

PRIORITY 1: Promoting equality of opportunity regardless of disability, ethnicity or gender (including gender reassignment)				
Objective	Action	Personnel	Timescale	Expected Outcome and Evaluation
a) To ensure that all Governors know of their duties under the relevant legislation	<ul style="list-style-type: none"> Agenda item on Curriculum Committee 	Clerk to the Governors	Autumn Terms	<ul style="list-style-type: none"> Governors made aware of responsibilities
b) To ensure that staff know of their responsibilities	<ul style="list-style-type: none"> Agenda item on Staff Meeting to inform staff 	Headteacher	Ongoing	<ul style="list-style-type: none"> Staff know of the legislation and expectations and duties that arise from the legislation
c) To ensure that pupils know of the expectations of the school in terms of their treatment of others, particularly those who fall into the above categories	<ul style="list-style-type: none"> Use of assemblies and PSHCE lessons to promote the rights of individuals and to check that pupils understand the issues 	All staff; PSHCE Co-ordinator; Deputy Headteacher	Autumn Terms	<ul style="list-style-type: none"> Pupils know of their responsibilities
d) To ensure that parents, carers and other school users know of the school's duty to promote equality of opportunity as stated above	<ul style="list-style-type: none"> Publicise on the School Website 	Business Manager	Ongoing	<ul style="list-style-type: none"> Parents, carers and other users of the Facilities appreciate the duties of the school and the actions taken to address those duties.
e) To further develop a disability access scheme to plan for disabled access to school facilities.	<ul style="list-style-type: none"> Scheme to be reviewed Paperwork issued to lessees to inform about disabled access 	Working group to include the Business Manager (Lettings)	Ongoing	<ul style="list-style-type: none"> Appropriate steps are taken to promote equality of opportunity and to facilitate the use of the Facilities by disabled people.
f) To consult users of the school, in particular pupils with disabilities whether special educational needs or physical	<ul style="list-style-type: none"> Pupils to be questioned sensitively about their experience of the school environment 	SEND Co-ordinator	Ongoing	<ul style="list-style-type: none"> Pupils feedback is used to drive changes to the physical environment to improve the pupil experience Curriculum changes are made to improve the pupils experience

PRIORITY 2: Eliminating unlawful discrimination

Objective	Action	Personnel	Timescale	Expected Outcome and Evaluation
a) To ensure that all staff know of their responsibilities	<ul style="list-style-type: none"> • Agenda item on Staff Meeting 	Headteacher	Ongoing	<ul style="list-style-type: none"> • Staff know of the legislation and expectations and duties that arise from the legislation
b) To ensure that pupils know of the expectations of the school in terms of their treatment of others, particularly those who fall into the above categories	<ul style="list-style-type: none"> • Use of assemblies and PSCHE lessons 	All staff; PSHCE Co-ordinator; Ethics Co-ordinator (Assemblies)	Ongoing	<ul style="list-style-type: none"> • Pupils know of their responsibilities
c) To raise the awareness of parents, carers and other users of the school facilities	<ul style="list-style-type: none"> • Publicise on the School Website 	Business Manager	Ongoing	<ul style="list-style-type: none"> • Parents, carers and other users of the facilities appreciate the duties of the school and the actions taken to address those duties.
d) To scrutinise all policies, practices and procedures to ensure that they met the highest standards with regard to age, disability and/or special educational needs, race, religion or belief, sex, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity	<ul style="list-style-type: none"> • All policies are checked for processes that may discriminate against a group of people covered by the legislation • Work schemes and materials used to deliver the curriculum are checked to ensure that they do not inadvertently give inappropriate messages • To ensure that pupils are exposed to images of disabled people which have positive connotations • To ensure that disabled parents have equal access to systems for checking their child's progress (see later) • Interpreters will be provided when required 	<p>Those responsible for particular policy</p> <p>All Curriculum Co-ordinators</p> <p>All staff</p> <p>SLT</p> <p>School Manager</p>	Ongoing	<ul style="list-style-type: none"> • An impact assessment is carried out on each policy before being presented to governors and indicated on the policy • Policies are amended when necessary

PRIORITY 3: Eliminating harassment related to disability, ethnicity or gender (including gender reassignment)

Objective	Action	Personnel	Timescale	Expected Outcome and Evaluation
a) To ensure that the Anti-bullying Policy is effective	<ul style="list-style-type: none"> The effectiveness of the policy is evaluated and monitored and reported to Governors 	Headteacher/ Deputy Headteacher	In conjunction with review of policies to Governors	<ul style="list-style-type: none"> Report to Governors indicates that bullying is reduced and that individual incidents of bullying are handled effectively
b) To ensure that the Anti-bullying Policy is amended to include reference to the categories of people covered by the law	<ul style="list-style-type: none"> Anti-bullying policy is updated. 	Headteacher/ Deputy Headteacher	In conjunction with review of policies to Governors	<ul style="list-style-type: none"> Policy is presented to Governors after amendment
c) To ensure that the anti-bullying policy is used to identify, address and report incidents of harassment as covered by the law	<ul style="list-style-type: none"> Bullying as a theme is revisited during the normal assembly pattern Incidents of bullying are investigated in line with the policy and reported when they fall within this category 	All staff Headteacher/ Deputy Headteacher	In conjunction with review of policies to Governors	<ul style="list-style-type: none"> Pupils know of their responsibilities Anti-bullying Policy is used to identify when bullying incidents may be considered to directly relate to a pupil's age, disability or special educational needs, race, religion or belief, sex, sexual orientation, gender reassignment and records are kept Records are used to monitor the effectiveness of the policy
d) Take steps to investigate the incidences of bullying on an annual basis	<ul style="list-style-type: none"> Bullying is discussed at least annually 	All staff	In conjunction with review of policies to Governors	<ul style="list-style-type: none"> The school is aware of the number of bullying incidences.
e) To ensure that correct procedures and outcomes are followed as in the Anti-bullying Policy	<ul style="list-style-type: none"> Correct procedures are followed 	All staff	In conjunction with review of policies to Governors	<ul style="list-style-type: none"> Consistency of use of procedures

PRIORITY 4: Religious Observance

Objective	Action	Personnel	Timescale	Expected Outcome and Evaluation
a) To ensure due regard is given to religious observance of all religions	<ul style="list-style-type: none">The effectiveness of the policy is evaluated and monitored and reported to Governors	Headteacher/ Deputy Headteacher	In conjunction with review of policies to Governors	<ul style="list-style-type: none">Report to Governors indicates that requests relating to religious observance are treated appropriately