

## LYNCH HILL ENTERPRISE ACADEMY

### EQUALITIES & COHESION POLICY

Lynch Hill Enterprise Academy pays due regard to the Public Sector Equality Duty and as such we endeavour to:

- Promote cultural development and understanding via a rich range of experiences, both in and beyond daily school life.
- Ensure sufficient opportunities exist within the school curriculum to address issues of equality
- Support children effectively to that tangible progress is made by all, including those in vulnerable groups
- Monitor and respond in a timely fashion to any issues that arise where prejudice is considered to be a contributing factor.
- Ensure that the school environment is accessible to all – pupils, staff parents and visitors.

As of 26<sup>th</sup> September 2018 our pupil body was made up of the following:

#### Religion

| Religion          | Number |
|-------------------|--------|
| Buddhist          | 2      |
| Christian         | 120    |
| Church of England | 7      |
| Hindu             | 22     |
| Muslim            | 202    |
| No Religion       | 50     |
| Not Obtained      | 103    |
| Other Religion    | 7      |
| Refused           | 2      |
| Sikh              | 18     |

#### English as an Additional Language

|       | M   | F   | 7   | 8   | 9  | 10 | 11 | Total |
|-------|-----|-----|-----|-----|----|----|----|-------|
| Total | 352 | 181 | 156 | 145 | 94 | 81 | 57 | 533   |
| EAL   | 202 | 68  | 71  | 58  | 61 | 41 | 39 | 270   |
| %     | 57  | 38  | 46  | 40  | 65 | 51 | 68 | 51    |

**Ethnic Groups**

| Ethnic Group 2018 / 19           | M   | F  | Total |
|----------------------------------|-----|----|-------|
| Afghan                           | 2   | 1  | 3     |
| African Asian                    | 1   | 0  | 1     |
| Arab                             | 3   | 1  | 4     |
| Asian and any other ethnic group | 6   | 3  | 9     |
| Bangladeshi                      | 2   | 0  | 2     |
| Black - Ghanaian                 | 3   | 3  | 6     |
| Black - Nigerian                 | 4   | 0  | 4     |
| Black - Somali                   | 20  | 7  | 27    |
| Black and any other ethnic group | 5   | 12 | 17    |
| Black Caribbean                  | 7   | 8  | 15    |
| Black European                   | 1   | 0  | 1     |
| Filipino                         | 9   | 5  | 14    |
| Gypsy/Roma                       | 1   | 0  | 1     |
| Indian                           | 25  | 12 | 37    |
| Information Not Yet Obtained     | 5   | 9  | 14    |
| Iranian                          | 1   | 0  | 1     |
| Italian                          | 1   | 0  | 1     |
| Kashmiri other                   | 1   | 0  | 1     |
| Kashmiri Pakistani               | 3   | 2  | 5     |
| Latin/South/Central American     | 0   | 1  | 1     |
| Mirpuri Pakistani                | 7   | 4  | 11    |
| Moroccan                         | 0   | 2  | 2     |
| Nepali                           | 1   | 0  | 1     |
| No                               | 4   | 7  | 11    |
| Other Asian                      | 7   | 2  | 9     |
| Other Black African              | 9   | 7  | 16    |
| Other ethnic group               | 1   | 1  | 2     |
| Other mixed background           | 5   | 1  | 6     |
| Other Pakistani                  | 109 | 27 | 136   |
| Other White British              | 0   | 1  | 1     |
| Portuguese                       | 1   | 1  | 2     |
| Refused                          | 3   | 1  | 4     |

| <b>Ethnic Group (continued)</b>    | <b>M</b> | <b>F</b> | <b>Total</b> |
|------------------------------------|----------|----------|--------------|
| Sri Lankan Sinhalese               | 1        | 0        | 1            |
| Sri Lankan Tamil                   | 12       | 6        | 18           |
| Traveller of Irish heritage        | 1        | 0        | 1            |
| White - English                    | 37       | 31       | 68           |
| White - Irish                      | 0        | 1        | 1            |
| White + any other Asian Background | 5        | 2        | 7            |
| White and any other ethnic group   | 2        | 3        | 5            |
| White and Black African            | 7        | 2        | 9            |
| White and Black Caribbean          | 1        | 6        | 7            |
| White and Indian                   | 0        | 1        | 1            |
| White and Pakistani                | 0        | 1        | 1            |
| White Eastern European             | 7        | 2        | 9            |
| White European                     | 28       | 7        | 35           |
| White Other                        | 3        | 1        | 4            |
| White Western European             | 1        | 0        | 1            |

