

Equality Information &

Objectives Policy

Trust Policy	
Monitoring	Frame of engagement
Member of Staff Responsible	Executive Principal
Consultation Parameters	Trust Board
Date of Policy	September 2018
Review Cycle	4 Years
Date of Review	Summer 2022
Website	Yes

School Level Policy	
Statutory Policy	Yes
Member of Staff Responsible	Headteacher
Review Cycle	4 Years
Approval	LGB (which is able to delegate to an individual Governor or the Headteacher).
Legislation	The Equality Act 2010 (section 149) The Equality Act 2010 (Specific Duties) Regulations 2011.

Statement of Intent

The Priory School Trust is committed to equality and to valuing and celebrating diversity. We actively support practices that promote genuine equality of opportunity for all staff and young people.

We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their full potential, and we recognise that for some people extra support is needed to help them to achieve and be successful.

We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

We fully understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

Definition of protected characteristics

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability (including Special Educational Needs);
- Gender reassignment;
- Marriage and civil partnership (for employees).
- Pregnancy and maternity;
- Race, colour, nationality, ethnic or national origin;
- Religion and belief;
- Sex (including transgender);
- Sexual orientation;

School level policy

Schools within the trust are responsible for the publishing their Equality Information and objectives and should set objectives every four years.

Purpose of the Equality Information & Objectives policy

The purpose of the Equality Information and Objectives policy is to demonstrate how the school is compliant with Equality Act 2010 (Specific Duties) Regulations 2011 and to prepare and publish equality objectives.

Scope of the Equality Information & Objectives Policy

1. A statement of the school's commitment to meeting its Equality duty.
2. Description of school measures in place to eliminate discrimination and other conduct that is prohibited by the Act; to advance equality of opportunity between people who share a protected characteristic and people who do not share it and to foster good relations between people who share a protected characteristic and people who do not share it.
3. Equality objectives.

Review and approval of the Equality Information & Objectives

Under specific duties, governing bodies and proprietors are required to draw up equality objectives every four years and publish annually information, demonstrating how they are meeting the aims of the equality duty.

School Level Information

1	Context
1.1	This plan covers the four year period 2021-2025
1.2	<p>Legal responsibilities</p> <p>Everyone has the right to be treated with dignity and respect. The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.</p> <p>The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination • Advance equality of opportunity • Foster good relations between people from different equality groups <p>This is called the public sector Equality Duty and its purpose is to promote equality for all.</p> <p>The Equality Act 2010 requires all schools to publish information showing how they comply with the new equality duty and setting equality objectives. They will need to update the published information at least annually and publish objectives at least once every four years.</p> <p>There are a number of statutory duties that must be met by every school under current equality legislation;</p> <ul style="list-style-type: none"> • The equality objectives in section 10 address our duties under current equality legislation up to and including the Equality Act 2010. • The access plan in section 11 address our duty under the Special Educations Needs and Disability Act (SENDA) 2001 • Early Years Foundation Stage Statutory Framework <p>In addition the following legislations covers the duties under which the employment of staff is made;</p> <ul style="list-style-type: none"> • Disability Discrimination Act 2005 • Race Relations (amendment) Act 2000 • Sex discrimination Act 1975 Amendment regulations 2008 • The Employment Equality Regulations 2005
1.3	<p>This new duty extends to all aspects of a person’s identity (known as ‘protected characteristics’) that are protected under the Equality Act 2010. these are:</p> <ul style="list-style-type: none"> • race • disability • sex • religion or belief • Sexual orientation • pregnancy • gender reassignment • age
1.4	<p>The equality duty has two main parts: the ‘general’ equality duty and ‘specific duties’.</p> <p>The general equality duty set out the equality matters that we need to consider when making decisions that affect pupils and staff with different protected characteristics. When making decisions and policies schools must have ‘due regard’ to the need to:</p>

