

Palfrey Infant School

Equality, Diversity and Cohesion Strategy Review 2025



GB Approval Chair/ SEND Governor

GB Adopted 25.5.21

GB Reviewed 14.2.2023

GB Reviewed 19.3.2024

GB Reviewed 26.11.2025 (AW)

Next review Autumn 2026

Palfrey Infant School.
Equality, Diversity and Cohesion Strategy update September 2025

Palfrey Infants is committed to the promotion of equality and diversity. All our policies follow the principles outlined in our Equality & Diversity Strategy.
Public Sector Equality Duty: Equality Act 2010

PALFREY INFANT SCHOOL WHOLE SCHOOL AIMS

Our whole school motto is 'Happy Children, Aiming High'

Our Vision ‘ **Belonging, Enjoying , Succeeding, Together’ We bring our BEST self to school.**

We aim to achieve

- To provide a safe, caring welcoming environment in which children feel confident and secure.
- To value each child as an individual ensuring they reach their full potential, emotionally, physically, academically and spiritually.
- To create a stimulating environment in which learning can take place.
- To develop language and literacy skills as a high priority.
- To have high expectations of children, encouraging independent learning and fostering high self-esteem.
- To be aware of the value of working together.
- To encourage good behaviour by positive reinforcement.
- To foster strong links with parents and other agencies.
- To respect and value all cultures.

At Palfrey Infant School, we fully endorse and accept the following principles of the Equality Act 2010

The Act simplifies and streamlines the various pieces of anti-discrimination law .

It establishes the following 9 protected characteristics

- Age (the protected characteristic applies to schools as employers, but not with regard to the treatment of pupils and prospective pupils)
- Disability
- Ethnicity and race
- Gender
- Gender Identity & Transgender
- Marriage and civil partnership
- Pregnancy, maternity & breastfeeding
- Religion and belief
- Sexual identity and orientation

From our school perspective, The Act covers all aspects of school life which are to do with how we treat our pupils and prospective pupils, and their parents and carers; how we treat our employees; and how we treat members of the local community.

As a result our school has a general duty and certain specific duties.

We set our Accessibility Plan objectives for a 3 year period and review the progress annually (SENCO)

We subscribe to the principles of the National Curriculum Inclusion Statement
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We welcome the emphasis in the Ofsted Inspection framework on the importance of narrowing the gaps in achievement which affect, amongst others

1. Pupils from certain cultural and ethnic backgrounds
2. Pupils who belong to low-income households and pupils known to be eligible for free school meals (Disadvantaged)
3. Pupils who are disabled, or who are in the process of being diagnosed as disabled
4. Pupils who have Special Educational Needs
5. Boys in certain subjects and girls in certain other subjects
6. Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way causing some level of concern.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regards for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
2. Advance the equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations between people who share a protected characteristic and those who do not share it.

At Palfrey Infant School we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in tis equality duty is schedules as part of this rigorous process.

Part 1: Information about the pupil population and their achievements compared to National where available

Number of pupils on Roll (February 2024) 339

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics. Every person has several of the protected characteristics so the Act protects everyone from unfair treatment.

