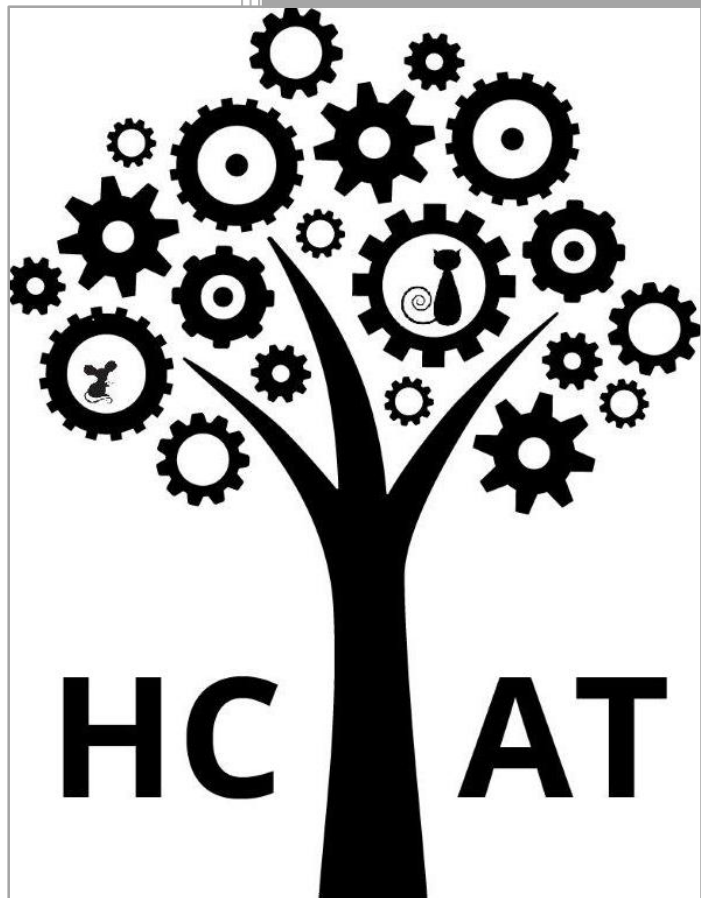


Hoyland Common Academy Trust  
Equality Policy and Objectives  
2017 - 2020



## **HOYLAND COMMON ACADEMY TRUST EQUALITY POLICY AND OBJECTIVES 2017-2020**

### **Introduction**

This single policy replaces separate policies the Academy has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the School's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One. Part Three sets out the Equality Objectives of the Multi Academy Trust, to be reviewed and reported on annually.

### **PART ONE**

#### **Our Legal Duties**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

#### **Protected characteristics**

The Act defines protected characteristics as follows:

- **Disability**
- **Gender Reassignment**
- **Pregnancy and Maternity**
- **Ethnicity**
- **Religion or Belief**
- **Sex**
- **Sexual Orientation**
- **Age and marriage and civil partnerships**

These protected characteristics apply to pupils, prospective pupils, staff, prospective staff or anybody they are associated with, with the exception of 'age' and 'marriage and civil partnership' which do not apply to pupils and prospective pupils. (see annex A)

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

#### **The Public Sector Equality Duty or 'general duty'**

This requires all public organisations, including schools to give due regard to the need to (in relation to the protected characteristics above):

1. **Eliminate unlawful discrimination, harassment and victimisation**
2. **Advance equality of opportunity between different groups**
3. **Foster good relations between different groups**

#### **Two 'specific duties'**

This requires all public organisations, including schools to:

1. **Publish information to show compliance with the Equality Duty**

## **2. Publish Equality Objectives at least every 4 years which are specific and measurable**

### **Unlawful behaviour**

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

**Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

**Indirect discrimination** occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

**Harassment** has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

**Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act.

**Discrimination arising from disability** - treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments. The law on disability discrimination is different from the rest of the Act. In particular, it works in only one direction, i.e. it protects disabled people but not people who are not disabled. This means that we are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities

### **Reasonable Adjustments and Accessibility Plans**

Hoyland Common Multi Academy Trust is required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services
- Provide information in an accessible format.
- Develop and implement (by allocation of resources) Accessibility Plans which will;
  1. Increase disabled pupils’ access to the school curriculum

### **And for all users of the school**

2. Improve the physical environment
3. Improve the provision of information

The duty is an anticipatory and continuing one that Hoyland Common Multi Academy Trust owes to all pupils with disabilities whether identified or not, and to those pupils who will be attending in the future. Our schools will seek relevant information regarding newly placed pupils to ensure as far as possible that their needs are anticipated under this Act. We will ensure that we work closely with professionals, parents and carers as appropriate to identify the challenges presented to us by new pupils under this Act.