	<ul style="list-style-type: none"> • Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equalities Act 2010. • Advance equality of opportunity between people who share a protected characteristic. • Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it. <p>The specific duties sets out the need to advance equality of opportunity by due regard to the need to:</p> <ul style="list-style-type: none"> • Remove or minimise disadvantage • Take steps to meet different needs • Encourage participation when it is disproportionately low
1.5	<p>St. Martins School is Shropshire’s first all-through school. It is a learning community for pupils from 3 – 16 years and was formed following the closure of Ifton Heath Primary School and the expansion of Rhyn Park School & Performing Arts College in September 2012. In 2016 the school became part of the Priory School Trust .It primarily serves the village of St Martins from EYFS and additionally the villages of Weston Rhyn and Gobowen, with some additional children travelling from Oswestry, North Wales and the surrounding area for entry at secondary phase. Data shows that the prior attainment of pupils is skewed towards the less able.</p> <p>Other small but significant cultural and religious minorities are welsh students and those whose families identify themselves as Gypsy Roma Travellers(GRT) .</p>
1.6	<p>In 2012 governors agreed the following six point vision statement for the school ;</p> <ul style="list-style-type: none"> • We aim to deliver the highest standard of teaching to ensure high quality learning so that each individual maximises their potential throughout their learning journey in the all-through school. • The all –through school will ensure that the progress of pupils will be monitored accurately so that the needs of each child are met promptly and appropriately , using the expertise of all staff in a consistent and coherent fashion within a stimulating environment. • There will be a positive ethos with high expectations for excellent behaviour in mutually caring and supporting surroundings. • We will create a safe, secure and inclusive environment where all are welcome, valued, supported and respected and ensure that the all-through school is at the centre of the community. • The school will be a learning community which helps pupils develop into responsible adults with excellent social and life skills, able to make a positive contribution to the immediate and wider community. • We will encourage learners to think independently and make informed decisions enabling them to have high aspirations about their future.
2	Policy Statement
2.1	<p>The Staff and Governors of St. Martins school are committed to respecting the human rights and ensuring equality of education and opportunity for all pupils, staff, parents, carers, governors, visitors, students on placement and other users of the school facilities.</p>

	<p>All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:</p> <ul style="list-style-type: none"> • Race • Gender • Ability/Disability • Religion or Belief • Age • Sexual orientation. <p>We will promote a culture of inclusion and equality to enable the whole school community to fully participate in school life. We will monitor our current school practices and pupil achievement to ensure any form of discrimination is eradicated.</p> <p>The implementation of this policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the principal.</p> <p>In the context of the school we feel the most appropriate definition is that:</p> <p style="text-align: center;"><i>Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.</i></p>
3	Tackling Discrimination
3.1	<p>Race</p> <p>We recognise that Black and ethnic minority people may experience discrimination on the basis of colour, race, nationality and ethnic origin. This discrimination manifests itself in all areas of life. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.</p> <p>We will take all necessary measures to prevent and tackle racial harassment and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.</p> <p>We are committed to working for the equality of all ethnic groups. The Governing Body understands its accountability. Under the duties of the Equality Act we will:</p> <p>Tackle unlawful discrimination by:</p> <ul style="list-style-type: none"> • Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them; • Dealing with complaints of discrimination and harassment speedily according to local authority guidance <i>Challenging and Dealing with Racist Incidents in Schools</i> and notify complainants of the outcomes and action taken; and • Encouraging dialogue between different racial groups <p>Advance equality by:</p> <ul style="list-style-type: none"> • Expanding access and achievement across all communities and in all areas of school activity; • Promoting the active participation of minority communities in shaping the future of our school; • Consulting with ethnic minority learners, their families and staff on issues affecting them rather than with people acting on their behalf.

	<ul style="list-style-type: none"> • Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations. <p>Foster good relations and cohesion by:</p> <ul style="list-style-type: none"> • Promoting activities that celebrate our common experience as well as those that recognise diversity • Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life; • Fostering understanding and respect for the cultures and faiths of all our learners and their families;
3.2	<p>Gender</p> <p>We are committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. We are aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.</p> <p>We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.</p> <p>We are committed to working for the equality of women and men. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:</p> <p>Tackle unlawful discrimination by:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation • Challenging patronising or discriminating attitudes; • Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men <p>Advance equality for girls, boys, women and men, in all our functions by:</p> <ul style="list-style-type: none"> • Monitoring learner outcomes and achievement by gender • Monitoring staffing and pay by gender • Having a Gender Equality Objective <p>Foster good relations and cohesion by:</p> <ul style="list-style-type: none"> • Promoting equality of opportunity between men and women • Increasing the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum • Encouraging the equal participation of boys and girls, women and men in all aspects of school life.
3.3	<p>Disability</p> <p>We recognise that people with disabilities may experience discrimination across all areas of life. We welcome the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. Our aim is to advance disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.</p> <p>We are committed to working for the equality of people with and without disabilities. The Governing Body understands its accountability. Under the duties of the Equality Act we will:</p>