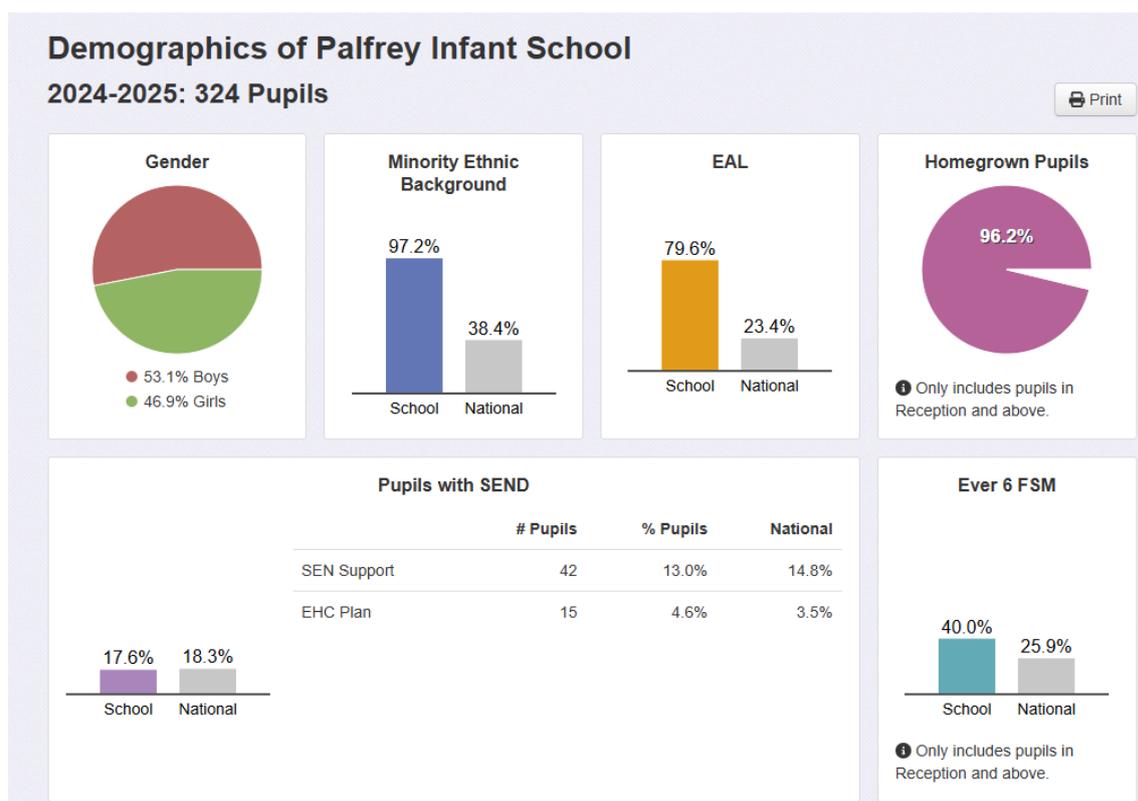
Disability

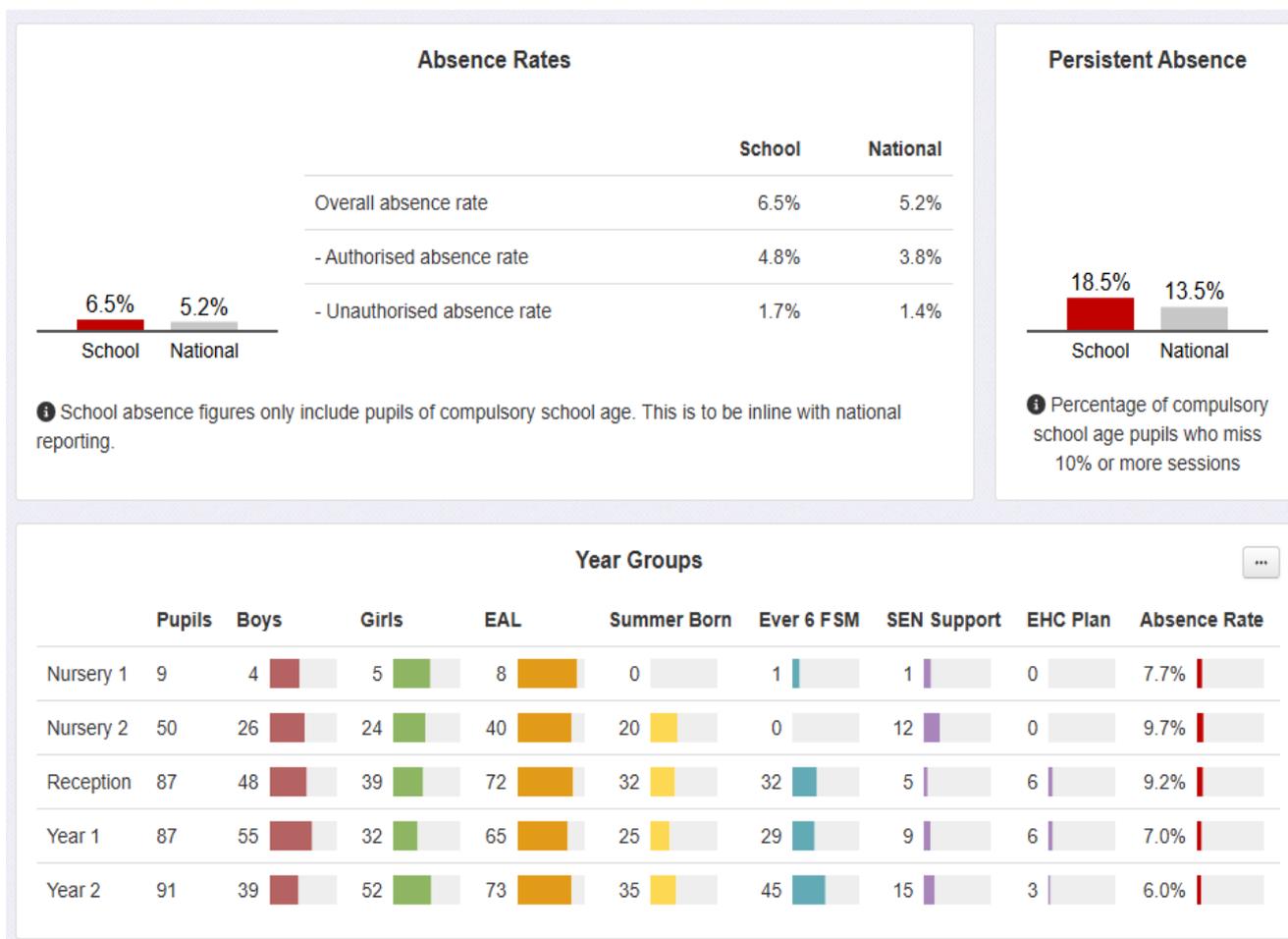
The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