## **Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty, applicable to the Trust, to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faith/beliefs and socioeconomic backgrounds. Hoyland Common Multi Academy Trust policies and activities should all be promoting community cohesion and inclusion wherever possible to comply with, and support these duties.

## **Roles and responsibilities**

We expect all staff of the Trust and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

## **The Trust Board of Directors**

The board has overall responsibility for ensuring compliance with equality legislation and the effective operation of this policy and that action plans are implemented. A member of the Board has a watching brief regarding the implementation of this policy.

Every Trust or academy committee keeps aspects of the Trust's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. The Trust Board annually reviews the Equality Policy and evaluates the success of the Trust's equalities work taking account quantitative evidence (e.g. data) and qualitative evidence.

## **The Chief Executive Officer, along with the senior leadership team, are responsible for ensuring that:**

- This policy is communicated and made readily available to staff, parents and guardians.
- This policy and its related procedures are implemented.
- Staff are aware of their responsibilities and are given appropriate training and support to enable them to effectively deliver this policy and Equality Plan
- Appropriate action is taken in any case of actual or potential discrimination
- All staff understand their duties regarding recruitment and provide reasonable adjustments to staff when appointed. All appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
- All staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents
- All incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are treated with due seriousness.
- The principle of equal opportunity is promoted when developing the curriculum,

## **Teaching and support staff should:**

- Enact all aspects of this policy, its commitments and procedures, and their responsibilities within it
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head of school

- Promote equality and good relations and not discriminate on any grounds
- Attend training and information sharing opportunities as necessary to use this policy with confidence, and keep up to date with current equality legislation
- Promote equal opportunities through their words and actions

**Pupils according to their ability and understanding should:**

- Refrain from engaging in discriminatory behaviour, or any other behaviour that could cause offence to others under this policy.

**Parents and Carers**

- Parents and Carers will be encouraged to participate fully in implementing the policy within the academy, particularly by reinforcing its ethos at home. They will be invited to comment on the Equality Objectives and will be regularly updated on progress.

**All Visitors, Volunteers and Contractors should:**

- Make themselves aware of, and comply with the expectations contained within this policy
- To refrain from engaging in discriminatory behaviour or language on school premises
- Bring to the attention of a member of staff any act, or behaviour that concerns them with regard to this policy

**Publishing the plan and links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our Trust and academy development plans, self-evaluation review. We will publish our policy and plan on the Trust website and raise awareness of the plan through the academies' newsletter, assemblies, staff meetings and other communications;

This policy has links with the Behaviour, Admissions, SEN and Anti-bullying Policies as well as minutes of meetings involving Trust directors, local governors, the whole staff, and the senior leadership team and school councils.

The Equality Act also applies to the Trust in its role as employer, and there are links to our Recruitment Policies, Whistle Blowing Policy, Health and Safety, Online-Safety and Acceptable Use policies.

## **PART TWO**

### **The Policy**

At Hoyland Common Multi Academy Trust we value the individuality of all our children, employees and stakeholders and we are committed to enabling all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. We are also committed to safeguarding and promoting the welfare and wellbeing of our children and young people, employees and stakeholders and expect everybody to share this commitment.

Hoyland Common Multi Academy Trust will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

#### **This means:**

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics.
- This information will help the schools to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school development plans or through any ISP that may be in place.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.

- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, Hoyland Common Multi Academy Trust schools will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.

#### **Equal opportunities relating to staff at HCAT.**

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

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

#### **Employer Duties**

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

Equality aspects such as age, sex, ethnicity, disability, sexual orientation, gender reassignment, pregnancy and maternity and religion and belief are considered when appointing staff and particularly when allocating Teaching and Learning (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff, which are monitored
- as part of the performance management process
- Senior Leadership Team support to ensure equality of opportunity for all.

### **PART THREE**

#### **Equality Objectives**

Our equality objectives are based on our analysis of data and other information. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We

produce an Equality Action Plan that shows how we will achieve our objectives and gives a review of progress. This includes both Hoyland Common MAT-wide and school-level objectives.