	<p>Tackle unlawful discrimination against people with disabilities by:</p> <ul style="list-style-type: none"> • Challenging patronising or discriminating attitudes; • Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families. • Monitoring and eliminating discrimination and disability related harassment • Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services <p>Advance equality for people with disabilities by:</p> <ul style="list-style-type: none"> • Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings; • Increasing the extent to which disabled learners can participate in the school curriculum • Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives; • Supporting disabled learners, staff and carers according to their individual need • Taking steps to meet people’s needs related to their disability, even if this requires more favourable treatment • Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf. • Monitoring staff and learners by disability. • Having a Disability Equality Objective <p>Foster good relations and cohesion by:</p> <ul style="list-style-type: none"> • Promoting equality of opportunity between people with disabilities and other people. • Promoting positive attitudes towards people with disabilities • Increasing the inclusion of positive images of people with disabilities across the curriculum • Encouraging participation of people with disabilities in school life.
3.4	<p>Religion and Belief</p> <p>We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.</p> <p>We are committed to working for the equality for people based on their religion, belief and non belief. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:</p> <p>Tackle unlawful discrimination by:</p> <ul style="list-style-type: none"> • Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief • Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief <p>Advance equality in all our functions by:</p> <ul style="list-style-type: none"> • Removing any barriers which prevent children and adults of all religions, beliefs or non belief taking a full part in our school life • Assessing the impacts of our policies and procedures on promoting equality based on religion, belief and non belief

	<p>Foster good relations and cohesion by:</p> <ul style="list-style-type: none"> • Encouraging the equal participation of people of all religions, beliefs and non belief in all aspects of school life
3.5	<p>Age</p> <p>We are committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.</p> <p>Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference</p> <p>Tackle unlawful discrimination by:</p> <ul style="list-style-type: none"> • Challenging patronising or discriminating attitudes and language; • Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken. <p>Advance equality by:</p> <ul style="list-style-type: none"> • Assessing the impacts of our policies, functions and procedures on promoting age equality <p>Foster good relations and cohesion by:</p> <ul style="list-style-type: none"> • Increasing the inclusion of positive, non stereotypical images of people of all ages and the contributions they have made to different aspects of the curriculum
3.6	<p>Sexual Orientation and Gender Identity</p> <p>We are committed to combating discrimination faced by lesbians, gay men and bisexual and transgendered (LGBTQ) people. We want to ensure equality of opportunity for LGBTQ people across services and employment.</p> <p>We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for people based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.</p> <p>We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about <i>LGBTQ</i> communities, both internally and within the community as a whole. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:</p> <p>Tackle unlawful discrimination by:</p> <ul style="list-style-type: none"> • Taking a pro-active approach to preventing all forms of homophobia within the school • Challenging patronising or discriminating attitudes and homophobic language;