| <b>Ethnic group</b>                     | <b>Year 7</b> | <b>Year 8</b> | <b>Year 9</b> | <b>Year 10</b> | <b>Year 11</b> | <b>Total</b> |
|-----------------------------------------|---------------|---------------|---------------|----------------|----------------|--------------|
| <b>Afghan</b>                           | 2             | 0             | 0             | 1              | 0              | 3            |
| <b>African Asian</b>                    | 0             | 0             | 0             | 0              | 1              | 1            |
| <b>Arab</b>                             | 0             | 0             | 1             | 2              | 1              | 4            |
| <b>Asian and any other ethnic group</b> | 0             | 5             | 1             | 1              | 2              | 9            |
| <b>Bangladeshi</b>                      | 0             | 0             | 1             | 1              | 0              | 2            |
| <b>Black - Ghanaian</b>                 | 4             | 0             | 0             | 1              | 1              | 6            |
| <b>Black - Nigerian</b>                 | 1             | 2             | 1             | 0              | 0              | 4            |
| <b>Black - Somali</b>                   | 6             | 6             | 11            | 3              | 1              | 27           |
| <b>Black Caribbean</b>                  | 2             | 9             | 1             | 3              | 0              | 15           |
| <b>Black European</b>                   | 1             | 0             | 0             | 0              | 0              | 1            |
| <b>Black and any other ethnic group</b> | 5             | 3             | 6             | 1              | 2              | 17           |
| <b>Filipino</b>                         | 3             | 3             | 2             | 2              | 4              | 14           |
| <b>Greek</b>                            | 0             | 1             | 0             | 0              | 0              | 1            |
| <b>Gypsy/Roma</b>                       | 1             | 0             | 0             | 0              | 0              | 1            |
| <b>Indian</b>                           | 13            | 13            | 5             | 1              | 6              | 38           |
| <b>Information Not Yet Obtained</b>     | 2             | 2             | 8             | 1              | 1              | 14           |
| <b>Iranian</b>                          | 0             | 0             | 1             | 0              | 0              | 1            |
| <b>Italian</b>                          | 0             | 0             | 0             | 1              | 0              | 1            |
| <b>Kashmiri Pakistani</b>               | 2             | 1             | 1             | 0              | 1              | 5            |
| <b>Kashmiri other</b>                   | 0             | 0             | 0             | 1              | 0              | 1            |
| <b>Latin/South/Central American</b>     | 0             | 1             | 0             | 0              | 0              | 1            |
| <b>Mirpuri Pakistani</b>                | 4             | 4             | 1             | 0              | 2              | 11           |
| <b>Moroccan</b>                         | 0             | 0             | 0             | 0              | 2              | 2            |

| Ethnic group continued             | Year 7     | Year 8     | Year 9    | Year 10   | Year 11   | Total      |
|------------------------------------|------------|------------|-----------|-----------|-----------|------------|
| Nepali                             | 0          | 1          | 0         | 0         | 0         | 1          |
| Other Asian                        | 2          | 1          | 1         | 4         | 1         | 9          |
| Other Black African                | 3          | 6          | 2         | 3         | 2         | 16         |
| Other Pakistani                    | 38         | 43         | 20        | 22        | 13        | 136        |
| Other White British                | 0          | 0          | 0         | 1         | 0         | 1          |
| Other ethnic group                 | 1          | 1          | 0         | 0         | 0         | 2          |
| Other mixed background             | 3          | 1          | 0         | 2         | 0         | 6          |
| Portuguese                         | 0          | 0          | 0         | 1         | 1         | 2          |
| Refused                            | 0          | 3          | 1         | 0         | 0         | 4          |
| Sri Lankan Sinhalese               | 1          | 0          | 0         | 0         | 0         | 1          |
| Sri Lankan Tamil                   | 2          | 6          | 6         | 3         | 1         | 18         |
| Traveller of Irish heritage        | 0          | 0          | 0         | 0         | 1         | 1          |
| White + any other Asian Background | 2          | 2          | 1         | 1         | 1         | 7          |
| White - English                    | 22         | 13         | 11        | 17        | 7         | 70         |
| White - Irish                      | 0          | 0          | 0         | 1         | 0         | 1          |
| White Eastern European             | 2          | 0          | 5         | 0         | 2         | 9          |
| White European                     | 15         | 12         | 5         | 3         | 0         | 35         |
| White Other                        | 2          | 1          | 0         | 0         | 1         | 4          |
| White Western European             | 0          | 0          | 0         | 0         | 1         | 1          |
| White and Black African            | 4          | 3          | 0         | 1         | 1         | 9          |
| White and Black Caribbean          | 3          | 2          | 0         | 1         | 1         | 7          |
| White and Indian                   | 1          | 0          | 0         | 0         | 0         | 1          |
| White and Pakistani                | 1          | 0          | 0         | 0         | 0         | 1          |
| White and any other ethnic group   | 2          | 1          | 2         | 0         | 0         | 5          |
| None                               | 10         | 0          | 0         | 2         | 0         | 12         |
| <b>Total</b>                       | <b>160</b> | <b>146</b> | <b>94</b> | <b>81</b> | <b>57</b> | <b>538</b> |