Hoyland Common Multi Academy Trust has set the following equality objectives for the four-year period from September 2017 until September 2021:

- To monitor and analyse pupil achievement by race, gender and special educational need, disability and disadvantaged groups and act on any trends or patterns in the data that require additional support for pupils.
- To deliver a broad and balanced curriculum, that provides opportunities for all pupils to achieve the highest standards of education, using specialist programmes and dedicated resources to support pupils who need it the most. We will deliver a programme of assemblies, outside visitors, residential and education trips to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics.
- To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement. We will aim to raise aspirations among children and parents and raise awareness of career options for all children, challenging gender stereotypes.

The implementation and impact of these objectives and the equality plan will be monitored and reviewed by the Trust Board of directors through:

- Reviewing pupil progress and attainment for different sub-groups (e.g. individual schools, boys vs girls, Pupil Premium, SEN and Children in Care) annually in the autumn term, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.
- Receiving reports from the CEO, Director of Teaching and Learning, Heads of School, SENCO, school administrators.
- Receiving reports from monitoring visits and Local Governing Bodies.
- Taking advice from relevant parties such as the Trust HR provider and Barnsley Admissions team.
- Monitoring parental engagement and attendance.

### Review

The Equality Policy and Objectives have been agreed by the Trust Board. We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements, we will review the progress and implementation of the Equality Objectives and Equality Plan annually.

This policy will be reviewed every three years by the board of directors.

The implementation of the Equality Objectives will be reviewed and progress reported annually.

Authorised by Board of Directors	September 2017
Reviewed	
Revised	
Review date:	September 2020



## **Annex A: Protected Characteristics**

The protected characteristics for the Trust's provisions are:

- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Ethnicity
- Religion or Belief
- Sex
- Sexual Orientation
- Age and marriage and civil partnerships are NOT protected characteristics for the trusts provisions, but do apply to staff

### **Disability**

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long term adverse effect on their ability to carry out normal day to day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses) diabetes, asthma epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met(see below)
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act. Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day to day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The

exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glass or contact lenses, which is taken into account.

### **Gender Reassignment**

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for academy pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- Make their intention known to someone – it does not matter who this is, whether it is someone at an academy or at home or someone like a doctor:
  - Once they have proposed to undergo gender assignment they are protected, even if they take no further steps or decide to stop later on
  - They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
  - Start or continue to dress, behave or live(full or part time) according to the gender they identify as a person
  - Undergo treatment related to gender reassignment, such as surgery or hormone therapy;
- or
- Have received gender recognition under the Gender Recognition Act 2004. It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment

This guidance uses the term ‘transsexual person’ to refer to someone who has the protected characteristic of gender reassignment.

### **Pregnancy & Maternity**

The Act lists pregnancy and maternity as a protected characteristic.

### **Ethnicity**

Ethnicity means a person’s:

- Colour, and/ or
- Nationality (including citizenship), and/or
- Ethnic or National Origin

And a racial group is composed of people who have or share a colour, nationality or ethnic or national origins.

A person has the protected characteristics of ethnicity if they belong to a particular racial group, such as ‘British people’.

Racial groups can comprise two or more racial groups such as ‘British Asians’.

## **Religion or Belief**

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not to be mainstream or well known to gain protection as religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs

Belief means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- It must be genuinely held
- It must be a belief and not an opinion or viewpoint based on information available at the moment.
- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion and importance.
- It must be worthy of respect in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

## **Sex**

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

## **Sexual Orientation**

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

- Some people are only attracted to those of the same sex (lesbian women and gay men)
- Some people are attracted to people of both sexes (bisexual people)
- Some people are only attracted to the opposite sex (heterosexual people)

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestation of that sexual orientation.

## **Annex B: Health and Wellbeing Strategy**

At HCAT, we feel that our staff's wellbeing is of vital importance. Wellbeing is an important factor in the job satisfaction and as such is a management issue. Our strategy will bring staff wellbeing to the fore-front, whilst seeking to create a culture where negative wellbeing issues are identified, minimised and managed before they affect the wellbeing of staff. We have a clear aim to promote the positive health and wellbeing of our staff.

The issue of staff health and wellbeing at work is recognised as part of our broader approach to health promotion that involves us all.

We aim to:

- Promote good practice in both health and wellbeing activities and share success.
- Provide relevant training for all Senior Leaders.
- Ensure all necessary resources are provided.
- Identify those circumstances that may contribute to inappropriate levels of work related stress.
- Consult with relevant trade union safety representatives and other stakeholders.
- Provide confidential counselling for staff as necessary.
- Promote an emphasis and wellbeing.
- Provide central support, resources and advisory services.
- Offer practical step by step procedures and guidance.
- Provide training to staff.
- Monitor the effectiveness of this policy.

