



For approval by Personnel – March 2020  
Annual Review  
Next Review: Spring 2021

**St Andrew's CE Primary School**

**Much Hadham**

# **School Equality Duty**

Spring 2020

**This policy incorporates the following:**

Community cohesion policy  
Disability equality statement  
Equality duty  
Race equality policy  
Accessibility Plan

## Contents

1: Vision and Values	3
2: School Context	6
3: Legal Background	8
4: Roles and Responsibilities and Publish Information	10
5: Engagement – Participation and Involvement	14
6: Using information, Equality Impact Assessment, data...	15
7: Our School's Equality Priorities	16
8: Setting Equality Objectives Action Plan	<b>Error! Bookmark not defined.</b>

# 1 Vision and Values

*Flourishing Together - 'Life in All Its Fullness' John 10:10  
Living God's Love  
Love of One Another, Love of Learning and Love of God*

---

## Our equality vision and the values that underpin school life

---

The School acknowledges and welcomes diversity among pupils, staff and visitors.

- At St Andrew's School we do not discriminate against anyone, be they staff, pupil or parent, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins or disability. This is in line with the Equality Act 2010.
- We promote the principles of fairness and justice for all through the education we provide in school.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice when it occurs.
- We celebrate the cultural diversity of our community and show respect for all minority groups.
- Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

## Our Mission Statement

We are an inclusive community where each child knows they are loved and valued for who they really are and can grow to their full potential within the love of God ■

## Our Golden Rules

To:

- show respect and care for everyone and everything around me.
- know that I am valued and loved.
- remember that bullying is unacceptable and teasing hurts.
- try to get on with everyone and enjoy making new friends.
- treat others as I would like to be treated.
- help and encourage others.
- think of my own and other people's safety.
- be honest and thoughtful to everyone in School.
- always try to do my best and work hard.
- be happy and enjoy School.

## Our Vision

*Flourishing Together - 'Life in All Its Fullness' John 10:10  
Living God's Love.  
Love of One Another, Love of Learning and Love of God.*

- To provide a nurturing Christian environment where our children can grow in confidence and achieve their very best.
- To offer a creative and enriching curriculum which excites our children and encourages them to have a lifelong love of learning.
- To encourage our children to respect, tolerate and demonstrate compassion for each other and learn the power of forgiveness.
- To ensure our children know they are valued, are able to grow in the love of God and learn about the importance of all faiths and respect for their future lives.

We recognise that these aims will be achieved only through full co-operation between Governors, Staff, Pupils and Parents. We therefore place great emphasis on home/school liaison and we welcome the involvement and participation of parents in the life of the school. We believe this to be a key factor in motivating children to do well.

## **Ethos Statement**

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England, and in partnership with the Church at parish and Diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

St Andrew's School is both a Church and a village school and therefore welcomes all faiths and denominations.

We aim to foster strong links with the Much Hadham village community.

## **Guiding principles for St Andrew's School**

### **Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled or have additional needs, including SEN needs
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whether or not they are disadvantaged pupils who are in receipt of PPG (see annual report on school website [www.standrews236.herts.sch.uk](http://www.standrews236.herts.sch.uk)).

### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equality practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example, in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life for:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

**Principle 6: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

**Principle 7: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected. The Equality Duty is published on the school website.

We keep our equality objectives under review and report regularly at GB meetings on progress towards achieving them.

## 2 School Context

---

### The characteristics of our school

---

St Andrew's is situated at the centre of Much Hadham, which is a very pleasant historic village. We are a single form entry school for boys and girls aged 3-11 drawing children from a wide range of socio-economic backgrounds. However the school deprivation indicator places us in the lowest quintile. We have 211 (Jan 2019 Census) children on the roll and just over half our children come from the Parish. We are well respected locally, a popular choice for local families and places are usually over-subscribed. There is a Breakfast Club and After School Club run by Much Hadham Pre-school.

