspectives;
- o Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- o Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;

- o Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

#### **MONITORING IMPACT**

- o The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- o The governing body will report annually on the effectiveness and success of its Equality Plan.