**Number of pupils which special education needs and/ or disabilities: 67
(SEND Register) 15 EHCP**

There are pupils at our school with different types of disabilities and these include:

1. Asthma and Eczema	41
2. Physical Disability	1
3. Downs Syndromes	1
4. Attention Deficit Disorder	0
5. ADHD	0
6. Autism (ASD)	5
7. Global Learning Delay	0
8. Diabetes	0
9. Hearing	1
10. Visual	3
11. Multi-Sensory	0
12. Speech and Language	41
13. SEMH	5
Other	1





Ethnicity and Race Insight July 2025

Bangladeshi	84	White British	8
Pakistani	84	Black African	8
Indian	35	Other	51
Asian Other	56		

Religions within school community: July 2025

Christian	23	Hindu	10
Muslim	310	Sikh	2
Jewish	0	No Religion	7
Buddhist	0		3

Our school has a gender split of 47% Females – 53% Males , and compared to National Data, Palfrey Infant School has:

- A lower percentage of SEND pupils – School (13.0%) National (14.8%)
- A higher percentage of EHCP pupils : School (4.6%) National (3.5%)
- A higher percentage of EAL pupils - School (79.6%) National (23.4 %)
- A high level of ethnic diversity and higher percentage of ethnic minority pupils (97%)
- A higher than average FSM School (40%) National (25.9%) in an area of low IDACI.

Languages spoken in school:

Arabic	6	Hausa	1	Pashto	12
Bengali	103	Herero	3	Polish	2
Czech	1	Hindi	0	Romanian	6
Dari Persian	1	Hungarian	0	Shona	0
Dutch	0	Italian	0	Slovak	4
English	97	Kurdish	9	Spanish	2
French	0	Lithuania	0	Thai	0
Ga	3	Other	0	Urdu	64
Gujarati	19	Panjaba	17	Akonkwi	1

Palfrey Infant School

Key Results - 2024-2025						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
Phonics Screening Check	% of pupils passing in Year 1	87	84%	● At or above	~ 80%	60th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	90	67%	■ Below	~ 69%	40th

Please note that some school results may vary from official statistics. This can happen if Insight doesn't have data for all pupils. For example, data will be missing for a pupil who left school before you started using Insight.

Override any school results by clicking them, then enter the correct data from another source, such as ASP.