St Andrew's is both a Church and village school and welcomes all faiths and denominations. It is a Church of England Voluntary Aided Primary school within the Diocese of St Albans. The close relationship with our Church underpins our Christian ethos.

Whilst there is a strong traditional feeling in our school, we always have our eyes on the future and pride ourselves that we never stand still. We are a welcoming and caring school family who aspire to promote a strong team approach "to be the best we can be".

Our governing body is supportive and some are very involved in the day to day life of the school, which leads to a deep informed knowledge of the school's performance. The skill base is wide ranging and brings many different areas of expertise to the team.

We welcome trainee teachers to our School from the University of Hertfordshire - both PGCE and B.Ed students. We are also delighted to be working in partnership with Envision. We regularly have other students on work experience. All our staff see themselves as lifelong learners.

The strong family feel throughout the school ensures that our pupils are well behaved, enthusiastic, interested, mannerly and hardworking. We have a wide range of extra-curricular activities for our children to enjoy and they are often very successful competitors. We benefit from a strong partnership with Birchwood High School Sports Hub.

Access around our well maintained school site is complicated as we have separate Key Stage buildings on the side of a hill. The historic heart of the school is listed and has been cleverly adapted to accommodate administrative offices, small group rooms, staff room and the stunning KS2 Library. Three Victorian classrooms along with sympathetic modern additions house KS2. Further down the hill is our 1970s purpose built accommodation for our younger children. This includes our Foundation Stage Unit alongside two KS1 classrooms, galleried school Hall (which is also the dining room), school kitchen, KS1 library and small group room. In recent years we have improved access across the school site by installing a landscaped sloping path. This was the final stage in our vision to make the school site completely accessible. We have recently developed our outside learning area adjacent to KS1 with an all-weather canopy and landscaped amphitheatre.

We hold a number of awards and are a University of Hertfordshire training school.

We value our local partnerships, in particular with St Andrew's Church and The Friends of St Andrew's. Members of village societies are involved in activities in our School, e.g. judging the annual Talent Show, horticultural competitions at our local show etc. Our staff are valued members of local cluster groups (e.g. EYFS, RE, English, Maths and Science) and our Head teacher is a member of the Bishop's Stortford Head teachers' Consortium and Envision.

We currently have no CLA (Child Looked After).

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (number and %)</b>
Number of pupils	211	51.7% Female 48.3% Male
Number of staff	32	97% Female (31) 3% Male (1)
Number of governors	14	10 women and 4 men
Religious character		Church of England
Attainment on entry		Attainment on entry to Nursery varies year on year. In September 2019, 53% Attainment on entry to Reception varies year on year. In reception Sept 2019: 67%
Mobility of school population		75% stability
Pupils eligible for FSM		5%
Disabled staff		2
Disabled pupils		EHCP – 2 children SEN - 9 children
Disabled pupils (No SEN)		1
BME pupils		11.4 %
BME staff		2 (0.06%)
Pupils who speak English as an additional language		7% 11 children
Average attendance rate		96%
Significant partnerships, extended provision, etc.		St Andrew's Church and the Diocese of St Albans Bishop's Stortford Sports Partnership Leventhorpe Sports Partnership Sawbridgeworth Cricket Club, BS Rugby Club Bishop's Stortford Headteachers' Consortium Bishop's Stortford Schools Music Trainee Teachers – University of Hertfordshire Much Hadham Pre-School Breakfast Club and After School Club
Awards, accreditations, specialist status		Eco Schools - silver, Arts Mark- Silver, Gold Sports Awards, University of Hertfordshire accredited school

### 3 Legal Background

---

#### The duties that underpin our scheme

---

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

#### **General Duty under the Equality Act 2010:**

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

#### **The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)**

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty. (See Section 7)

#### **Protected Characteristics**

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation

#### **Disability equality**

The general duty to promote disability equality means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability- related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

#### **Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways

We will ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

**Race equality**

The general duty to promote race equality means that we must have due regard to:

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

**Gender equality**

The general duty to promote gender equality means that we must have due regard to:

- Eliminating unlawful discrimination and harassment and
- Promoting equality of opportunity between men and women, girls and boys.

