



St Blaise Church of England Primary School

Exploring and achieving together

Equality Plan – 2021-22

The Lord God made all kinds of beautiful trees grow there and produce

good fruit with seed in it according to their kinds and

God saw that it was good.

Genesis V1&2

Issue:	July 2021
Reviewed:	Annually
Headteacher:	Ruth Leach
Chair of Governors:	Mark Smith
Lead Governor:	Linda Shatford

St Blaise C.E. Primary School is committed to ensuring that there is equality of opportunity for all community groups including pupils, staff, governors, parents and visitors regardless of race, gender, disability, sexual or any other orientation.

This Plan should be read in conjunction with the Equality Policy; the Whole School Data Pack which includes Attainment and Progress Data; and the School Vision Map (the school's development Plan). This Plan is subject to change where and when needs are identified, especially as the school is expanding from half-form to one form entry. We are required:

- to publish equality Information – to demonstrate compliance with the general duty across its functions (*we will not publish any information that can specifically identify any child*).
- to prepare and publish equality objectives, which we interpret as this Plan see *the Equality Objectives/ Actions Column*.

The school has the following overarching objectives:

- ❖ **Ensure new pupils and families, taking up places in our expanding school, settle quickly and feel part of the school family; and importantly their needs are recognised and met.**
- ❖ **Ensure our school equality statement – of every individual matters – remains strong as the school roll rapidly expands.**
- ❖ **Ensure we uphold our school ethos – of exploring and achieving together.**

Issues Identified /Potential Barriers to learning	
These issues will also be found within the School Vision Map – where they are monitored and tracked against actions and success criteria.	
2021-22 Data Led	Potential issues 2020-2022
<ul style="list-style-type: none"> • EAL pupils' progress (ability of parents with limited English to support their children) 	<ul style="list-style-type: none"> • Rapidly growing school roll may throw up other issues/ vulnerable groups
<ul style="list-style-type: none"> • Pupil Premium Pupils' (who are also SEND) progress 	<ul style="list-style-type: none"> • COVID pandemic
<ul style="list-style-type: none"> • EYFS on entry low communication, language and literacy 	

Awards and Accolades
Outstanding' SIAMS inspection (2018); Gold Equality Champions (OCC Dec 2017); Gold standard – Sports

When reviewing February /July EO objectives will be RAG RATED Green complete / Amber started-ongoing / White not yet achieved / reconsider for next year

	Equality Policy	At St Blaise we	Equality Objectives /Actions 2021-22
1.	<p>Establishing, maintaining and developing a school culture and ethos</p> <ul style="list-style-type: none"> • <i>Celebrate diversity/equality</i> • <i>Celebrate achievement</i> • <i>Promote positive attitudes towards disabled people</i> • <i>Promote positive attitudes towards people of different ethnic groups/religions etc.</i> • <i>Involve pupils, parents and staff</i> • <i>Promote high expectations</i> • <i>Demonstrate sensitivity to pupils with disabilities</i> • <i>Communicate behaviour expectations</i> • <i>Ensure we welcome applications for school places and jobs from all sections</i> 	<ul style="list-style-type: none"> ➤ June 2021 launched a new ethos statement underpinned with biblical text. The pupils, staff, governors and parents were all involved in this work ➤ Achieved ‘Outstanding’ SIAMS inspection: in recognition of ‘School Values’ embedded ➤ Celebrate festivals and other events relevant to a particular faith and actively encourage all pupils and the school community to understand these. ➤ SMSC opportunities identified in SMSC and British Values Policy ➤ Support dietary and dress requirements of different religious groups ➤ Inclusion Policy ➤ Admissions Policy ➤ Foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups. ➤ Consult regularly with pupils through Pupil Voice; and Pupil Parliament ➤ Consult parents regularly through questionnaires, parent meetings (including governor feedback sessions) and informal breakfast meetings ➤ Actively promote good personal and community relations. ➤ All appointments and procedures reviewed and supported by governing body to ensure EO. ➤ Work with the local community – Tadpole feast and other local events ➤ Pupils participating at the monthly parish council meetings 	<ol style="list-style-type: none"> 1. Continue to celebrate the increasing diversity of the school roll by raising awareness of other cultures through cultural celebrations and events 2. Link families from cultural groups to ensure a warm welcome and individual needs are met (currently includes Russian and Polish). 3. Foster links with other schools (if possible, through pupils from cultures within our school). 4. Continue to develop whole school themed days; work on achieving the Arts Mark will be focused around other cultures 5. Continue to build links with other faiths for visits and trips 6. Connect with work of the church in Steventon and Milton – working within the community 7. Understand the role of Christianity in the wider world (SIAMS target) <p>Link to SIAMS church presence in the community</p>