Go to detailed results: [KS1](#) [Phonics](#) [EYFS](#)

Legend

- Above national (statistically significant)
- At or above national
- Below national
- Below national (statistically significant)
- Missing data
- ~ Estimated national

Key Stage 1										
Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	53% ●	~ 53%	63% ●	~ 56%	63% ●	~ 58%	91	60% ●	~ 58%
Reading, Writing & Maths combined	% of pupils working at greater depth	5% ●	~ 5%	6% ●	~ 6%	0% ■	~ 6%	91	4% ■	~ 6%
Reading	% of pupils achieving the expected standard	60% ■	67%	68% ●	68%	76% ●	~ 71%	91	73% ●	~ 71%
Reading	% of pupils working at greater depth	17% ■	18%	17% ■	19%	14% ■	~ 19%	91	21% ●	~ 19%
Writing	% of pupils achieving the expected standard	58% ●	58%	69% ●	60%	65% ●	~ 62%	91	65% ●	~ 64%
Writing	% of pupils working at greater depth	5% ■	8%	6% ■	8%	0% ■	~ 8%	91	5% ■	~ 9%
Maths	% of pupils achieving the expected standard	69% ●	68%	76% ●	70%	75% ●	~ 72%	91	73% ●	~ 72%
Maths	% of pupils working at greater depth	19% ●	15%	19% ●	16%	11% ■	~ 16%	91	11% ■	~ 17%
Science	% of pupils achieving the expected standard	73% ■	77%	82% ●	79%	81% ■	~ 82%	91	78% ■	~ 83%

Phonics Screening Check									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	71%	75%	81%	79%	79%	80%	87	84%	~ 80%
% of pupils passing check by end of Year 2	93%	87%	95%	89%	93%	89%	92	92%	~ 91%

Early Years Foundation Stage									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils achieving a Good Level of Development	63%	65%	67%	67%	73%	68%	90	67%	~ 69%
% of pupils at the expected level across all early learning goals	63%	63%	66%	66%	73%	66%	90	67%	~ 67%
Average number of early learning goals at the expected level per pupil	12.5	14.1	12.8	14.1	14.4	14.1	90	13.7	~ 14.2

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about.

We have already developed strategies and interventions to tackle these concerns and monitor their impact as part of our regular monitoring cycle in school.

Equality Objectives

- To narrow the gap for our vulnerable groups, children with SEND, Pupil Premium and EAL are our predominant groups.
- To develop an awareness and respect for other cultures and religions. Our school is predominantly Muslim and we recognise that the pro-active approach to educating our children and understanding of other faiths and religions in the world.

Part 3: How we give due regard for equality

The information here aims to show we consider equality issues in everything we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. Where applicable our policies make explicit that we aim to consider equality issues and as our policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement.
3. We try to keep an accurate record, where possible and appropriate, of the protected characteristics of our employees at the school and year group levels
4. We analyse our data to ensure we act upon concerns in relation to our vulnerable groups and this is reported termly through Governors through the HT Report on Standards.
5. We record any racist or homophobic incidents (CPOMS) and act upon any concerns and report to GB on a termly basis.
6. The Leadership Team of the school is concerned with closing attainment gaps, this is reflected in the schools value's 'Happy Children, Aiming High'
7. We give due regard for equality issues in decisions and changes we make.
8. We deal promptly and effectively with all incidents and complaints of bullying and harassment- this may include cyber bullying and prejudice-based bullying related to disability or special needs, ethnicity and race, gender, gender

reassignment, pregnancy or maternity, religion or belief and sexual orientation. We keep a record of such incidents (CPOMS) and notify those affected of what action we have taken and importantly monitor the impact our provision has had.

9. We provide training CPD to all staff in relation to dealing with bullying and harassment incidents.
10. We have a Special Needs Policy & Accessibility Plan that outlines the provision the school makes for children with Special Needs and Disabilities.
11. 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.
12. Look at opportunities for more disability awareness - we have a number of pupils with disabilities, VI, Diabetes, Downs, etc
13. Our curriculum and assemblies aim to reflect the diversity within the school , 21st century Britain and the world.
14. We discuss and celebrate pupils cultural heritage.
15. We give mainstream equalities considerations in all school initiatives and policies. E.g. inclusion on business case templates and re drafted policy documents.