**Transgender**

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender.

The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

**Age, sexual orientation, religion and belief**

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

**Community cohesion**

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups. We have incorporated our priorities into our School Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

## 4 Roles and Responsibilities and Publish Information

---

### Chain of accountability

---

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

### **Commitment to implementation**

The Head teacher, Judy King, retains overall responsibility for ensuring that the scheme and its Action Plan are delivered effectively.

Key staff (any member of staff involved in implementing an objective) will regularly report to the Head teacher on actions and progress.

As required at every main GB meeting there will be a report on equality and diversity. The Action Plan should form part of the SDP.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

### **The Head teacher and the SLT have responsibility for:**

School Equality Scheme

Disability equality (including bullying incidents)

SEN/LDD (including bullying incidents)

Accessibility

Gender equality (including bullying incidents)

Race equality (including racist incidents)

Equality and diversity in curriculum content

Equality and diversity in pupil achievement

Equality and diversity – behaviour and exclusions

Participation in all aspects of school life

Impact assessment

Engagement /Stakeholder consultation

Policy review

**The Office Manager has responsibility** for Communication and publishing

## **Commitment to review**

The School Equality Scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

At St Andrew's School equality information will be available on the school website.

## **Commitment to action**

### **Governors will:**

- Provide leadership and drive for the development and regular review of the School Equality Scheme and other related policies
- Provide appropriate role models for all staff and pupils
- Congratulate examples of good practice within school and among individual staff and pupils
- Ensure a consistent response to incidents, e.g. alleged cases of bullying behaviour and alleged racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensure the provision of 'returns' to the local authority).

### **Head teacher and Deputy Head teacher will:**

- Initiate and oversee the development and regular review of the School Equality Scheme and procedures
- Ensure the effective communication of the Scheme and procedures to all pupils, staff and stakeholders
- Ensure that all staff are trained as necessary to carry out the Scheme
- Oversee the effective implementation of the Scheme
- Hold staff accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Highlight good practice and promote it throughout the school and wider community
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. alleged cases of bullying behaviour and alleged racist incidents
- Ensure that the school carries out its statutory duties effectively.

### **Teaching Staff will:**

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.
- Implement the school's equality scheme, holding all staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the School Equality Scheme.

### **All staff: teaching and non-teaching will:**

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current Equality Scheme and procedures
- Implement the Scheme as it applies to staff and pupils
- Behave with respect and fairness to all colleagues, pupils and their parents, carrying out the letter and spirit of the School Equality Scheme
- Provide a consistent response to incidents, e.g. alleged cases of bullying behaviour and alleged racist incidents
- Contribute to the implementation of the School Equality Scheme.

**All Pupils will:**

- Take responsibility for themselves and others
- Treat each other with respect
- Feel valued
- Speak out if they witness or are subject to any inappropriate language or behaviour.

**All Parents/carers will:**

- Agree to adhere to our commitment to equality by signing our home/school agreement.

Our school operates equality of opportunity in its day to day practice. We comply fully with legislation, which protects our staff (including teachers, teaching assistants, student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

We will ensure the safety and wellbeing of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We tackle discrimination and anti-bullying, reporting and recording all forms of prejudice related incidents e.g. racism, homophobia, negative views of disabled people or sexism.

## 5 Engagement

---

Involving our learners, parents/carers and others

---

### Engagement – Participation and Involvement

We welcome the participation and involvement of parents and other stakeholders with special knowledge, to help to inform our School's approach to our Equality Scheme.

This may include the following:

- ASPECTS Family Support
- Parent Consultation meetings, including SEN meetings
- Families First meetings
- Individual meetings with Head teacher and parents, Governors attending as appropriate
- Staff meeting discussions
- Curriculum meetings
- School Council meetings
- Pupil Voice
- Acts of Collective Worship
- Worship Group
- Autumn and Spring Open Classrooms to celebrate the work of pupils
- Open door policy
- Volunteers from the local community who add huge value to the school community and our children's learning experience
- Speech and Language Base.