### **Responsibility of the Senior Leadership Team**

Our Senior Leaders will:

- Ensure health and wellbeing are seen as priority.
- Establish effective monitoring processes.
- Make recommendations following consultation with staff.
- Ensure the promotion of the policy throughout the organisation.
- Provide support and guidance for individuals.
- Allocate resources necessary.

Also we expect our senior staff to:

- Set an example to others
- Actively promote the principle of positive staff well being
- Be vigilant to employees personal circumstances offering additional support as necessary
- Ensure that communication is always effective
- Ensure that bullying, harassment and discrimination are never tolerated.
- Refer employees (with their consent) to Occupational Health Service or counselling services
- Work with managers to initiate staff well being focus groups where appropriate
- Conduct any investigation necessary to protect staff well being
- Ensure effective measures are in place for monitoring all sickness absences for stress-related absence

All Staff:

Are expected to:

- Look after the health and wellbeing of their colleagues
- Treat each other with dignity and respect
- Take advantage of training and information sources
- Uphold confidentiality (wherever safety is not at risk)
- Recognise the limits of what they can do and seek advice at the earliest opportunity
- Share ideas for promoting health and wellbeing in the workplace
- Raise issues of concern with their line manager
- Accept opportunities for occupational health review or counselling when recommended

## APPENDIX 1

### **Check list for all Staff and Directors**

Is information collected on race, gender and special educational need, disability and disadvantaged groups with regards to pupils

Is information collected on race, disability and gender with regards to staff

e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the academy provides?

How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

Does the curriculum include opportunities to understand the issues related to race, disability and gender?

Are all pupils encouraged to participate in Academy life? Are pupils who make a positive contribution reflective of the Academy's diversity e.g. through assemblies/councils?

Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the local governing body and Trust Board on a termly basis?

Are visual displays reflective of the diversity of the Academy's community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

Does the Academy take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?

Is the Academy's environment as accessible as possible to pupils, staff and visitors to the academy?

Are open evenings and other events which parents, carers and the community attend held in an accessible part of the Academy, and are issues such as language barriers considered?

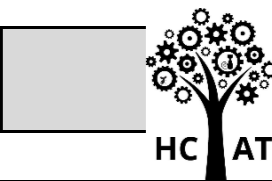
Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

Are procedures for the election of parent directors open to candidates and voters who are disabled?

