



## St Agatha's Catholic Primary School

Policy	Equality statement and policy (including Public Sector Equality Duty)
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Statutory Policy	Yes

# St Agatha's Catholic Primary School Equality Policy

## 1 Introduction

### St Agatha's Equality Statement

We believe that equality at our school, underpinned by our Catholic ethos, should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, included, valued and given equal opportunity to fulfil their potential and participate fully.

At St Agatha's Catholic Primary School, equality is a key principle for fairness and respect for all, irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination.

## 2 Legal duties

### 2.1 Public Sector Equality Duty Statement

As a school we welcome our duties under the Equality Act 2010.

We will have due regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
2. Advance 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.

### 2.2 Protected Characteristics (Equality Act 2010)

It is against the law to discriminate against someone because of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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

## 2.3 Meeting legal duties

As a school, we are required to publish information which demonstrates how we are promoting equality through compliance with the Public Sector Duty and the equality objectives we have set. This published information must be updated annually, with equality objectives published at least once every four years.

Duty 1: Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.	
How the school is complying	Evidence
<p><b>Policies:</b> Plans and policies are reviewed and updated regularly and shared with staff and the wider community. (Accessibility, SEND)</p> <p>The school's Pastoral Care policy gives detail of actions to be taken if discriminatory behaviour is observed (including racism and bullying)</p>	<p>This policy links with the following school policies: Accessibility and Disability Equality Scheme Safeguarding and Child Protection Policy SEND Policy Pastoral Care policy Whistle blowing</p>
<p><b>Culture and behaviour management:</b> The school promotes a positive and respectful culture by:</p> <ol style="list-style-type: none"> <li>The school has adopted a zero-tolerance approach to prejudicial language and abuse. Staff consistently address all inappropriate behaviour following the Behaviour policy requirements. The school's response to prejudice-based incidents includes education to address the behaviour and to help prevent repeat incidents and that behaviour escalating.</li> <li>Curriculum and subject rationales are built around the context of our school and its community. Can the child see themselves in our curriculum?</li> <li>The school library books well reflect the diversity of our community and equality groups ensuring stereotypes are not reinforced.</li> <li>Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.</li> <li>New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.</li> <li>Staff role model positive behaviours as stated in the Staff code of Conduct.</li> <li>Fundamental British Values, including mutual respect for and tolerance of those with different faiths and beliefs are promoted through the assembly themes.</li> <li>Pupils know that they can raise concerns with any member of staff and that they will be taken seriously and their concerns acted upon.</li> <li>Staff role model positive behaviours as stated in the Behaviour and staff Code of Conduct document.</li> </ol>	<p>POLICIES (PSHE + above) School mission statement Behaviour policy (school website) PSHE (Jigsaw- SMSC; British Values; preventing racism) and RSE (Ten Ten) Partnership working (Chelsea foundation; Ukraine school; Kingston BEATS) Curriculum Maps (year groups on website) Cornerstones curriculum Library and corridor book displays; book list Racial literacy training Staff code of conduct Anti-racist pledge</p>