**Our Staff body is made up of the following:**

|                                                          |           |
|----------------------------------------------------------|-----------|
| Asian or Asian British, Indian Count                     | 9         |
| Asian or Asian British, Any other Asian Background Count | 2         |
| Asian or Asian British, Pakistani Count                  | 5         |
| Asian or Asian British, Bangladeshi                      | 1         |
| Black or Black British, African Count                    | 3         |
| Black or Black British, Caribbean Count                  | 2         |
| Black or Black British, Any other Black background Count | 2         |
| White, British Count                                     | 24        |
| White, Irish Count                                       | 1         |
| White, any other White Background Count                  | 4         |
| Did not wish to be recorded                              | 1         |
| None                                                     | 21        |
| <b>Total</b>                                             | <b>75</b> |

## **Our Equality Objectives for the academic year 2018-19:**

Our school Action Plan provides a clear framework on how we monitor and promote equality of opportunity and a shared cohesion and belonging.

### **School Mission Statement / Principles**

We value the individuality of all our students, and are committed to giving every student the opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination including discrimination based on religion or belief / non-belief, and harassment and discrimination based on gender or sexual orientation.

We are committed to the promotion of equal opportunities and good relations between and amongst all.

We aim to ensure that Lynch Hill Enterprise Academy promotes the individuality of all our pupils.

We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our School's admissions policy is equally open to pupils of all groups.

Within the context of Lynch Hill Enterprise Academy, we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations.

We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as in a school with a diverse population whatever that diversity may be.

### **Legislative Context**

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that minority groups are given equal opportunity this policy will prioritise the following groups:

Disabled persons - We follow the social model of disability which means that we understand that the barriers which prevent disabled people from securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness, where any of these are substantial;

With regard to race equality we define racism as *“any incident which is perceived to be racist by the victim or any other person”*. This is antagonism towards, or less favourable treatment of anyone from a different race;

With regard to sexual orientation we refer to the LGBT community i.e. lesbians, gay, bisexual and transgender people;

With regard to religion we actively support the rights of all to practise their belief or non-belief equally.

### **Development of the Scheme**

The School’s policies and practices regarding equalities and cohesion are developed through widespread and ongoing consultation. The views of relevant groups and of the wider community of The School are also taken into account in monitoring and evaluating effectiveness.

We strive for constant improvement. We therefore use a wide range of forums and consultation methods in order to reach all sectors of our school community. We believe that this, along with our “open door” policy regarding concerns, ensures that all members of our school community are able to contribute to our development. We work with a large number of outside professionals, in order to ensure understanding of, and commitment to, inclusion, equality and cohesion.

### **Responsibility for the Policy**

**The Governing Body** is responsible for ensuring that:

- The School complies with all equalities legislation relevant to the school community;
- The School’s Equalities and Cohesion policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
- The named Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

**The Executive Headteacher and Senior Leadership Team** are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities and Cohesion Policy;
- Co-ordinating the activities related to equality and diversity;
- Ensuring that all who enter the School are aware of, and comply with, the Equalities and Cohesion Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief / non-belief;
- Supporting parents to become involved in their children’s education;
- Considering and overcoming barriers to parents’ involvement (e.g. work commitments, non-resident parents, and lone parents).

**All Staff** are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the School.

**All Parents/Carers** are responsible for:

- Their children's education;
- Being aware of, and complying with, the principles of the Equalities and Cohesion Policy;
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the Governors ;
- Understanding the ethos of the School and becoming involved in School life (i.e. open days, informal discussions with staff, parent evenings).

**All Students** are responsible for:

- Being aware of and complying with the principles of the Equalities and Cohesion Policy;
- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality issues;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of School;
- Understanding, valuing and celebrating diversity;
- Challenging stereotypes, and prejudices.
- Treating others as their equals.