APPENDIX 2

EQUALITY ACTION PLAN

EQUALITY OBJECTIVE	Inputs (Resources and Activities)	Outputs (Activities, participants, success criteria, what is the desired impact)	Lead	Outcomes and Impacts
To monitor and analyse pupil achievement by race, gender and special educational need, disability and disadvantaged groups and act on any trends or patterns in the data that require additional support for pupils.	Monitor progress of vulnerable groups through pupil progress meetings including SEN and PP, cohort action plans, moderation challenge meetings.	All groups, specifically the disadvantaged children to achieve as well as other pupils in school and pupils Nationally.	BF, SH, JR	<b>Termly pupil progress meetings ensure progress of vulnerable pupils is closely monitored. Any pupil identified as not making progress is quickly identified through data analysis recorded on the cohort action plan, pupil progress sheets and appropriate intervention put into place. The success of intervention is monitored through termly data and the school intervention tracker.</b>
	Monitor and evaluate the delivery of core and foundation subjects to ensuring a broad curriculum building on skills	Monitoring of INCERTS by curriculum teams ensuring broad skills coverage and progression, subject action plans and impact reviews	BF, CR, all staff	<b>Skills audits are completed yearly by each curriculum team to ensure delivery of a broad and balanced curriculum. Skills yet to be covered are identified and used to inform the next year's planning cycle.</b>
	Continue to provide visits and residential trips to enhance children's experiences with a focus on building 'character' and experiences beyond the classroom.	Class visits that enhance and support the curriculum. Residential opportunities enable all children in KS2 to encounter activities with an element of challenge and risk in a safe environment.	All teachers	<b>Each class completes a termly visit to support the curriculum. Year 4 and Year 6 attend residential at Sherwood and Thornbridge respectively. At these residential pupils get the opportunity to try new experiences, which in turn support the development of resilience and self-confidence, skills which can then be transferred to their classroom learning and their responsibilities within the wider community.</b>
To deliver a broad and balanced curriculum, that provides opportunities for all pupils to achieve the highest standards of education, using specialist programmes and dedicated resources to support pupils who need it the most. We will deliver a programme of assemblies, outside visitors, residential and education trips to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics.	Develop links with visitors into school so children develop understanding of the local, national and global communities	Increase the number of visitors at assemblies within the classroom environment. Increase children's understanding of the wider world through focus on PHSE curriculum and British Values.	JR, LD, all staff	<b>Through the teaching of British Values, pupils have interviewed the Deputy Leader of the Council and our Local MP. They have visited the Town Hall, met the Mayor and had chance to debate in the Council chambers. The school picks a charity of the year and representatives from these charities have carried out assemblies. A member of the British Legion has also led an assembly and discussion with Year 5 and 6 on the significance of the Poppy Appeal.</b>
	Development of parent workshops throughout school in order to engage parents in learning in and beyond the classroom.	Parent and pupil voice questionnaire analysis. Parent workshops on phonics, sharing of school approach to teaching ie calculation policies, Y2,Y6 SATS workshops. Termly sharing of topics.	SH/KG	<b>School hold a number of parent workshops throughout the year. These are well attended and supported. Each workshop provides parents with an insight into strategies for teaching and learning which can then support learning at home. At the end of term topic sharing has taken place with pupils given the responsibility of sharing their learning with their parents.</b>
	Development of pastoral links through building relations with parents ie the school council, fundraising initiatives and Community involvement.	Parent / child activities ie craft events. Parent drop-in sessions.	JR/LD	<b>A number of craft events are held during the year. Parent drop-in sessions have been held to enable parents to get further information and share their views on school. The singing group have attended a number of local groups in the community to perform songs they have learnt.</b>
To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement. We will aim to raise aspirations among children and parents and raise awareness of career options for all children, challenging gender stereotypes.	Activities to support attendance.	Weekly attendance draw in assembly. Display in school. Tweets to celebrate attendance. Termly rewards for attendance. SLT/ pastoral support for parents and children	BF/RO	<b>The importance of attendance continues to be supported in school. Children are engaged and motivated by the weekly attendance draw. A monthly attendance meeting is held with key SLT members to quickly identify pupils not meeting the expected attendance target. Telephone calls, meetings with parents, and referrals to appropriate agencies ensure that any barriers are quickly addressed.</b>
	Visitors into classes and assemblies, talking to parents and children about aspiration.	Motivational speakers to be identified to talk to both children and parents to raise aspirations – focus on resilience, aspiration including breaking gender stereotypes.	BF/JR/LD	<b>A parachute veteran who had sustained injury, gave a motivational talk about facing adversity to the Year 5's. An ex-pupil has attended an assembly to talk about their experience of university and raise aspiration of pupils. A local para-Olympian led an assembly to the whole school sharing her experience of the games and the resilience and determination to succeed. All of these visitors have inspired the pupils and discussion has taken place back in class.</b>

Hoyland Common Primary				Date:		
Equality and Diversity Action Plan						
						
	Issue	Inputs (Resources and Activities)	Outputs (Activities, participants, success criteria, what is the desired impact?)	Lead	Key Dates/Milestones	
					Start Point	End Point
<b>Issue 1</b> Children's mental health and wellbeing	How do we help stakeholders understand the importance of equality and diversity in Primary Schools?	Stonewall Train The Trainer CPD for key staff.	All stakeholders understand the focus on improving children's mental health and wellbeing. Staff have completed equality training and understand the importance of new policies and procedures and the positive impact they will have on children. All staff confident to challenge any incidents that are contrary to the policies of inclusion and equality.	RC & BF		
		CPD for teaching staff - Equalities Act 2010 (9 protected characteristics) - Ofsted (key questions) - Supporting Pupils to reach their potential (evidence of mental health statistics) - Build confidence and understanding (cultivate an environment where it is okay to get it wrong) - Vocabulary (current correct use of terms and words) - School Script (role play scenarios).		RC & BF		
		Training for support staff (lunchtime supervisors, cleaning staff, regular external providers), parents and governors - Equalities Act 2010 (9 protected characteristics) - Ofsted (key questions) - Supporting Pupils to reach their potential (evidence of mental health statistics) - Build confidence and understanding (cultivate an environment where it is okay to get it wrong) - Vocabulary (current correct use of terms and words) - School Script (role play scenarios)		RC, BF & JR		
		All stakeholders confident to sign 'Don't be a Bystander' agreement.		All Staff		
	How do we give children opportunities to explore issues around diversity and inclusion?	Include representations of 9 protected characteristics in planning and teaching of foundation and core subjects in every year group.	All children feel that HCPS is a school where they feel accepted and included. Children are confident to use accurate information and vocabulary to discuss the 9 protected characteristics and consider the impact of their behaviour.	RC, JR & All Staff		
		Develop series of assemblies or Comms Circles to give children opportunities to discuss the 9 protected characteristics.		RC, JR & All Staff		
Audit reading books in each year group and supply more books which include themes which represent the 9 protected characteristics.		RC & JR				



