



HOLY CROSS CATHOLIC PRIMARY SCHOOL

Company No: 07696905

Registered Office: Queen's Drive, Swindon, Wiltshire, SN3 1AR

Tel: 01793 527679

www.holycross.swindon.sch.uk

✉: admin@holycross.swindon.sch.uk



Learn, Grow, Love, Live

Equality and Inclusion Policy

2022-2023

Version	Date	Description of changes and person/organisation responsible
1.0	January 2023	

People Responsible:	Headteacher Governing Body
Reviewed date:	January 2023
Next review date:	January 2027

Mission Statement

At Holy Cross Catholic Primary School,
we learn about ourselves and about the world.

We grow in faith,
we act with kindness, generosity and love
to ourselves and others.

We live life to the full and have a future full of hope.

Equality statement

Holy Cross Catholic Primary School believes that equality of opportunity and the inclusion of all members of our school community (staff, children and parents or carers) should be at the centre of what we do. All the members of the school community support the Christian ethos of the school and our faith is an integral part of our life and work.

Each member of the school community and everyone we meet is valued and respected. We try to follow Jesus in sharing with and caring for one another. We endeavour to act justly, to be peacemakers, to enable every member of the school community to accept and give forgiveness.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. This policy will demonstrate how Holy Cross Catholic Primary School supports the legislation.

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010) Public Sector Equality Duty. The Equality Act (2010) introduced a Public Sector Equality Duty (PSED) that applies to all public bodies, including schools, and extends to all protected characteristics – age, race, gender, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment.

The school must have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the act;
- advance equality and opportunity between people who share a prohibited characteristic and people who do not share it;
- foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

Race equality

The definition of race includes colour, nationality and ethnic or national origins.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- promoting equality of opportunity between disabled people and other people;
- eliminating discrimination and harassment of disabled people that is related to their disability;
- promoting positive attitudes towards disabled people;

- encouraging participation in public life by disabled people;
- taking steps to meet disabled people's needs, even if this requires more favourable treatment. Under our specific duty we will:
- prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- review and revise this scheme every three years.

Gender equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the ground of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people. Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- promote equality between men and women.

Under our specific duty we will:

- prepare and publish an equality plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- review and revise this scheme every three years.

Sexual orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Legal duties

We understand the principal of the legislation and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age;
- disability;
- race;
- sex;
- gender reassignment;
- maternity and pregnancy;
- religion and belief;
- sexual orientation;
- marriage and civil partnership (for employees);

We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. In developing our policy, we have therefore also taken them into consideration.

To meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are 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 individual**);
- prepare and publish equality objectives which we will review on an annual basis (see Appendix B);
- consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis.

To do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- admissions;
- attendance;
- attainment;
- exclusions;
- prejudice-related incidents;
- curriculum;
- complaints/compliments.

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our statutory RSHE Curriculum. We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups. We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.

In endeavouring to fulfil our legal duties, we will:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- observe good equalities' practice, including staff recruitment, retention, and development
- aim to identify, reduce, and remove existing inequalities and barriers
- consult and involve widely
- regularly review our progress

Definitions

Discrimination is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

Direct Discrimination by Perception occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect discrimination can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.

Roles and responsibilities

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

School Community	Responsibility
Governing Body	Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitor progress towards achieving equality objectives. Publish data and publish equality objectives. Ensure that staff have access to appropriate training and resources. The governing body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to pupils, parents, staff, volunteers and visitors and are responsive to their needs based on age, race, gender, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment. The governors will ensure; <ul style="list-style-type: none">• The school complies with the Equality Act• The school has a mechanism for assessing the impact of its policies on different groups with protected characteristics and that this mechanism is embedded in the School's annual review and monitoring cycle.• To identify where there are gaps in the Equality Duty and prioritise these as equality objectives and/or embed them in the school routine. Eg: closing the gap for disadvantaged children or ensuring full access to sport.

	<ul style="list-style-type: none"> • That no child is discriminated against whilst in our school on account of their race, sex or disability • To take account of adults' equality rights as well as those of pupils • Sufficient resources are allocated to implement the Equality and Accessibility plan and meet statutory legislation.
Headteacher	<p>As above including:</p> <p>Promote key messages to staff, parents, and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties.</p> <p>Ensure that all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness.</p> <p>Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.</p> <p>Making sure the equality action plan is readily available and that the governors, staff, pupils, and their parents and carers know about it</p> <p>Taking appropriate action in cases of harassment and discrimination Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school</p> <p>Deal with reports of prejudice-related incidents</p>
Senior Management Team	<p>To support the Head Teacher as above</p> <p>Ensure fair treatment and access to services and opportunities.</p> <p>Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum.</p> <p>Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.</p> <p>Ensure respect is accorded to all staff equally by pupils and colleagues.</p> <p>Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.</p> <p>Record, report and respond appropriately to prejudice-related incidents.</p> <p>Challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Headteacher.</p>
Non-teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Head Teacher/Principal on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community.</p> <p>Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.</p> <p>Ensure respect is accorded to all staff equally by pupils and colleagues.</p> <p>Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.</p> <p>Record, report and respond appropriately to prejudice-related incidents.</p> <p>Challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Headteacher.</p>

Parents/Carers	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Pupils	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated. Report prejudice-based incidents to a trusted adult.
Local community members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy.