Under the Equality Act 2010 we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability : We are committed to working for the equality of people with ad without disabilities		
How we advance opportunity	How we foster & promote Community Cohesions	Impact & what we plan to do next
<ul style="list-style-type: none"> We set challenging targets to ensure our children with disabilities make good progress. We provide good quality training for our staff on inclusion. When required, we gain external advice and support from many different professionals We promote positive links with our parents There is a designated Governor for SEND Specific targeted support where appropriate. Annual Reviews and transitions Liaising and working in partnership with a number of professional organisations. A wide range of resources. We plan to develop our physical environment with these pupils in mind. 	<ul style="list-style-type: none"> Our school admissions criteria welcomes all pupils. We work with our school Nursery and other local Nurseries to ensure transfer into Reception is effective and as smooth as possible. We liaise with Special Schools and Outreach services regarding effective provision. Regular meetings with parents. We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience. We ensure that the curriculum and resources we use have positive images of disabled people. Adapting resources and teaching practises. Governor Representation. 	<p>Children experience a positive start. Parents are kept well informed. Effective , positive relationships with parents, school and home working in partnership to support the child. Pupil voice shows our children with additional needs are happy in school.</p> <hr/> <p>Next Steps</p> <p>Ongoing deployment of additional teachers and teaching assistants to support targeted interventions to improve attainment of our SEND children and other vulnerable groups. Additional training from Educational Psychologist/ FBT SEN Advisor / SALT on effective interventions. Invite adults living with disability into school as positive role models. Effective use of enhanced provision (Blossom) if required in liaison with parents.</p>

Ethnicity & Race Include EAL & New to English Learners : We are committed to working for the equality of all ethnic groups		
How we advance opportunity	How we foster & promote Community Cohesions	Impact & what we plan to do next
<ul style="list-style-type: none"> • New to country pupils policy to identify need for Basic Language support • Initial Assessments completed promptly, learning plans put in place including targeted interventions. • We identify appropriate provision and then monitor its impact. • A supportive network, we use a variety of strategies to support our new families. • New children are buddied with a child within their class, if possible with a first language speaker. • We set targets to improve the attainment and progression rates of particular groups of pupils. • We identify and address barriers to the participation of particular group's in leaning and other activities. 	<p>An informal open door policy, staff available at the end of the day and appointments can be made via the school office for more formal appointments.</p> <p>Our curriculum supports all pupils to understand, respect and value difference and diversity.</p> <p>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</p> <p>We ensure that the curriculum challenges racism and stereotypes.</p> <p>Signpost parents to ESOL programmes to allow better support for children's language development at home.</p>	<p>Children experience a positive start. Parents are kept well informed. Effective, positive relationships with parents, school and home working in partnership to support the child. Pupil voice shows our children with additional needs are happy in school.</p> <p>Next Steps</p> <p>Embed the new Kapow curriculum to ensure equality & diversity is modelled. Review Dual language support across the Forge Brook Trust .</p>

Gender: We are committed to working for the equality of both senses and gender choices.		
How we advance opportunity	How we foster & promote Community Cohesions	Impact & what we plan to do next
<ul style="list-style-type: none"> • Approach to address underachievement, look towards closing gaps. • We set targets to improve the attainment and rates of progress of particular boys and girls. • We have representatives of boys and girls on School Council. • ACE groups and Sports Teams: Represented by boys and girls where possible. • We continuously review our provision to ensure that we address barriers to the participation of girls and boys in activities. • School Representatives are from both genders. • We discuss famous men and women and challenge conventional stereotypes. 	<ul style="list-style-type: none"> • We support all our children in their interests • We encourage mums and dads to participate in school activity days. • We try to encourage positive and non-stereotypical images of men and women within our curriculum. • We include male role models where possible within our team and through volunteers. 	<p>Children's attainment does not indicate any systematic differences in attainment.</p> <p>Boys and Girls attainment is narrowed during the time at Palfrey.</p> <p>The curriculum is enhanced by pupil voice.</p> <p>EYFS & KS1 curriculum is developed to interest both genders and challenge stereotypes.</p> <p>Next Steps</p> <p>Pupil Voice Questionnaire to ask about curriculum.</p> <p>Look towards celebration of different role models through the curriculum and assemblies</p>

Religion and Belief: We are committed to working for equality for people based on their religion , belief or non-belief		
How we advance opportunity	How we foster & promote Community Cohesions	Impact & what we plan to do next
<ul style="list-style-type: none"> • We support our children to build their sense of identity and belonging in Modern Britain through our school values. • We promote inclusion for all our faith groups. 	<ul style="list-style-type: none"> • We work closely with the agreed (SACRE) RE syllabus for Walsall • We forge links with various local places of Worships, Church , Mosque, Gurdwara • We recognise and celebrate where appropriate to our context significant religious events from the different religions. 	<p>We have very few racist incidents</p> <p>We have a well resources and structured RE curriculum that supports the children's understanding and the experiences of differing religions.</p> <p>Pupils talk about religion and faith with respect.</p>