We are aware that, as other equality issues arise, we will involve and consult with people affected by our decisions.

## 6 Using information – Equality Impact Assessment, data and other information

---

### Evaluating the impact in terms of the outcomes

---

#### Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life.

Incidents of harassment, and bullying, including those related to homophobia, racism, disability and gender are rare at St Andrew's. However, if they occur we carefully record all the information relating to the alleged incident.

On reviewing our equality objectives (see Section 7) we will assess the impact on our vulnerable groups. Where negative impacts are identified we then take steps to deal with this.

#### **Pupil data analysis – looking at the impact of the School Equality Scheme by protected characteristics (vulnerable groups):**

- Attainment levels
- Progress data
- Attendance levels
- Attendance at extended school activities/extra-curricular activities
- Participation in school sports teams and performances
- Complaints of alleged bullying behaviour and harassment
- Complaints of alleged racism.

We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities across the whole school, such as Pupil Voice.

Actions required/highlighted from the above will be prioritised over the three year life span of our scheme and will be included in the Action Plan.

#### **Collecting and analysing equality information for employment and governance**

The School is committed to providing a working environment free from discrimination, victimisation, and harassment.

It aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that reflects and responds to the needs of our local population.

# 7 Our School's Equality Objectives

---

## Key priorities for action

---

### Achievements to date:

#### Gender

Monitoring of pupil gender equality is applied to raise standards and ensure that any potential underachievement is specifically targeted. In addition the school has, and continues to be proactive to ensure that gender stereotypes are challenged:

- participation in sports where both boys and girls compete e.g. netball, cross-country, football
- provision of books and materials that challenge gender stereotypes e.g. pink Lego.

#### Disability

At St Andrew's we are committed to establishing equality of access for all children, their parents, staff and other users of the school and this is reflected in our school aims.

The school site is on a hillside making it a difficult place to access fully for anybody with a physical disability. As a school we have worked very hard to make the school accessible to everybody. KS2 is a Listed Building and the majority of rooms for small group work are upstairs. However we have made provision for small groups to work in the KS2 library and in the KS1 Hub and we have purchased 4 sets of 16 laptops over the last few years.

We have also improved our site with:

- dedicated SENCo
- disabled access to both school buildings
- new disabled access across school site
- hearing loops for our hearing impaired children
- 2 disabled toilets
- specific actions for pupils with dyslexia – interactive screens, visual timetables
- resources for supporting children with poor fine motor skills – sloping desks trays, pencil grips, laptop
- adapted seating to support pupil with poor core stability: cushion
- staff have Makaton and Elklan sign training to enable greater access and communication with pupils with speech, language and communication needs.

#### Ethnicity/Race and Religion/Belief

As a school with limited ethnic and religious diversity we recognise the challenge of expanding pupils' experience of, and insights into, cultural diversity. Therefore we are developing the involvement of representatives of minority ethnic communities and diverse cultures and faiths in the school and across the curriculum

- Provision of a variety of multi-ethnic and bi-lingual resources available in the school e.g. books, iPads, software eg Twinkl, SIAMS 2015 celebrates the strong understanding our children have of world faiths
- Developing links with visitors and organisations representing other cultures
- Annual Bedford Faith Tour with Year 5
- Displays and Big Books which demonstrate and exemplify curriculum opportunities for SMSC.

#### Community Cohesion

- At St Andrew's we endeavour to strengthen links with our local community through close relationship with St Andrew's Church
- Pupil initiated fundraising (Charity Ambassadors) e.g. Children in Need, NSPCC, British Legion poppy appeal, Bishop of St Albans harvest appeal
- Links with local secondary schools e.g. Birchwood Sports Partnership, links with local primary school, Head teachers consortium and music festivals
- Joint INSET sessions with local schools e.g. Envision.