<p><b>Recruitment of Staff, Trustees/ governors:</b>  The School aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010. The school carries out all recruitment activity in line with guidance and regulations (listed in the Policy Statement in the Recruitment Policy). As part of the recruitment process the school will take up medical information to confirm that the candidate is medically fit to carry out the role. A self-declaration form is also used which requires the individual to confirm that they are not aware of any reasons – mental or physical – which would prevent them from discharging the responsibilities associated with the post in question. Any individuals who have medical conditions that place potential barriers to enabling them to carry out the intended role will be referred to an occupational health provider and, where possible, reasonable adjustments will be put in place to enable individuals to carry out their duties effectively. The school is committed to its obligations under the Equality Act 2010 to make any such reasonable adjustments as required and viable. When interviewing for new appointments, we ensure that at least one person on the panel has undertaken safer recruitment training or refresher training within the last 3 years.</p>	<p>Recruitment Policy</p> <p>Safer recruitment training</p> <p>Staff training records</p>
<p><b>Reasonable adjustments:</b>  The school ensures that reasonable adjustments are made for any staff member or pupil with a physical disability or mental health need to better meet their needs and ensure that any disadvantages they experience are addressed.</p>	<p>Accessibility and Disability Equality Scheme</p> <p>Mental Health policy</p>
<p><b>Staff training-</b>  Our yearly staff training calendar will include regular opportunities to explore the Equalities act and support staff in recognising and complying with their Public Sector Equality Duty (e.g. Racial literacy; Supporting Hong Kong Families; Developing a whole-school multilingual approach; Anti-racist pledge).</p>	<p>Training calendar</p> <p>Training notes and feedback</p>
<p><b>Monitoring of equality issues:</b>  a. Prejudice based behaviour incidents are recorded on CPOMS and monitored by year group leads and the Senior Leadership Team for emerging trends or patterns of behaviour. Parents are informed if their child has been discriminatory towards another child.  b. Prejudice based bullying incidents are included in the termly reporting to Governors and are tracked and as above.</p>	<p>CPOMS</p> <p>Behaviour policy</p>
<p><b>Trips and enrichment:</b> The school takes proactive steps at an early stage in trip planning, to prevent discrimination against pupils with physical disabilities and special educational needs and to encourage all pupils to take up enrichment opportunities and participate fully in the life of the school. Year groups are encouraged to ‘start local’ to reflect our diverse community in which they live and attend school.</p>	<p>Year group pages on Website; Trips and visitors’ grid</p> <p>Risk assessments and planning documents</p>
<p><b>Community Cohesion:</b> St Agatha’s, we recognise the important role the school plays in the promotion of community cohesion. By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. We will strive to promote all aspects of community cohesion because we want St Agatha’s children to grow up in a society that respects and celebrates diversity.</p>	<p>Community cohesion policy</p> <p>Partnership working</p> <p>Anti-racist pledge</p>

<b>Duty 2:</b> Advance equality of opportunity between people who share a protected characteristic and people who do not share it.	
How the school is complying	Evidence
<p><b>Removing or minimising disadvantage:</b></p> <ol style="list-style-type: none"> <li>1. Gender stereotypes are not reinforced and positive role models of gender are promoted through our curriculum (e.g. within People who Help us topics).</li> <li>2. Early and thorough planning for school trips, with regard to individual needs of the pupils (including support from parents, risk assessments and pre-visits by teachers).</li> <li>3. Our curriculum includes examples of different disabilities and representation is evident in our library and corridor book displays.</li> <li>4. Reasonable adjustments are made to the whole school behaviour policy to ensure that pupils with a disability under the Equality Act are not disadvantaged.</li> <li>5. A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils and to promote pupil engagement so that pupils are encouraged to be actively involved in their own learning.</li> <li>6. PPG funding strategy includes access to extra-curricular clubs, free school meals, financial support to access school trips, catch-up groups (Nessy and homework club). This encourage people who have particular characteristics and PPG to participate fully in activities.</li> <li>7. Tracking of participation in enrichment activities to assess representation by particular groups and address any barriers.</li> </ol>	<p>SEND &amp; INCLUSION POLICY</p> <p>Curriculum maps</p> <p>Cornerstones curriculum</p> <p>Library</p> <p>Corridor book displays</p> <p>Behaviour and SEND policies</p> <p>Learning walks and lesson observations</p> <p>PPG strategy and reports.</p> <p>Club attendance registers</p>
<p><b>Achievement and outcomes:</b></p> <p><b>Collection of data:</b> Focus remains on all children from all groups making good progress at least in line with their peers. The monitoring information gathered will be used to identify whether there are any obvious gaps or potential issues for pupils in relation to the protected characteristics. Data analysis determines our focus for our equality objectives.</p> <p><b>Intersectionalities grids:</b> Created for teacher reference to see where barriers to learning are more likely to occur and where equality of protected characteristics need consideration and support.</p>	<p>Pupil and class data on SIMS.</p> <p>Use of SIMS discover</p> <p>Intersectionalities grids-staff folders; on system</p>
<p><b>Staff training:</b> Welcoming and supporting Hong Kong families training (5 weeks EDM lead; Staff meeting for teachers)</p>	<p>Meeting notes and slides</p>
<p><b>Community Cohesion:</b> The school will continue to build upon its good practice and look at the impact of our activities. Our school builds community cohesion by promoting equality of opportunity and inclusion for different groups of children within the school. Our teaching and curriculum provision support high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them. High standards and expectations are set for all pupils from all ethnic backgrounds and of different socio- economic groups.</p>	<p>Community cohesion policy</p>