	<p>Challenge stereotypes and respond to all incidents.</p> <ul style="list-style-type: none"> Assemblies link with values and celebration of all faiths. 	<p>Next Steps</p> <p>Find opportunities to involve members of different religious / belief groups in school life.</p> <p>Re-establish our visits to places of worship and make links with local faith leaders</p> <p>RE lead to review RE framework with Natre / Sacre</p>
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PART 4: Consultation and Engagement

We aim to engage and consult with pupils, staff and parents and carers, and the local community so we can develop our awareness and information, learning about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

<ul style="list-style-type: none"> Annual questionnaires for parents/ carers/ pupils Consultation evenings Informal Coffee Mornings Parent / Pupil workshops Newsletters Parent Mail (School Gateway) Informal chats at the start of the day (Headteacher / Learning Mentor/ SLT Gate Duty) SENDCo meetings School Website School Council Email/ Text SENDIAS support for parents

PART 5: Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measureable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on specific groups each academic year.

We regularly review the progress we are making to meet our equality objectives.

Equality Objectives 2023-2025 (reviewed July 2025)				
Category of objective	Objective	What action will be taken / Timescale	Measure	Outcomes
SEND	Review SEND Policy	Autumn 2023	SEND Policy reflects best practice and on website.	Updated 2025
SEND	Review Accessibility Plan (TD)	Policy reviewed and actions in place. Spring 2024 Available on website.	See Accessibility Plan objectives (TD)	Updated 2025
SEND	Additional training from Educational Psychologist/ NIAT/ SALT on effective interventions.	Staff training throughout the year BRICS/ NIAT / SALT/ Ed Psych	TAs and staff more confidence and experienced in interventions	Staff confidence Questionnaire increased confidence
All Characteristic Groups	Develop use of Insight database to analyse school performance	Insight information input Develop new measures of vulnerable group Review the school analysis process 3 times per year	School Termly Info is informative and useful for staff and GB	Data report termly Insight database Clear understanding of groups
Religion/ Belief	Review RE curriculum against SACRE / NATRE	Summer 2024	Update knowledge map with adapted key knowledge .	Framework and curriculum linked to SACRE compliance
All Characteristic Groups	Food For Life Award re-evaluated (MA)	Spring 2024 – focus Bronze award	Bronze Award gained	Bronze achieved
Ethnicity / Race	To review the support Newly Arrived pupils with basic English	Input data available via Insight	Pupil Progress Meetings to include discussion around the children New to Country / Early Acquisition	NiC progress pupils discussed EAL/ SEN
Ethnicity / Race	Inclusion and support for EAL parents	Signpost parents to ESOL Classes MA	Parents successfully accessing classes	ESOL signposted parents
Gender	Ensure pupils understand Their rights and choices	Books around equality and gender to dispel stereo types Summer 2024 World of Stories CM/LF	Library books no stereotype.	Library updated books reduce stereotypes

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Action plan 2025-2027

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

CURRICULUM TARGETS 2025-2027				
TARGET	STRATEGY	TIME SCALE	KEY PERSONNEL	OUTCOME TARGET
Teaching and Learning is adapted to the needs of all children	Observations of lessons	Ongoing SDP Priority 2024-2026	Subject leaders HT/ DHT SENCo	Teachers plan to adapt the curriculum to the needs of all children Scaffolds are in place to support learning Teaching Assistants are effectively deployed to enhance learning
Teaching and learning is planned to promote the participation and independence of all pupils	CPD – Billesley Research Project	Project 2024-2026 Review and revisit annually	DHT / SENCo	Children are more resilient and working independently
Children with SEMH difficulties develop resilience and participation	CPD – attachment issues	Ongoing	HT/ DT/ SENCO Walsall Virtual School	Children are more resilient. Children able to regulate using strategies taught Attendance improves Staff are more aware of needs
Curriculum progress is tracked for all pupils, including those with a disability	Appropriate assessment tools used to support small step learning	Termly	SLT/ All staff	Targets are set effectively and are appropriate for pupils with additional needs All pupils make progress from unique starting points
A structured induction process for all new staff is in place	New staff work with SENCO and specialists e.g. SALT, EP, SEN Consultant. Induction booklet Skills audit	Ongoing from	HT/ DHT	Staff secure in their teaching, working and in identifying barriers to learning Staff well equipped to deal with individual needs and promote quality inclusion and equal opportunity CPD areas identified
Identification of training needs to ensure different aspects of SEND are provided for and support the changing needs of the school population and new admissions.	Pupil's needs identified and skills analysis updated. Training opportunities sought to best support pupils	Ongoing process as needs of pupils change.	HT/DHT/SENCO/SLT	All staff confident and competent in supporting pupils in accessing the curriculum effectively. Clear graduated response with support from FBT