	<ul style="list-style-type: none"> • Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity • Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken. <p>Advance equality for of LGBTQ people in all our functions by:</p> <ul style="list-style-type: none"> • Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality. <p>Foster good relations and cohesion by:</p> <ul style="list-style-type: none"> • Promoting equality of opportunity between men and women • Increasing the inclusion of positive, non stereotypical images of LGBTQ people and the contributions they have made to different aspects of the curriculum
4	Community Cohesion
4.1	The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of governors and their community partners of how the school compares with the wider community, both locally and nationally. It therefore forms the basis for planning the objectives in section 10 to promote community cohesion.
4.2	In the Ethnicity/cultural context of St Martins School - the school is predominately white British: although there are a small number of students from Black and Minority Ethnic (BME) backgrounds and traveller children, the proportion is much lower than average. At St Martins School our environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures.
4.3	In the Socio-economic context of the school- RAISE online census data show this former mining area to be one of relative disadvantage and, in particular one where the proportion of adults who have been to higher education is significantly lower than average.
5	Responsibilities
5.1	<p>The role Governors</p> <p>The governors as a whole are responsible for:</p> <ul style="list-style-type: none"> • drawing up, publishing and implementing the school's equality objectives; • making sure the school complies with the relevant equality legislation; and • making sure the schools Equality Plan and it's procedures are followed; • monitoring progress towards the equality objectives and reporting annually; <p>The principal is responsible for:</p> <ul style="list-style-type: none"> • 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, their parent and other users of the school know about them; • producing regular information for staff and governors about the plans and how they are working; • make sure all staff know their responsibilities and receive training and support in carrying these out; and

	<ul style="list-style-type: none"> • 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 pupils, staff, parents/carers and other users of the school. <p>All staff are responsible for:</p> <ul style="list-style-type: none"> • 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. <p>The head of school is responsible overall for dealing with reports of prejudice-related incidents. Other school users and contractors are responsible for following relevant school policy.</p>
6	Staffing and Staff Development
6.1	<p>We are bound by legal requirements which covers the employment of both teaching and none teaching staff. During recruitment of staff we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our staff.</p> <ul style="list-style-type: none"> • We recognise the need for positive role models and distribution of responsibility among staff; • This must include pupils access to a balance of male and female staff across all key stages; • We undertake to encourage the career development and aspirations of all individuals; • It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity. • We will follow agreed policies (both locally agreed and agreed by governors) with regard to ensuring equality of opportunity and fairness.
7	Provision within School
7.1	<p>Ethos and Atmosphere</p> <ul style="list-style-type: none"> • At St Martins School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. • There should be an ‘openness’ of atmosphere which welcomes everyone to the school. • The children are encouraged to greet visitors to the school with friendliness and respect. • The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity including those upheld by British values. • Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.
7.2	<p>Learning Environment</p> <ul style="list-style-type: none"> • There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on

	<p>their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children’s achievements in this light.</p> <ul style="list-style-type: none"> • Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils. • The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity. • The school places a very high priority on the provision for special educational needs. We aim to meet all pupils’ learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy). • The school provides an environment in which all pupils have equal access to all facilities and resources. • All pupils are actively involved in their own learning. • A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
7.3	<p>The taught curriculum</p> <ul style="list-style-type: none"> • At St Martins School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum 2013. • Our planning takes account of the differing needs of pupils and their progression. • We have a commitment to evaluate our curricular outcomes each term to ensure that what we have actually planned takes place. These evaluations are completed by the Head of School.
7.4	<p>Resources and Materials</p> <p>The provision of good quality resources and materials within St Martins School is a high priority. These resources should:</p> <ul style="list-style-type: none"> • reflect “the reality of an ethnically and culturally diverse society” • reflect a variety of viewpoints • show positive images of males and females in society including disabled people • reflect non-stereotypical images of all groups in a global context • include materials to raise awareness of equal opportunity issues • be equally accessible to all members of school community consistent with health and safety. • not include explicitly and implicitly racist or sexist materials.
7.5	<p>Language</p> <p>We recognise that it is important at St Martins School that all members of the school community use appropriate language which:</p> <ul style="list-style-type: none"> • does not transmit or confirm stereotypes • does not offend • creates and enhances positive images of particular groups identified at the beginning of this document • creates the conditions for all people to develop their self esteem • uses correct terminology in referring to particular groups or individuals eg Native Americans rather than Red Indians.
7.6	<p>Organisation of Learning</p> <p>When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.</p> <p>At St Martins School our environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. We do this by:</p> <ul style="list-style-type: none"> • Our ‘all through’ House system and house activities to support charities