<b>Duty 3:</b> Foster good relations between people who share a protected characteristic and those who do not share it.	
How the school is complying	Evidence
<p><b>Curriculum and cultural events:</b> Encourage pupils to learn about aspects of many cultures, nationalities, traditions and languages represented by our school families. Family members and members of the school community are welcomed into the school to enable authentic opportunities to happen.</p>	<p>Calendar of events</p> <p>Pupil voice</p>
<p><b>Collective worship and assemblies:</b> Assemblies and workshops (both in class and Phase groups) celebrating/valuing diversity, British values, SMSC and importance of equality are planned for at specific times (e.g. Royal events- jubilee, coronation; Black History month; well-being week; internet safety)</p>	<p>Assembly themes list</p> <p>Event photographs</p>
<p><b>Promoting tolerance:</b> Disrespectful or intolerant behaviour from pupils, staff members and members of the school community is challenged by the Senior Leadership Team.</p>	<p>Pastoral care policy</p>
<p><b>An Inclusive and diverse curriculum</b> Use of Jigsaw for PSHE (includes SMSC; British Values; preventing racism) and Ten Ten resources for RSE.</p> <p><u>Introduction of Cornerstones curriculum</u> Year 1 (2022-23)- Implementing and evaluating new curriculum Year 2 (2023-24) Adapting/enhancing to ensure the curriculum reflects the diversity of our school (and modern Britain) and that children can see themselves in the learning. Enrichment starts local for trips and visitors. Year 3 (2024-25) Review the curriculum for decolonisation purposes; digging deeper into curriculum areas to ensure purposeful, meaningful content and sequence of lessons.</p> <p>Yearly enrichment activities providing positive role models from outside agencies to ensure different groups can see themselves reflected in the school community. For example, Mental health lessons; Chelsea NO to hate programme; Ukrainian support work; Kingston BEATS.</p>	<p>Curriculum offer</p> <p>Year group planning on website</p> <p>Trips and visitors' grid</p>
<p><b>Staff training:</b> Racial literacy; developing a multilingual approach; welcoming and supporting Hong Kong families; Behaviour; Anti-racist pledge. Designated member of staff to lead on equality, diversity and multilingualism. Nominated duty governor for equality, diversity and multilingualism</p>	<p>Training materials</p> <p>Feedback</p> <p>Staff survey</p>
<p><b>Community Cohesion:</b> We are an inclusive school and our ethos and curriculum promotes a sense of community cohesion through all aspects. The school works closely with community groups and other schools to further promote this.</p> <p><u>Parents/Carers and the Community:</u> Involvement and engagement is encouraged through curriculum meetings, well-being sessions, themed days, volunteering opportunities (school trips; library) and family liaison work, reaching parents who may need additional support and/or advice.</p>	<p>Community cohesion policy</p> <p>Parent workshop notes</p>

### **3. Equality objectives**

**In relation to equality in our school provision we will pay particular attention to the following:**

- Admissions
- Attainment
- Attendance
- Behaviour
- Involvement and engagement in school activities
- Exclusions
- Prejudice related incidents
- Representations on school bodies e.g. school councils

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

#### **Implementation**

We will collect and use equality information to help us to:

- Identify key issues;
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- Assess whether we are discriminating unlawfully when carrying out any of our functions;
- Identify what the key equality issues are for our organisation.