		<ul style="list-style-type: none"> ➤ Work as part of the community on development projects e.g. school build, community hall project and arts funding ➤ Promotion of ethos and values embedded within our school community ➤ Links with wider community established and valued e.g. Senior citizen awareness through community projects including local Methodist Church; Home Farm Trust through performance by school choir and invitations to event ➤ School Lunch Club (monthly) – local groups invited ➤ Popular cultural awareness weeks ➤ Mandarin lessons began 2020/21 – this has also led to cultural awareness days 	
2.	<p>Preventing and dealing effectively with bullying and harassment Recognising that the groups covered in this policy are more vulnerable to bullying and harassment:</p> <ul style="list-style-type: none"> • <i>Communicate to pupils, parents and staff its abhorrence of all forms of bullying and harassment</i> • <i>Ensure that incidents are reported and addressed swiftly and effectively</i> • <i>Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.</i> 	<ul style="list-style-type: none"> ➤ Recognise and record all forms of harassment and bullying, prejudice related incidents and discrimination; with clear procedures to deal with issues promptly, firmly and consistently. Incidents of bullying and harassment are recorded on incident sheets stored in the school office. New reporting of LGBT harassment form developed. ➤ Governors hold headteacher to account – FGB meetings, safeguarding lead governor ➤ DATA is analysed by HT & staff and governors. Analysis used to inform school vision map ➤ Pupils, staff and parents are aware of the procedures for dealing with incidents and confident in their knowledge that such behaviour is always unacceptable. ➤ Induction Procedures include all aspects of behaviour and include Restorative Approaches ➤ Continue to monitor and evaluate impact of Restorative Approaches (needed because of increased school roll and changing staff). 	<ul style="list-style-type: none"> 8. Ensure all parents feel welcome and can attend parent autism support group 9. Autism awareness is shared with all parents through an evening including speakers 10. Continued provision of SWIFT group 11. Anti-bullying week and days to include working with parents through presentations and courses 12. Regular Meet the Head sessions – live and via remote links 13. Upgraded and reorganised website – greater links and resources re SEN/ Bullying 14. Use of Zones of Regulation across all classes – building up of parental understanding through newsletters/ resources and meetings

		<ul style="list-style-type: none"> ➤ Staff trained to deal effectively with all types of incidents including bullying and prejudice related incidents –Restorative Approach – reviewed Summer 2021 ➤ Policy is promoted to parents during very successful anti-bullying week held annually and termly e-safety days ➤ Awareness raised with in the school community of the neds of Autistic pupils ➤ Development of an autism group for parents, run and manged by parents – linking into autism week and other school initiatives 	<p>15. Behaviour review – Point 5 – Autumn 2021</p> <p>16. Termly SEND training for all staff</p> <p>17. Establishment of TA role – after lunch picking up issues, additional support including trauma therapy</p> <p>18. Autism awareness training for all new staff (Level 1 – some level 2)</p> <p>19. Establishment of safe space for pupils</p>
<p>3</p>	<p>Listening to pupils, staff, parents and others</p> <ul style="list-style-type: none"> • <i>Hear pupil voice</i> • <i>Actively seek staff views and listen to staff concerns</i> • <i>Seek the views of parents</i> • <i>Ensure it encourages, enables and hears the full range of views including those with disabilities</i> 	<ul style="list-style-type: none"> ➤ Regular Pupil Parliament meetings and class PSHE lessons canvass pupils’ views on a wide range of issues: directly affecting them, the community and the wider world. ➤ Parents of children on the school’s SEN register and parents of PP pupils always contribute to reviews. ➤ Pupil Voice is key for all Early Help Assessment (EHA) and TAF meetings; pupil voice in TAF meetings – pupils always given the opportunity to attend part of the meeting ➤ All PP children to complete regular Voice of the Child activities with staff. ➤ Schedule of meetings for PP, SEN and LAC children to ensure meetings are regular and productive (2 times a year – Sep and May). ➤ Strong links with Red Dragon support families’ needs (SEND and PP) before children enter reception ➤ Publication in national press of school case study - Celebrating Diversity Through Pupil Voice – Stonewall publication 	<p>20. Ensure new parents are confident raising concerns by meeting with them after an induction period</p> <p>21. Governors’ questionnaires gain the views of parents/carers; informing school priorities.</p> <p>22. Governors gather pupil’ voice on a range of issues and initiatives.</p> <p>23. Children in KS2 on the SEN register should always attend the review meetings</p>