### **Eliminating discrimination, promoting equality and celebrating diversity**

#### **Policy into Practice: General principles:**

Every school should offer a curriculum which prepares young people to take their place in a multi-cultural world. The quality of the environment and the interaction between school and neighbourhood is a major concern of the school community.

We must ensure that all our pupils have an equal chance to make good use of the education the school offers to enable them to choose their future pattern of life and to take full advantage of their opportunities in society. This means that the school on every occasion demonstrates within the community its opposition to racism and sexism and fosters positive attitudes towards our multi-cultural society. These principles must inform and guide every group in the school.

**ALL PUPILS ARE TO BE VALUED AS INDIVIDUALS. EACH AND EVERY PERSON IS TO BE VALUED AS A MEMBER OF A CULTURAL COMMUNITY.**

**All staff should ensure that pupils' names are spelt correctly and pronounced properly. Teachers need to be sensitive to different naming traditions and encourage pupils to respect and accept names from cultures other than their own. There should be encouragement to the pupils and staff to use the name chosen by pupils and/or their parents.** At the initial induction interview, the pupils' / parents' / guardians' names must be correctly established and recorded with due regard to the appropriate ethnic or culture origin.

In case of racial abuse i.e:

- physical attacks of a racist nature
- racist intimidation

The following steps should be taken:

- report to the SLT
- record all serious incidents
- full report to class teacher (if required)
- full report to all parents/guardians involved
- support for teacher(s) concerned, and victim(s)
- follow up to prevent recurrence
- With regard to the use of weapons under serious circumstances the police may need to be informed.
- All incidences should be shared at Health and Safety Meetings and at Equality and Cohesion Working Party Meetings

No member of staff should ignore any form of verbal racism and abuse anywhere in the school. It is unacceptable behaviour and must be stopped. Steps should be taken to explain fully to the perpetrator and victim that it will not be tolerated. Persistent offenders must be referred to the Headteacher.

All forms of racist literature and materials brought into school must be confiscated and pupils referred to Headteacher or Year Group Leaders. Parents / guardians should be informed.

### **Ethos and Atmosphere:**

Physical environment can reflect racism and sexism by graffiti in and around school premises and by the absence of displays reflecting a multi-cultural community. The ethos and atmosphere should show the respect which is the entitlement of all persons entering the school. School rules and regulations should be sensitive to and show respect for diverse cultural practices e.g. religions, diet and dress.

All racist or sexist graffiti in the school must be reported to the Headteacher and removed immediately. The Headteacher should be informed if this does not happen. Positive action, reviewing all aspects of anti-racist multi-cultural education and ensuring equality of gender, must take place in order to facilitate the above proposals.



## **Religious Observance**

The 1998 Human Rights Act guarantees everyone the right to manifest their religion or belief in worship, teaching, practice and observance. Accordingly we respect the religious beliefs and practices of all staff, pupils and parents, and, as far as reasonably possible, will comply with requests relating to religious observance and practice.

## **Racism and Xenophobia**

Lynch Hill Enterprise Academy is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, e.g. Islamophobia as well as against Travellers, refugees and asylum-seekers.

Racist behaviour can take a variety of forms, the definition of a racist incident is *“any incident which is perceived to be racist by the victim or any other person”*. This can take the form of (but not exclusive to) the following:

- a. Abuse e.g. Derogatory name calling, offensive jokes, refusal to cooperate with others because of their race, colour, ethnicity or language, Refusal to sit next to or work with another child, Parental objections to particular projects or activities
- b. Abuse of personal property e.g. Abuse of books, bags and religious clothing, Attacks on property/residences
- c. Violence/Threatening behaviour e.g. Jostling, punching, kicking, Use of weapons
- d. Graffiti
- e. Offensive badges/insignia/literature
- f. Recruitment by racist organisations

In response to the Home Office Code of Practice on recording and reporting racist incidents, as well as the requirements of OFSTED, all racist incidents are recorded, including the date, the names of the perpetrators and victims, the nature of the incident, and action taken in response. Procedures for dealing with and reporting racial incidents are detailed as above.

## **Incidents involving staff**

An allegation of racist behaviour on the part of any member of the teaching or non-teaching staff is a serious disciplinary matter. In addition, there are specific procedures for dealing with racial harassment as part of staff grievance procedures.

## **Incidents outside school**

There may well be occasions when racial incidents outside school, or involving outside perpetrators, are brought to the attention of the Headteacher. These incidents should be reported to the appropriate authorities who may well wish to take action under Section 5a of the Public Order Act 1986. Opportunities should also be taken to publicly condemn such incidents.