#### **Assess Performance**

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

#### **Take Action**

- Consider taking steps to meet the needs of pupils and staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- Develop equality objectives to meet the specific duties;
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

## **Workforce**

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades.

In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.



<b>Duty 1:</b> Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.			
<b>Equality Objective 1:</b> To ensure our school culture develops a sense of belonging for new and existing multilingual families.			
Actions	By who?	Timescale	Expected impact/ success criteria
Welcome packs & School tours.	EC SB Office	Ongoing	Multilingual families in our school community feel a sense of belonging and a valued part of our school community.
Links with Kingston BEATS- workshops; booklet	SS	Initially Jan 2023, then ongoing	
Website- <a href="#">Parental Involvement - The Bell Foundation (bell-foundation.org.uk)</a>	SS and LD	Spring 2023	
Whole school event- Spanish day International day- languages and cultures of our school	SS	Autumn 2023 Autumn 2024	Involvement and engagement of Multilingual families is in line with other groups.
Whole school event- Lunar new year	SS and staff team; parent volunteers	Spring 2023 Spring 2024	
Attend Welcoming Hong Kong families training	SS	Autumn 2022	Support for Multilingual families for well-being.
Twilight for staff- Welcoming Hong Kong families	SS	Spring 2023	
Research access to translators for SEND meetings and parent consultations.	SS	Summer 2023 onwards In place 2023	Needs identified and Interpreters are booked through Kingston Interpreter service prior to parent consultation meetings
Identify staff who are able to speak other languages to support children and parents.	SS	Autumn 2023	
Monitor attendance at parents evening according to ethnic groups.	EC SS	Spring 2023	
Check accuracy of SIMS. Can we add parent language or heritage?	SS and Office (SP)	Autumn 2023	
Parent workshop in Cantonese, which specialist from Hong Kong	SS MHST	Spring 2024	
Anti-racist Pledge Staff training; website	SS SIP	2024-25	
Use information from data analysis to identify groups who may need more support.	SS	2024-25	

<b>Duty 2:</b> Advance equality of opportunity between people who share a protected characteristic and people who do not share it.			
<b>Equality Objective 2:</b> To ensure that new and existing multilingual pupils are supported to access their year group curriculum confidently and make progress from their individual starting point.			
Identification and assessment of multilingual pupils			
Actions	By who?	Timescale	Expected impact/ success criteria
Twilight training- Multilingual learners at St Agatha's	SS	Autumn 2022	<p>Pupils make good progress from starting points.</p> <p>Gaps identified. Support planned for those children with gaps in learning.</p> <p>Staff know which children need support (all children) and their code of fluency level (3 children).</p>
Multilingual learners' folders one per class with Code of fluency assessment documents.	SS	Autumn 2022	
Assessment of 3 children per class- December & June.	Teachers	Summer 2023 2023-24- 5 pupils monitored	
Staff gather extra information at Spring parent consultations about home languages, fluency of parents' English, parent's judgement of child's ability in home language. This information to be added to class multilingual learner class lists.	Teachers and parents	Spring 2023	
Create intersectionality grids for each class- inform staff of cross overs with EAL, SEND and PPG.	SS	Autumn 2023, then update termly	
Work alongside the Literacy lead to support Code C&D writers.	SS RO	Spring and summer 2023	
Analyse outcomes data for Multilingual pupils and put in place support plans with class teacher.	SS Class based staff	Autumn 2023	
Deeper analysis- identify pupils not meeting expected in each year group. Carry out behaviour for learning walks. Support individuals (Survival English; Phonics catch up)	SS	Summer 2024 onwards	

Quality first teaching			
Actions	By who?	Timescale	Expected impact/ success criteria
Join 'learning walks' for English and maths with multilingual eyes.	SS RO GH	2024-25	Pupils make good progress from starting points. Gaps identified.
Observe how these children are accessing the learning. Survey staff- which strategies have you used to support children with different codes of fluency? Which have been successful/not? Create intersectionality grids for each class- inform staff of cross overs with EAL, SEND and PPG.	2024-25  Spring 2023  Yearly - October	2024-25  Spring 2023  Yearly - October	Support planned for those children with gaps in learning. Staff are confident and competent in their ability to support children whose home language is not English. Staff know which children need support (all children) and their code of fluency level (5 children).