		<ul style="list-style-type: none"> ➤ Parent and community are fully aware of the expansion project. Section in the newsletter and regular opportunities to talk about the expansion take place 	
<p>4. Equalising opportunities</p> <p>We recognise that some of the groups covered in this policy are likely to be economically disadvantaged:</p> <ul style="list-style-type: none"> • <i>Ensure school uniform is affordable</i> • <i>Avoid putting parents under unnecessary financial pressure</i> • <i>Promote the take-up of extra-curricular opportunities</i> • <i>Ensure that its charging policy is appropriate</i> • <i>Monitor take-up of extra-curricular opportunities</i> 	<ul style="list-style-type: none"> ➤ The school Charging and Remissions Policy identifies issues and has a clear policy to support families who may find the paying for trips and extra-curricular activities difficult. ➤ Judicious use made of additional funding from Pupil Premium, local charities and school fund raising e.g. support for Breakfast Club provision ➤ Payment plans always offered. ➤ Clubs offered at no or low cost. ➤ PP pupils targeted to attend after school provision Take up of clubs now – 50% - PP pupils (Y1-6) 95% ➤ Parent take up of family activities was well supported – this will be promoted in new community building ➤ BOBs (parent fundraising group) run second hand uniform sales termly ➤ After school club to begin in September – wrap around care now available to parents 	<p>24. Offer parent and child activities regularly at low cost supporting parents and children with their health and wellbeing e.g. table tennis</p> <p>25. Link Milton bowls club and other community linked sport– offer additional sessions for families</p> <p>26. Signpost families to wrap around care through child minders and linking families who could support each other before and after school</p> <p>27. The return of parental involvement in activities – staff create sessions at different times so cater for the needs of all</p> <p>28. Meetings are offered on Zoom as well as live</p> <p>29. Support with homework for all pupils to increase the uptake</p> <p>Link to PE& Sports Plan</p>	
<p>5. Informing and involving parents and carers</p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible:</p> <ul style="list-style-type: none"> • <i>Explain how the school operates</i> 	<ul style="list-style-type: none"> ➤ Use of telephone, email, texting of information to all parents ensuring all receive communication. ➤ Ensure ‘absent parents’ receive communication. ➤ Progress reports discussed with parents at three meetings a year and by other mutually convenient times. 	<p>30. Continue to raise parental expectations of children’s attainment.</p> <p>31. Explore working with partnership secondary schools and local colleges to provide basic skills for parents</p> <p>32. Return of parent breakfast and coffee events</p>	