Equality and Inclusion 2025-2027				
TARGET	STRATEGY	TIME SCALE	KEY PERSONNEL	OUTCOME TARGET
Review the following: <ul style="list-style-type: none"> Accessibility Plan SEND Policy SEND Info. Report Behaviour and Relationship Policy Anti-Bullying Policy Child Protection / Safeguarding Policy 	All policies reviewed and amended as necessary to reflect legislation and practice	Annually as required by individual policies and plans Autumn 2026 Autumn 2027	HT/ SLT/ Governors	All reviewed policies/plans available in school and on website A fully inclusive school where all stakeholders have access to policies

PHYSICAL ACCESS 2025-2027				
TARGET	STRATEGY	TIME SCALE	KEY PERSONNEL	OUTCOME TARGETS
Maintain access to the physical environment for all adults and children	H&S Reviews Accessibility reviews Caretake termly schedule- eg cold weather strategy (ice), leaf fall etc	Ongoing H& S walks each term	HT/Business Manager/ SENCo/ Caretaker	All pupils have access to physical environment The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Peaceful Pod Library shelves at wheelchair-accessible height
Ensure that children have equal access and use of the outdoor environment	Ongoing evaluation of the use of our outdoor environment: <ul style="list-style-type: none"> • Playgrounds including play equipment • Forest School 	Reviewed annually as part of provision	HT/ SLT/ SENCo	All pupils to participate and have opportunities to be involved in outdoor activities to enrich learning and social emotional wellbeing.

INFORMATION ACCESS 2025-2027				
TARGET	STRATEGY	TIME SCALE	KEY PERSONNEL	OUTCOME TARGET
Schools brochures, newsletters and other information and material available to parents / carers in alternative formats	Review current publications and determine how these might be adapted for the parent/carer needs Provided on request	Ongoing as and when required to meet the needs of stakeholders	HT/ADMIN Staff	School is able to provide alternative formats as required to meet individual needs All parents/carers have access to materials in a format suitable to meet their individual needs
To consider the readability of all letters and publications that are sent to parents / carers	Use of readability tool in Microsoft Word to gain an appropriate reading level for correspondence	Ongoing – as and when required to meet the needs of stakeholders	HT/SLT Admin Staff	Correspondence made more accessible to parents/carers.
Ensure all children can access the information they need e.g. Visual Impairment correct print size	School act on advice from Outside Agencies	Ongoing	SENCO/ All staff	All children are able to access information with required aids and make good progress

**Priorities may change in response to the schools needs*

Appendix 1 General and Specific Duties

Race Equality: from the Race Relations Amendment Act 2000

General Duty

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

Specific Duties

- Prepare a written race equality policy and keep it up to date.
- Make arrangements to fulfil the policy through an action plan
- Assess the impact of our policies, including the race equality policy, on pupils, staff and parents of different racial groups, particularly the impact on pupils' attainment levels.
- Monitor the impact of policies on pupils, staff and parents and particularly on pupils' attainment levels.
- Publish, annually, the results of monitoring the policy.

Disability Equality: from the Disability Discrimination Act 2005 and other preceding legislation

General Duty

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment related to disability
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even where that involves treating disabled people more favourably than other people.

Specific Duties

- Make reasonable adjustments to resources and activities to avoid substantial disadvantage for disabled pupils
- Make improvements to the physical environment to increase access to education and associated services
- Increase access to the curriculum for disabled pupils
- Make written information accessible in a range of different ways for disabled pupils, where it is provided for pupils who are not disabled
- Provide auxiliary aids or services, such as equipment or personal support, for pupils with SEN

Gender Equality: from the Equality Bill 2010

General Duty

When carrying out their functions, to have due regard to the need to:

- eliminate unlawful sex discrimination and harassment
- promote equality of opportunity between females and males.