Tackling discrimination

Discrimination, victimisation or harassment on account of age, race, gender, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes graffiti or comments on social media. This is not tolerated within the school as a place of work or learning environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Head of School where necessary. All incidents are reported to the Head of School and racist incidents and parent complaints are reported to the governing body on a termly basis.

Preventing inequality and prejudice

At Holy Cross Catholic Primary School, we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. This school is opposed to all forms of prejudice, and we recognise that children and young people who experience any form of prejudice-related discrimination may fair less well in the education system. We recognise that prejudice-based bullying is a form of child-on-child abuse and is therefore a safeguarding concern, as outlined in [Keeping Children Safe in Education 2022](#).

We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse. We are committed to working with families and outside agencies to proactively prevent incidents and to create an environment in which all members of our school community feel welcomed, accepted, and safe. We believe every member of our community should be treated with respect and should not be subjected to prejudice or discrimination in any form. This includes staff, parents/carers, governors/trustees, and visitors to our school.

We provide both our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. We will endeavour to proactively tackle all forms of prejudice by ensuring our curriculum is representative of all sections of society and the contributions made by people with different characteristics are consciously embedded across all subjects. In doing so, we will challenge stereotypes and work towards inclusivity and identity-safe classrooms where everyone feels validated, accepted, safe and a sense of belonging. Examples of opportunities are included in Appendix A.

If incidents still occur, we will address them immediately ensuring that appropriate levels of support are provided to those affected; that we thoroughly investigate all reports/allegations; and that we will apply appropriate sanctions and address offending behaviours through a programme of education.

All adults in our school community are expected to comply with the school's Code of Conduct. Any allegations made against staff will be investigated in line with our policies and procedures relating to staff conduct and behaviour.

Any staff member/parent/carer, governor/trustee or visitor to the school, who is subjected to prejudice-based abuse can also expect to have their complaint thoroughly investigated and will be supported in accordingly.

Responding and reporting

Pupils

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of discrimination, bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told, following the procedures outlined above in the 'Parents/Carers' section.

The following steps will be taken when dealing with any incidents reported to the school:

- We emphasise the importance of all pupils (whether a victim or a bystander) reporting concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or nonteaching staff, including a class teacher, a teaching assistant, the head teacher, a lunchtime supervisor, or a member of the office team.
- The member of staff will **listen** to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The Headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- An account of the incident will be recorded in on CPOMS and monitored by the Headteacher
- The headteacher and class teachers will be kept informed.
- If, over a period of time, there is evidence that children are using bullying behaviour, the parents will then be informed about the concern and action taken.
- Sanctions will be used as appropriate and in consultation with all parties concerned. These will range from missing playtimes to suspension. This will also be recorded on CPOMS.
- If necessary, other agencies may be consulted or involved.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully.

Parents/Carers

We understand that it can be very difficult for a parent/carer to hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that parents/carers report their concerns directly to the school rather than discussing them with other members of the school community, either in person or online.

The following steps will be taken to investigate:

- Initially, we ask parents/carers to contact their child's class teacher (in person/via telephone call/via year group email) to explain their concerns.
- The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss these in detail.
- The school's Designated Safeguarding Lead will be informed if the allegation is deemed urgent or if a pupil is considered at risk.
- Following an allegation, the class teacher will make a formal record of this on the school's recording system (CPOMs).
- An investigation into the allegation will be carried out and appropriate follow-up actions identified and taken.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

Staff

If a member of staff believes that they have been subject to discrimination they should report the matter to the Headteacher or a member of the senior leadership team. If they feel unable to discuss the matter with the Headteacher they may refer to the Chair of Governors. The Headteacher or Chair will make a record of the interview with the member of staff and both should sign it as an accurate record.

The Headteacher is responsible for conducting an investigation within four working days and informing those concerned of the outcome. The disciplinary procedure is followed if a member of staff is found to be in breach of the Equality Policy.

Complaints

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's Complaint Policy. This is available online from our school website, and by request from the school office.

Links with other policies

Policy	How it may link
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding

Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-bullying Policy	Includes information about bullying behaviours and vulnerable groups
Online Safety / E-Safety / Acceptable Use Policy	Includes information about children's online behaviour and details about online bullying/cyberbullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Review of progress and impact

The objectives have been agreed by the school's Governing Body. The school has a rolling programme for reviewing school policies and their impact. In line with legislative requirements, the school will review progress against their Equality objectives annually and review the entire plan and accompanying action plan on a four-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the objectives and demonstrating compliance

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will:

- Publish our information and objectives on the school website;
- Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.
- Information that demonstrates how the school is complying will be published at least annually, and information on objectives at least every four years.
- Publication of information in future years should include evidence of the progress made against the objectives set.
- The information released does not simply have to be statistical data but can for example include minutes from governing body meetings that demonstrates progress.

Useful links:

- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Convention on the Rights of the Child \(CRC\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)
- [UN Convention on the Rights of Persons with Disabilities \(CRPD\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)
- [The Human Rights Act | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)

Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION (Examples of Opportunities)

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents' evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display;
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them; o Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

Appendix B: LIST OF EQUALITY OBJECTIVES 2023

- Monitor and analyse children's achievement in the school by gender, race and disability and act on any trends or patterns in the data that require additional support for pupils;
- Ensure the governing body actively seeks the views of the different groups represented in the community;
- Ensure that resources and displays around the school promote diversity;
- Celebrate cultural events throughout the year to increase children's and families awareness and understanding of different communities;
- Monitor and track the progress of children with EAL and develop staff knowledge and skills when supporting them