<ul style="list-style-type: none"> • <i>Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs</i> • <i>Encourage parents to let the school know if they have a particular disability or other need</i> • <i>Encourage parents to discuss their concerns</i> • <i>Ensure that parents understand how well their child is progressing</i> • <i>Explain how parents can help their child at home</i> • <i>Explain how parents and others can help in school</i> • <i>Encourage parents to join BOBs and/or governing body</i> 	<ul style="list-style-type: none"> ➤ Reception only class expectations made clear and communicated to parents ➤ Word-of-mouth encouragement to participate at all levels in the full life of the school. ➤ Information for parents is easily accessible, in user-friendly language, and is available in community languages, in a range of formats, when required. ➤ Publish plans on the school website; raise awareness through the newsletter, assemblies and meetings. Hard copies available. ➤ Class pages on website make information accessible ➤ Monitor parental involvement to ensure the participation of all groups, including informal events. ➤ Target particular groups according to needs identified through data analysis. ➤ Provide crèche provision- to encourage parental support for curriculum information sessions ➤ Successful monthly coffee mornings; ➤ Parents' breakfast and class targeted lunch invitations; special invites such as Grandparents' Day ➤ Class stay and play session; open classrooms established three times a year and other curricular events where parents and carers come and see pupils' work ➤ Homework diaries with explicit information on how to help ➤ Home learning area on website. Greater use of Google classroom to increase access to home learning and dialogue between teachers and parents – successful during COVID19 – elements to continue 	<ul style="list-style-type: none"> 33.School grand opening event 34.Use of Google forms to promote questionnaires 35.Website revamp with parental/ governor support group 36.Creation of class celebration document that can be shared with parents 37.Use of knowledge organisers to support and inform parents 38.Stay and play/ showcase events planned in advance for parents 39.Continual monitoring of remote learning provision 40.Establishment of Family Links worker within school 41.Connect with local colleges – English and Maths courses
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		<ul style="list-style-type: none"> ➤ Use of homework menus to enable parents and pupils a choice of task but also pace of completion ➤ Increased numbers of parents attending celebration assemblies and worship; school productions always well-attended 	
6.	<p>Welcoming new pupils and helping them to settle in effectively Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible:</p> <ul style="list-style-type: none"> • <i>Ensure a happy start to the school at normal times</i> • <i>Ensure effective school transfer and induction mid-year</i> • <i>Ensure that extra help is given to pupils who find change of school challenging</i> • <i>Ensure well-planned school adjustments are made to cater for a child with disabilities - if possible, in advance of starting at the school</i> 	<ul style="list-style-type: none"> ➤ Induction includes a range of face-to-face meetings, information sheets, informal visits, home visits, meet and greet. ➤ Red Dragon Pre-school liaison and other nursery providers. ➤ The needs of individual children discussed with parents/carers and, where possible, an individualised programme of induction organised to ensure that transition and induction is as smooth a process as possible. ➤ Additional visits are arranged for vulnerable pupils. ➤ Stay and play is established across Reception and Red Dragon ➤ Parents aware of curriculum links between reception and Poplar Class ➤ Six times a year parents are invited to share learning journeys and explore their children's learning through play - Reception ➤ Effective systems for gaining funding and implementing EHCPs ➤ Successful induction of pupil with complex additional physical needs demonstrates flexibility and an opportunity for staff and pupils to increase understanding 	<p>42. Being aware of our changing school community and the needs of ESL parents and carers e.g. possible need for interpreters and link workers.</p> <p>43. Transition is comprehensive and meets the needs of parents. Use of online and face to face meetings to support needs</p> <p>44. New House teams introduced – house lunches and activities in family style groups</p> <p>45. Face to face welcome meetings – phonics based/ Zones of regulation etc</p> <p>46. Greater use of playground leaders to support others – adult leadership of this to be developed</p> <p>47. In-year transfers – use of class packs to be sent across with the applications as part of the welcome</p>
7.	<p>Addressing the full range of learning needs</p>	<ul style="list-style-type: none"> ➤ Curriculum planning takes account of, and builds on, pupils' starting points and is differentiated appropriately to ensure the inclusion of all, including pupils: 	<p>48. Monitor success of feedback policy changes and implementation of verbal feedback across the school; particularly ensuring EO across groups (i.e. that</p>