“Due regard” comprises two linked elements: proportionality and relevance. The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

In terms of unlawful discrimination and harassment in employment and vocational training, the general duty also applies to people who intend to undergo, are undergoing or have undergone gender reassignment.

Specific duties

To support progress in delivering the general duty, we accept specific duties which include the following activities:

- Preparing and publishing a Gender Equality Scheme, showing how the school will meet its general and specific duties including setting out its gender equality objectives.
- Formulating our overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- Gathering and using information on how the school’s policies and practices affect gender equality in the workforce and in the delivery of services, in particular education functions.
- Consulting stakeholders (ie pupils, parents, employees, others service users or potential service users, including trade unions) and taking account of relevant information in order to determine its gender equality objectives.
- Assessing the impact of its current and proposed policies and practices on gender equality.
- Implementing the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so.
- Reporting against the scheme every year and review the scheme at least every three years.

Sexual Orientation: from separate pieces of legislation 2003 – 08

Within the regulations sexual orientation refers to lesbians and gay men, heterosexuals and bisexuals.

Duties

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of sexual orientation
- To avoid all forms of discrimination in service provision: Admissions, Teaching and Curriculum
- To avoid all forms of harassment on the grounds of sexual orientation.
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint.

Religion and Belief: from Employment Equality (Religion and Belief) Regulations 2003

Within the Regulations religion or belief is defined as any religion, religious belief or similar philosophical belief. It does not include political beliefs.

Duties

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of religion or belief.
- To avoid all forms of harassment on the grounds of religion or belief.
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint related to religion / belief discrimination.

Age: from the Employment Equality (Age) Regulations 2006

These regulations apply to workers of all ages; it is unlawful to discriminate against young workers as well as older workers

Duties

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of age.
- To avoid all forms of harassment on the grounds of age.
- To avoid all forms of harassment on the grounds of age.
- To avoid all forms of victimisation because someone has made or intends to make a complaint related to age discrimination.

Appendix 2 Community Cohesion

A **cohesive** community is one where:

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'.
- There is a commitment to equality and social justice.
 - The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities.
- People have similar life opportunities, irrespective of background.
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels.
 - Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

The National Community Cohesion Standards are framed by four strategic aims:

- Close the attainment and achievement gap.
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.
- Contribute to building good community relations and challenge all types of discrimination and inequality.
- Remove the barriers to access, participation, progression, attainment and achievement.

The DCSF Guidance on the duty to promote community cohesion suggests that schools' contribution to community cohesion is under the three headings:

- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
 - **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.

In order to achieve a **cohesive community**, we recognise that we need to :

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum addresses issues of diversity.

Appendix 3

Questions for which quantitative and qualitative evidence is required when current policies are being reviewed. (From DCSF Sample Equalities Policy)

1. Outcomes for learners	Do our policies benefit all learners and potential learners, whether or not they are disabled? or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whichever their gender? Or are outcomes different for females and males, with some being disadvantaged?
2. Recognising relevant differences	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of women's and men's differing experiences? Or is a 'one size fits all' approach adopted?
3. Attitudes, relationships and cohesion	Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Of is there negativity and little mutual contact?	Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes?	Do our policies promote good relations between women and men? Or is there tensions or disrespect, perhaps expressed through sexual harassment.
4. Benefits for the workforce	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?	Do all members and potential members of the workforce benefit, whatever their ethnic, cultural or religious background? Or are some excluded?	Do all members and potential members of the workforce benefit, whichever their gender? Or are there differential impacts, both positive and negative?
5. Positive impact on equality	Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue?	Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue?	Do our policies help to reduce and remove inequalities between women and men that currently exist? Or do inequalities, for example in seniority and pay, continue?
6. Consultation, involvement and accountability	Are our policies based on involvement of and consultation with disabled people? Or are the views and experiences of disabled people not sought or not heeded?	Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?	Are our policies based on involvement of and consultation with both women and men? Or are the views and experiences of women or men not sought or heeded?
7. Benefits for society	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of women as well as men? Or are women excluded or marginalised?