		How do we give children role models from different perspectives.	Ensure that teaching staff use diverse examples in planning across the curriculum and are confident to use positive language and challenge the use of negative language when discussing issues of diversity and inclusion.	Children can give positive examples of 9 protected characteristics and can challenge intolerant and hateful behaviour.	All Staff		
			Where possible ensure that external providers and educational visits reflect the 9 protected characteristics.		All Staff		
		How do we develop the celebration of diversity so that it is embedded throughout the year?	Introduce the theme 'This Is Me' as a way to include issues of diversity and equality in all events throughout 2018 - ART FESTIVAL (Part 1) – visual arts - October 2018 Anti-Bullying Week – 12th November 2018 Safer Internet Day – 5th February 2018 World Book Day – 7th March 2018 Literacy Celebration Week – 4th March 2018 ART FESTIVAL (Part 2) – performing arts – Shakespeare & dance & music – June 2018 Let's Get Active – May 2018	Children take part in a range of activities throughout 2018/2019 which focus on equality and inclusion giving them a broader outlook on people and communities.	RC & All Staff		
Evidence							

	Issue		Inputs (Resources and Activities)	Outputs (Activities, participants and Infrastructure)	Lead	Key Dates/Milestones	
						Start Point	End Point
		How do we give teachers opportunities to bring an equality & diversity perspective to their lesson planning?	Challenge set in Year Group Network Meetings to include examples that reflect one or more of the nine protected characteristics.	Teachers use Network Meetings to plan topics that include coverage of the 9 protected characteristics.	RC, RP & All Staff		
		How do we gather evidence of teaching of equality and diversity across the school?	Audit and compare planning, books and displays with a focus on inclusion of 9 protected characteristics.	Planning and outcomes from Summer Term include more representation of 9 protected characteristics than Autumn Term.	RC & All Staff		
Evidence			EEF				

	Issue		Inputs (Resources and Activities)	Outputs (Activities, Participants and Infrastructure)	Lead	Key Dates/Milestones	
						Start Point	End Point
Issue 3 Developing policies across the wider community	How do we develop our community (all staff, parents and governors) to give them the confidence to challenge any behaviour that is in conflict with the Equalities Act 2010.	How do we develop a universal script to challenge unacceptable behaviour that is suitable for all stakeholders?	Follow Stonewall procedure to audit school policies and procedures.	HCPS and HCAT develops to be an example of how developing equality and inclusion can have positive outcomes for all children. Achieve <b>Stonewall Gold Award</b> .	RC & BF		
			Use Stonewall training to develop a school script that all stakeholders can use to address and unacceptable language or behaviour.	School script enables all stakeholders to have the confidence and belief to challenge discriminatory language or behaviour in a clear and consistent way.	RC, BF, JR & All Staff		
			Ensure training for all staff includes accurate information from reputable sources in order to understand how the school and community could be seen from a perspective other than our own.	All stakeholders able to question inflammatory or misleading information by referring to facts and data from reputable sources and first-hand accounts.	RC, JR & All Staff		
		How do we bring all stakeholders in the school community to understand the purpose of the school script and feel confident to use it?	Ensure training highlights to core values we hold as a school and community - that ALL children should feel accepted and be encouraged to reach their full potential.	All stakeholders understand that the purpose for making a clear commitment to be an inclusive community which challenges discrimination at all levels is so that ALL children develop a positive attitude to diversity and ALL children have the best chance to feel included and reach their full potential.	RC, JR & All Staff		
			Develop an environment where we accept that staff will not always get responses correct but that staff feel free to discuss the language and issues of diversity without judgement so that we can move towards a community where we get it right in order to ensure children children develop with positive attitudes to themselves and others.	Discussions around the 9 protected characteristics are honest and open, where mistakes can be made that enable all stakeholders to develop their understanding in a questioning way, as long as we are willing to make changes and adapt our behaviour and language to ensure we become more inclusive.	RC, BF & All Staff		
Evidence	.						