<p>Recognising that some of the groups covered in this policy are more likely to under-achieve:</p> <ul style="list-style-type: none"> • <i>Ensure curriculum is relevant</i> • <i>Ensure appropriate teaching styles and classroom organisation</i> • <i>Planning is based on earlier learning</i> • <i>Marking policy promotes learning of all</i> • <i>Track pupil progress & Identify under-performing</i> • <i>Promote and maintain higher attendance - strategies & monitoring</i> 	<ul style="list-style-type: none"> • learning English as an additional language • from minority ethnic groups • with special educational needs • who are looked after by the local authority • who are at risk of disaffection and exclusion and higher attaining pupils. <ul style="list-style-type: none"> ➤ Curriculum revised to meet 4 class provision, taking the opportunity to ensure it is 'inspiring and relevant' and linked to SMSC Policy ➤ Maths scheme revised and supporting all learners ➤ Effective analysis and development of interventions, tracked to needs of the class / group /individual ➤ Each area of the curriculum planned to incorporate the principles of equality and positive attitudes to diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Includes monitoring gender neutral expectations and opportunities ➤ All subjects contribute to the spiritual, moral, social and cultural development of all pupils. ➤ Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture. ➤ Teachers ensure the classroom is an inclusive environment in which all pupils can participate and access the mainstream curriculum; feel their contributions are valued; have opportunities to succeed and achieve high standards. ➤ Successful induction programme for ECT, managed internally, supported by OTSA ➤ Teaching styles, strategies and pupil groupings in the classroom vary. Teaching groups reviewed 	<p>certain groups do not take up disproportionate amount of teachers' attention)</p> <p>49. As the school roll diversifies evaluate the effectiveness of an appropriate curriculum for pupils of all backgrounds</p> <p>50. Review all policies to ensure the needs of pupils with a physical disability are supportive of needs</p> <p>51. Development of successful curriculum leads – work on all curriculum areas to ensure leaders know how to manage their areas effectively and efficiently</p> <p>52.2 smaller Y3/4 classes to support learning in these years – accelerated progress expected for all groups of vulnerable pupils (Covid related)</p> <p>53. Use of afternoon TAs, GM and LH, supporting vulnerable and pupils effected by trauma</p> <p>54. Use of the ECT framework to support 2 new teachers.</p> <p>55. Clubs begin again for all pupils</p>
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		<p>continuously and analysed by ethnicity, EAL, gender and background.</p> <ul style="list-style-type: none"> ➤ Staff have high expectations of all pupils and challenge them to extend their learning to achieve higher standards. All forms of achievement are valued. ➤ Baseline assessment (Development Matters) used appropriately for all pupils. ➤ Assessment is free of gender, cultural and social bias. ➤ Monitoring and analysing of pupil performance by gender, ethnicity, disability and background supports the identification of patterns of underachievement and informs appropriate action to close gaps. ➤ Assessment for learning, including self-assessment and peer assessment, provides all pupils with opportunities to take responsibility for their learning through regular reflection and feedback on progress. ➤ Oral feedback policy successful in targeting individual needs ➤ Pupils have every opportunity to demonstrate what they know, understand, can do, and are aware of the next steps in their learning. ➤ Information from assessment is used to inform future learning and staff use a range of methods and strategies and approaches to assess pupils` progress. ➤ Shirley Clarke training -Including higher level questioning, learning environment and AFL ➤ Diversity statement is understood by staff and pupils and parents – all are able to give examples of this is action; e.g. gender neutral expectations 	
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		<p>and learning environment (as a result of transgender work).</p> <ul style="list-style-type: none"> ➤ Attendance figures monitored and celebrated class by class and individually. ➤ Attendance Plans put in place if needed ➤ New attendance officer (now funded by OCC) support 	
<p>8.</p>	<p>Supporting learners with particular needs Recognising that some of the groups covered in this policy are more likely to have particular needs:</p> <ul style="list-style-type: none"> • <i>Prepare Personal Education Plans to focus on learning priorities</i> • <i>Provide Basic Skills support</i> • <i>Ensure language support is available as required</i> • <i>Support students through tutoring/mentoring schemes</i> • <i>Provide Homework/Revision support</i> • <i>Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.</i> 	<ul style="list-style-type: none"> ➤ Gaps identified in training needs analysis are reflected in staff development plans ➤ PP and SEND strategic Plans in place identify barriers to learning and are successful in supporting change ➤ SEND and PP high level of need children targeted through specific monitoring of action plans – showing evidence of small steps progress; all barriers to learning explored ➤ Classes with high level SEND constantly reviewed to ensure best support for pupils provided: through experienced teachers, TAs, strategies for support, personalised learning and quality individualised feedback. ➤ Welfare and wellbeing take account of cultural, religious and ethnic differences. ➤ Wide range of access strategies used for pupils learning English as an additional language. ➤ Accelerated progress of EAL pupils for whom English is a second language (additional support for pupils where parents have limited English). ➤ Use of first/home and community languages encouraged and takes account of, and meets the needs of, Gypsy, Roma and Traveller pupils, when applicable. ➤ EAL specialist has had a positive impact on the progress of Y6 pupils 	<p>56. Development of an EAL pack for pupils arriving with little or no English</p> <p>57. Training to enable a specialist EAL TA support – continued development of the role including specific training and opportunity to work with other schools</p> <p>58. Use of Zones of Regulation to support all pupils – highly recommended by ASD support</p> <p style="text-align: center;"><i>SEE SEND and PP Strategic Plans</i></p>