## St Andrew's Church of England Primary School, Much Hadham Equality Objectives Action Plan Autumn 2019

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
<b>Continue to monitor any achievement gaps for all vulnerable groups compared to all pupils</b>	Vulnerable groups	Advance equality of opportunity	CD Staff SLT	Raise-online data, AM7	Termly	Termly
<b>To ensure that attendance of all potential vulnerable groups reflects the school average attendance of 97%.</b>	Vulnerable groups	Advance equality of opportunity	LS, HR, HT	School average attendance % are the same for all groups	Termly	Termly
<b>Footpath closure/redirection – safety of children in EYFS outside area and all children at playtimes</b>	All	Health and Safety	Herts CC	The closure of the path – remove gates from site and secure the school site during the working day	Autumn 2019 – HCC are about to resubmit a concurrent Extinguishment and Creation Order	Unclear – as out of school's control
<b>To implement the systematic use of an Equality Impact Assessment tool to evaluate school policy, practice and procedures</b>	All	Advance equality of opportunity	All	Policies, practices and procedures reflect our equality duty.	With every review and updating of policy practice and procedure	

<b>Develop children's understanding of the Christian Church by exploring its cultural diversity within Britain and throughout the world</b>	All	Advance equality of opportunity/ Eliminate discrimination	JK - CW and RE lead.	Deepen the children's understanding of the world wide Christian Church by establishing a school celebration day and to arrange a visit to the many and varied places of worship in Saffron Walden	Celebration day - in the Spring Term Parent speaker – Judaism Nov 2019 Y5 Faith Tour Summer 2020	On going
<b>Deepen children's understanding of different faiths by visiting a variety of places of worship</b>	All	Advance equality of opportunity/ Eliminate discrimination	JK - CW and RE lead.	Children are able to vocalise their deepened understanding of a variety of faiths through visitors to school and Y5 Faith Tour to Bedford	Summer 2018	On going
<b>To monitor attainment of girls' and boy's in Maths and English</b>	Vulnerable groups	Advance equality of opportunity	Maths lead HC- English lead  All class teachers	That there are no differences in attainment due to gender. That where there are differences strategies are implemented to support gender group.	Termly	
<b>To monitor attainment and progress of EAL pupils in Maths and English</b>	Vulnerable groups	Advance equality of opportunity	CD All class teachers	That there are no differences in attainment due to English as a second language. That where there are differences strategies are implemented to support gender group.	Termly	
<b>To monitor attainment and progress of BME pupils in Maths and English</b>	Vulnerable groups	Advance equality of opportunity	CD All class teachers	That there are no differences in attainment due to ethnic background. That where there are differences strategies are implemented to support gender group.	Termly	
<b>To monitor attainment of vulnerable groups (SEND, Summer born, low attendance) in Maths and English.</b>	Vulnerable groups	Advance equality of opportunity	CD All class teachers	That there are no differences in attainment due to these vulnerable groupings That where there are differences strategies are implemented to support gender group.	Termly  Half termly inclusion review (as below)	

<p><b>To monitor the strategies used by staff to ensure that all learning types are incorporated.</b></p>	<p>All</p>	<p>Advance equality of opportunity</p>	<p>All subject leaders to oversee their subject area.</p>	<p>That all learning types are considered through planning of activities</p>	<p>Staff consider – weekly when planning Subject leads Summer term review.</p>	<p>July 2020 And on going</p>
<p><b>PPG children – monitor and review regularly their attainment and progress and action as appropriate to narrow the gap with other children in the school.</b></p>	<p>All</p>	<p>Advance equality of opportunity</p>	<p>CD All class teachers</p>	<p>That all vulnerable groups are achieving / progressing in line with other children. That no one is left behind.</p>	<p>Termly – overview by SLT On going – weekly by class teachers. Half termly inclusion reviews – CD/Class teacher/TA</p>	<p>July 2020 and on going</p>