<b>Duty 3:</b> Foster good relations between people who share a protected characteristic and those who do not share it.			
<b>Equality Objective 3:</b> To develop knowledge, skills and attitudes to enable staff and pupils to appreciate, respect and value difference and diversity.			
Racial Justice			
Actions	By who?	Timescale	Expected impact/ success criteria
INSET- Racial Literacy October 2022- all stakeholders invited.	SS Kathryn Kashyap	Autumn 2022	Staff are increasingly aware of what racism is, what it could look like in a school setting and confident to recognise it and report it. Staff understand racial terminology and feel more confident to use words 'correctly'. Policies reflect our commitment to equality/diversity and are relevant to our school. Staff confidently report incidents using CPOMS.
Respond to staff feedback	SS	Autumn 2022	
Create racial terminology document in Multilingual learners' folder. Monitor and respond effectively to any incidents of prejudice-related bullying and the use of derogatory language. Train staff so that they have the necessary skills to identify and respond to incidents of prejudice-related bullying and the use of derogatory language.	SS  EC SS	Autumn 2022  Ongoing  Ongoing monitoring of reports  Staff training- 2024-25	

Anti-racist pledge- staff training; make child friendly version; share on website with parents and community	SS SIP Kathryn Kashyap	2024-25	The school community is aware of how we pledge to be an anti-racist school.
Curriculum			
Actions	By who?	Timescale	Expected impact/ success criteria
Yr 6 Chelsea Foundation- No to Racism Yr 4- Diversity wins	Lead by Chelsea Foundation rep. SS and Yr 4/6 teachers	Yearly in Autumn term Yearly in Spring Term	Children are aware of discrimination in a school context and are more confident to 'call it out'.

New curriculum units- Year 6- Maafa- covers slavery; text: Freedom. Year 5 Dynamic dynasties (China)	Teaching staff	Autumn 2022 onwards	Our curriculum is personalised to our school context and promotes equality, diversity, multilingualism and anti-racist practices.
Review new curriculum- staff consultation- where is racism/ racial justice/ diversity and equality covered in the units you have taught this year? Where is there evidence of colonialism?	SS Curriculum leaders Teaching staff	2024-25	

Continuous Professional Development			
Actions	By who?	Timescale	Expected impact/ success criteria
EDM Lead- Attend Multilingual training – developing a whole school approach, supporting parents; racial justice network; decolonising the curriculum- 5 sessions; welcoming Hong Kong families- 4 sessions.	SS AFC trainers	Autumn 2022 onwards	Staff feel confident and competent in their practice regarding equality, diversity, multilingualism and racial justice.
Teachers- lead by SS- Supporting Multilingual learners; Welcoming Hong Kong families. Assessment of MLL; Trips and visitors- start local.	SS Teaching staff	2022-23 2024-25	Leaders feel they have supported staff on this journey and also feel supported by staff.
Racial literacy INSET	All stakeholders	Autumn 2022	The school community is aware of how we pledge to be an anti-racist school and understand the part they play.
Anti-racist pledge- staff training; make child friendly version; share on website with parents and community	Training for all stakeholders	2024-25	

#### 4. Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that staff are aware of their responsibility to record report and respond appropriately to prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above Ensure fair treatment and access to services and opportunities. Ensure that staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
Non -Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
Parents/Carers	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

## **5. Publication of Equality Information**

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

## **6. Impact:**

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve the wider community
- Strive to ensure that society will benefit

## **7. Addressing Prejudice Related Incidents**

Our school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and may seek support from the Local Authority Equality Team.

## **8. Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

## **9. Monitor and Review**

This Equality statement and policy will be reviewed annually.

Our equality objectives will be reviewed every four years to reflect any changes in our school profile.