		<ul style="list-style-type: none"> ➤ All staff trained in supporting pupils with hearing loss ➤ Providers of all services to the school are required to demonstrate their commitment equalities and inclusion. ➤ Appropriate support given to victims of harassment and prejudice related incidents, through the use of multi-professional teams and approaches where appropriate. ➤ See the school Behaviour Policy for 'Restorative Approaches', which includes the 'victim' and the 'bully' talking. ➤ PSHE includes work from the No Outsiders – Equality Act work. ➤ Diversity statement understood by pupils, staff and parents ➤ SENCO group to ensure thinking is current and links with OCC; includes working with EP across the partnership 	
9.	<p>Making the school accessible to all</p> <ul style="list-style-type: none"> • <i>Meet the needs of pupils, staff and others with physical disabilities</i> • <i>Meet the needs of pupils, staff and others with other disabilities</i> • <i>Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities</i> • <i>Identify further developments to address outstanding issues where these constitute reasonable adjustments</i> 	<ul style="list-style-type: none"> ➤ The school's Accessibility Policy identifies issues and actions where appropriate. These include transport and supervision for children with disabilities. ➤ Adjustments to the learning environment for children with particular medical or physical needs are fully inclusive. ➤ The admissions process and induction procedure include the identification of accessibility, the purchase of specific resources and support. ➤ A small meeting/withdrawal room has been accommodated. 	<p>59.Expanding school site to include – safe spaces for pupils on the autistic and other spectrums.</p> <p>60.Sound field system to be provided across the school</p> <p>61.All KS2 pupil have the opportunity to take part in a residential</p>

		<ul style="list-style-type: none"> ➤ Expansion programme needs of pupils is high priority - Phase 2 planning & build includes additional larger meeting room and withdrawal space ➤ One classroom with sound field system suitable for pupils with hearing loss ➤ Accessible toilet facilities to be developed to meet the needs of pupil with physical needs in new building ➤ Development of inclusive playground 	
<p>10</p>	<p>Ensuring fair and equal treatment for pupils Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils in the school:</p> <ul style="list-style-type: none"> • <i>Assess the implications uniform requirements have on pupils and modify them where appropriate</i> • <i>Accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)</i> • <i>Monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others</i> • <i>Ensure where relevant that teaching or the expression of religious belief about same sex</i> 	<ul style="list-style-type: none"> ➤ The admissions process and induction procedures are monitored to ensure that they are fair, transparent and consistent for all pupils. This ensures that they do not discriminate and disadvantage pupils from any particular group. The LA acts as the Admissions Authority on behalf of the school. ➤ Comprehensive information about pupils` ethnicity, first language, faith, physical needs, diet is included on all admission forms. ➤ The school and families are aware of their rights and responsibilities in relation to pupil attendance. ➤ Appropriate personnel, who are aware of community issues, always follow up absence. ➤ Provision made for leave of absence for religious observance; this includes staff as well as pupils. This includes support for pupils with their learning. ➤ Attendance monitored by gender, ethnicity, special educational need and background. Action taken in order to reduce any disparities between different groups of pupils. ➤ The school expects high standards of behaviour from all pupils: disciplining pupils and managing behaviour are fair and applied equally to all. 	<p>62. Evaluation of the scheme by pupils and teachers to ensure that it is meeting their needs and is easy to access</p> <p>63. New uniform logo – pupils will not be expected to switch across straight away – over time</p> <p>64. Review of collective worship policy</p> <p style="text-align: center;">Link to SIAMS plan</p>

	<p><i>relationships is conveyed responsibly and sensitively.</i></p>	<p>Appropriate strategies used to ensure exclusions are used as the last resort. See Behaviour and Exclusions Policies.</p> <ul style="list-style-type: none"> ➤ Exclusions monitored by gender, ethnicity, special educational need and background and action taken in order to eliminate any disparities between different groups of pupils. ➤ It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour and all staff are consistent in their use of rewards and discipline. ➤ Pupils, staff and parents are aware of procedures for dealing with all forms of harassment. They know that any language or behaviour, which, for example is racist, sexist, homophobic or potentially damaging to pupil or any minority group, is always unacceptable. ➤ Monitoring attendance data. Governors challenge data at monthly meetings. ➤ Achievement of Gold Equalities Mark (OCC) – December 2017 ➤ Uniform is gender neutral; on-line ordering for uniform ➤ New PSHE / RSE scheme in place ➤ Additional resources in place 	
<p>11.</p>	<p>Ensuring fair and equal treatment for staff and others Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive</p>	<ul style="list-style-type: none"> ➤ The school adheres to recruitment, selection and retention procedures, which are fair, equal, and in line with statutory duties. ➤ Positive action is taken to encourage people from under- represented groups to apply for positions at all levels in the school. ➤ Positive action is taken to ensure everyone associated with the school is informed of the 	<p>65. Positively encourage newer members of the school community and those from diverse backgrounds to volunteer in school.</p> <p>66. Review TA appraisal structure to encourage self-evaluation</p> <p>67. Risk assessments written where appropriate e.g. Over 70's, pregnant staff</p>