## **Racial Tension**

It is important that teachers are sensitive to all signs of possible victimisation of individual pupils or groups, such as asylum seekers, and that this should also be reported, even when there is no identifiable incident. Similarly, all behaviour which can be seen as possibly reflecting racial tension within the school as a whole should be reported. For example, small groups of pupils forming isolated groups within the playground or classroom.

## Learning and Teaching

We will provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;
- Develop learning materials and activities that emphasise the benefits of having diverse communities, neighbourhoods, schools and groups;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for students to identify shared interests among members of different social groups and categories;
- Use a range of sensitive teaching strategies when teaching about different cultural traditions;
- Develop awareness so that pupils can detect bias and challenge discrimination;
- Ensure that the PSHCE curriculum cover issues of equalities, diversity, human rights and inclusion;
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that reflect all pupil groupings;
- Take account of the performance of all students when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of students;
- Increase achievement of all students in English, Maths, Science and ICT across all stages;
- Reduce direct, indirect and institutional discrimination;
- Reduce group segregation, disproportion and under/over representation;
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among students, workers, staff, parents, carers and families;
- Emphasise the interconnectedness and interdependence of society members at local, regional, national and global levels;
- Facilitate balance between leadership and teamwork among students, staff, teachers and governors;
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups;
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

Opportunities should be arranged for pupils to work collaboratively in a variety of groups. Every pupil should have the right to be included in all school activities.

Teachers should know that their expectations affect the achievement, behaviour and status of pupils. They should acknowledge and respect the pupils' own values, skills and experience. Teachers should ensure that the placement of pupils in learning groups is appropriate to their

ability and needs and is not influenced by gender and cultural background. The Year Group Leaders will monitor the placement of pupils.

All pupils should feel that their languages and cultures are acknowledged and valued.

### **Personal development and pastoral guidance**

All staff should take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker students.

All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race as well as their sexual orientation or religion/ belief or non-belief.

- The School will ensure that there are no unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services;
- All students/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate intervention work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the School to ensure that different groups of students can see themselves reflected in the School community;
- All students develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.

### **Curriculum**

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity. Students will have opportunities to explore concepts and issues relating to identity and equality. **All steps are taken to ensure that all students have access to the mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs and their learning styles.**

- We will provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups.
- We will challenge perceptions among majority groups about special treatment of minority groups.
- We will facilitate meaningful and continuous interaction between people from all walks of life.
- We will increase awareness about rights and responsibilities of students, their parents and carers as community members, regardless of migratory status and/or nationality.

We will remove barriers to access, participation, progression, attainment and achievement.

## **Staff recruitment and professional development**

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process:

- Steps are taken to encourage people from under represented groups to apply for positions at all levels of the School;
- Staff access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff induction (see staff induction pack);
- Staff and governors have received training on community cohesion.

## **Partnerships with parents/carers and communities**

All parents/carers are encouraged to participate at all levels in the full life of Lynch Hill Enterprise Academy.

- We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities;
- We audit participation of focus groups in activities, and seek to eliminate under-representation;
- We establish links with community groups and organisations to share good practice and grassroots knowledge;
- We seek to increase the participation and empowerment of community members in extended services;
- We seek to increase the sense of responsibility and reciprocity between and within groups and persons;
- We seek to foster positive relationships between and within groups of students, staff, parents, carers and families;
- We are committed to establishing and strengthening effective approaches to monitor, evaluate, manage and prevent conflict.

## **Putting the Policy into Practice**

Continuous improvement regarding cohesion and inclusions is integral to our annual School Development Plan, which gives clear targets, with implementation dates and identified responsibilities. The Disability Equality Scheme is agreed by governors and its implementation audited. The Scheme is developed in consultation with students, staff, governors and families, and is shared with them.

## **Monitoring and Reviewing**

We regularly review the impact of our policies on the needs, entitlements and outcomes for students, staff and parents from the equality strands referred to in this policy. We pay specific

attention to the impact that our policies have on the attainment of students from different groups. We make regular assessments of students' learning and use this information to track progress, as they move through The School.

As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of students where the information suggests that progress is not as good as it should be. School performance information is compared to national data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring student performance, we also regularly monitor a range of other information. This relates to:

- Exclusions;
- Incidents of racism, sexual harassment and all forms of bullying;
- Parental involvement.

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

### **Impact Assessments and how this policy relates to other school policies**

We ensure that the commitments embodied in our mission statement apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Student progress attainment and assessment
- Behaviour discipline and exclusions
- Students' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Teaching and learning
- Staff recruitment and retention
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our school.