	<ul style="list-style-type: none"> • Community Curriculum celebrating British Values and working with students from other schools • Working with Moreton Hall School • Pupils gain experiences of personal insight and spiritual development by educational visits including trips to Auschwitz, Buddhist temple, Church visits, to cities, art galleries, museums, evacuee days. • Pupils have time to reflect within school e.g. stilling exercises, reflecting through art. • In English students explore the human condition through the medium of literature. • Pupils have had the opportunity to visit Christmas markets in France and Belgium • KS3 drama students study areas like Year 7, the Victorian period where they look at what life was like/the Gresford mining and how it affected people/The haunted lift is developed into a documentary looking at the consequences of our actions – disobeying rules and guidelines.. Bullying issue is tackled in year 8 using real life situations as a stimuli and 9 the Stephen Lawrence case to develop and understanding of the consequences of situations but also life of others. • KS4 look at devising using themes: Teenage problems/drink/drugs; the plays they study can also refer to themes that will widen their knowledge. • Music students explore various periods in time looking at different cultures including Reggae and Rastafarianism in which they study the music as well as the religion. • KS4 Btec students look at the development of various genres of music and explore the social cultural factors which influence the development of music. • Dance – Look at various genres of dance and they explore the period/social/cultural factors <p>Other activities as described in the school’s SMCS document.</p>
7.7	<p>Extra-curricular provision</p> <p>It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible.</p> <p>We undertake responsibility for making contributors to extra-curricular activities aware of the school’s commitment to equality of opportunity (eg sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.</p> <p>We try to ensure that all such non staff members who have contact with children adhere to these guidelines.</p>
7.8	<p>Provision for Bilingual pupils</p> <p>We undertake at St Martins School to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:</p> <ul style="list-style-type: none"> • Traveller children • those from refugee families • pupils whose home language is not a standard form of English • pupils for whom English is an additional language. <p>While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.</p>
8	<p>Publication and Review</p>
8.1	<p>This Equality Plan fulfils statutory requirements under the terms of the Equality Act 2010. As it is a public document the governors of St Martins school will publish it by making it available on the website. Hard /vocal copies are available on request. We will raise awareness of the plan through the Link newsletter, assemblies and staff meetings. The</p>

	plan and will be kept under annual review for three years and then review the entire plan and objectives in Nov 2022.
9	Monitoring progress and impact
9.1	<p>Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:</p> <ul style="list-style-type: none"> • participation in extra-curricular activities • exclusions and truancy • continuous assessment of children's learning • racist and sexist incidents • results from screening for specific learning needs <p>This will be reported by the head of school at relevant governors meetings.</p>
10	Objectives
10.1	<ul style="list-style-type: none"> • To reduce the incidence of the use of homophobic language by pupils in school. • To bring into line the achievements of boys and girls in each key stage. • To reduce the number of prejudice-related incidents, in particular towards Gypsy Roma and Traveller students.
11	Access Plan
11.2	<ul style="list-style-type: none"> • Any new building will be constructed to be fully accessible to the disabled. • The School will continue to identify the areas where disabled access to academic sites may need to be improved if this is practicable. • The School will, in its regular fire safety risk assessment, update any evacuation procedures. • It will also consider whether a particular disability might compromise safety in event of a fire. • All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces. • Faulty lighting will be replaced within 24 hours wherever possible. • Promote the good practice of the 'buddy' system to help pupils with disability.
11.3	<p>Delivery of Information to Disabled Pupils</p> <p>The School already caters for SEN and disabled children in many areas. The School will undertake to consider where budgets allow:</p> <ul style="list-style-type: none"> • For documents to be provided to prospective parents/guardians who have a son/daughter/ward with a disability, in a relevant form which meets that need, if so requested and it is reasonable to do so. • All school documents will be available in large print format if requested. • To continue to provide INSET training for staff in order to support them in better communication with pupils with SEN or disabilities. • The School will plan/invest in classroom technology to better facilitate communication to pupils with SEN and disabilities. <p>Specific attention will be given to enable:</p> <ul style="list-style-type: none"> • Clear provision of images and text in a large print format. • The use of high quality audio/visual material. • The easy dissemination of printed handouts of appropriate clarity
11.4	<p>Local community including parents</p> <ul style="list-style-type: none"> • The hub and entrance to school is accessible to disabled users • Any parental newsletter/ report etc is available in large print or in a vocal format • Meeting rooms are accessible for the disabled