	<p>role models and a wider perspective will strengthen the school:</p> <ul style="list-style-type: none"> • <i>Ensure non-discriminatory recruitment and employment practices</i> • <i>Promote dignity at work</i> • <i>Encourage the development of all staff</i> 	<p>contents of this policy. New staff are familiar with it as part of their induction programme.</p> <ul style="list-style-type: none"> ➤ The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and CPD opportunities are available to support their practice in relation to this policy. ➤ Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community. ➤ Recruitment procedures evaluated and fit for purpose including safer recruitment. ➤ Wellbeing project 2018-19 gave staff the opportunity to reflect and influence policies and practice ➤ Regular work-time audits undertaken ➤ Flexible working (part-time) posts accommodated where this does not impact on the needs of SEND pupils 	<p>68. Promote the role of wellbeing governor, so that staff are comfortable discussing any concerns</p> <p>69. Staffing governor to monitor induction of all new staff members (appropriate because of school expansion)</p>
<p>12.</p>	<p>Encourage participation of under-represented groups Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups:</p> <ul style="list-style-type: none"> • <i>Recruit governor's representative of the pupil population and/or community</i> • <i>Encourage the widest participation in BOBs (Buddies of St Blaise School)</i> 	<ul style="list-style-type: none"> ➤ The constitution of the school's governing body reflects the balance of needs, aspirations and values of the school. ➤ BOBs active programme of fund raising and social events are well supported and provide a valuable contribution to the school community. ➤ BOBs run by a committee structure. Meetings reduced and more effective ➤ Strong links between the school and local community, including St Blaise Church. ➤ Active engagement with local groups within the community. 	<p>70. BOBs opening to wider group of parents and members of the community – being mindful of our expanding community.</p> <p>71. Participation in planning and implementation of new community hall and facilities to complement St Blaise's facilities</p> <p>72. Support for community spending of section 106 monies on arts and culture.</p>

	<ul style="list-style-type: none"> • <i>Support individuals and community groups to express their case on matters affecting themselves and their community</i> 	<ul style="list-style-type: none"> ➤ Consultation with school and wider community about planned 1 FE so that all stakeholders are represented ➤ Active participation at Parish Council meetings; including pupil presentations 	
13	<p>Past Pupils The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to ‘old pupils’ communications and activities.</p>	<ul style="list-style-type: none"> ➤ Comprehensive transition links with local secondary schools. ➤ Links with Aureus (new secondary school on Great Western Park) established; 5/9 pupils transferred 2019 – 2020 – 3 pupils to transfer there ➤ Where requested the school provides references for pupils in their application for private school places. ➤ Welcome former pupils on work experience ➤ Previous students are/have been employed (2) or work as volunteers at school 	73. Celebrating the successes and achievements of former pupils in school newsletter and on website
14.	<p>Monitoring and Evaluating the policy Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation</p>	<ul style="list-style-type: none"> ➤ Meet the requirement to report on disability aspects. ➤ Report on all aspects of inclusion via website, newsletter etc. ➤ Actions are reflected in the school’s self-evaluation and school development plans. ➤ Policy and plan shared with Staff & Governors; plan reviewed February/July 	

Review of progress and impact

- The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact.
- In line with legislative requirements, we will review progress against our equality objectives and set new objectives annually, and review the policy on a four-year cycle or as needed by new legislation.
- This plan will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community and the effectiveness of the plan will also be evaluated twice annually led by the Headteacher and Lead Governor, who both have a designated responsibility and discussed further at FGB.

February 2022 half yearly review

July 2022 annual review Summary

The specific reporting duties

We will:

- Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually.
- Set and publish equality objectives, at least every four years.

To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.

We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as ***there is no subscribed format***. We will look at what equality information we publish already, and to consider whether that gives a reasonable picture of progress on equality issues affecting our pupils, parents/carers, community and staff to raise standards for all. ***It is essential for us to maintain and ensure that our focus is on performance, not process.***

We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.

No Information was available on the following protected characteristics:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.