



*A school where every child can* 

# Kirk Langley CE Primary School

## ACCESSIBILITY PLAN

Version History	
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Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

*Daniel 12:3*

*'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'*

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

**Within a Christian ethos we aim to:**

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

# Accessibility Plan

## Kirk Langley CE Primary School Equality Plan

Kirk Langley CE Primary School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff.

It is created by Kirk Langley CE Primary School's governing body with the help of all stakeholders in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **Special Educational Needs policy**, **Admissions policy**, **Anti-bullying policy** and the **Behaviour policy**.

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed every three years, or any time there is an update or change to legislation on age, sexual orientation, religion and belief, or transgender equality, to

ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

## **School profile**

### ***Staffing and Employment***

Kirk Langley Church of England Primary School complies fully with legislation which protects our staff (including teachers, teaching assistants, student teachers) and other adults working in our school, from discrimination based on the protected characteristics. To do this we will:

- ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development;
- make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure unless the questions are specifically related to an intrinsic function of the work – for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

### **Pupils' Attainment and Progress**

Kirk Langley CE Primary School expects the highest possible standards. Staff will have high expectations of all pupils and continually challenge them to reach higher standards. This is evident in the school's mission and vision statements –

## **Our Vision Statement**

**'A school where every child can shine'**

### **Values**

- To provide a secure, happy and caring environment in which all individuals feel valued.
- To inspire each child with Christian values and encourage an understanding of the meaning and significance of faith and diverse communities.
- To ensure that all children have an awareness of local and global environmental issues.
- To embrace, understand and respect the differences between gender, races and cultures.

- To embrace, understand and respect the 'fundamental British values' of:
  - democracy.
  - the rule of law.
  - individual liberty.
  - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

## **Personal**

- To create an environment where children have a desire for learning and to help each child to develop a lively enquiring mind.
- To recognise that each child makes a unique contribution to the life of the school.
- To help children fulfil their potential by acquiring relevant knowledge, skills and practical abilities and to develop their self-confidence.
- To develop self-discipline, based on an awareness of others in order for children to take responsibility for their own actions and to take appropriate risks
- To support children to work independently and to be able to work together and develop friendships.
- To have access to facilities to improve learning and concentration e.g. access to drinking water and healthy snacks .

## **Community**

- To further develop our strong relationships between school, home, church, parish and the wider community.
- To use opportunities within the local community in order to enrich learning.
- To build solid foundations for citizenship and skills for life in order to prepare our children for being confident within those communities.

Our mission is to inspire each individual to strive for the highest standards and reach their potential. Our mission is to develop young people with active and creative minds; a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the development of each child as a unique person. We nurture them to become confident, caring, respectful and responsible members of our global society.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

## **Curriculum Development and Delivery**

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

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data by ethnicity, gender and disability and action any gaps;
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families;
- use self-assessment as a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- seek to involve all parents and carers in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning.

### **Pupil Welfare and Pastoral Care**

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- develop and continually review a Health and Safety Policy document;
- ensure that the details of this Scheme are shared with all staff both teaching, non-teaching and ancillary staff;
- expect all staff and volunteers working in the school to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- provide appropriate support for pupils learning English as an additional language and encourage pupils to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies where required) to victims of harassment and bullying. The perpetrators are dealt with in line with the Whole School Behaviour and Anti Bullying Policy and are provided with relevant support to consider and modify their behaviour;

- ensure that guidance and support for pupils is delivered in a way that does not discriminate against pupils with the unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments;
- ensure that appropriate and discreet facilities are available for those pupils who require personal or intimate care in order to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with the Headteacher relating to their health, safety and welfare by promoting well-being strategies among staff as a whole and in their respective groups.

## **The Quality of Provision – Curriculum and Other Activities**

We aim to provide an appropriate curriculum for pupils of all backgrounds.

To do this we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points (using Classroom Monitor) and is differentiated appropriately to ensure the inclusion of:

- all genders
- pupils learning English as an additional language
- pupils from minority ethnic groups,
- pupils who are working at depth
- pupils who are undergoing gender reassignment
- pupils with special educational needs
- pupils with a disability
- pupils who are looked after by the Local Authority
- pupils who at a risk of disaffection and exclusion
- lesbian, gay or questioning young people
- pupils who are the subject of child protection plans

- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;
- deliver a curriculum which reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture;
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies (web sites) to support a high quality learning and teaching experience. This is delivered to all of our pupils irrespective of disability (e.g. visual, hearing, mobility, cognitive and prone to seizure impairments).

## Behaviour and Attendance

Kirk Langley CE Church of England Primary School expects high standards of behaviour from all pupils, all staff and others who are working or connected with the school. Details of these expected standards are set out in the Behaviour Policy and are in line with the expectation that we aim for outstanding behaviour.

Through our school's Christian ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

In order to ensure that the Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour. Our schools takes this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour;
- have clear procedures in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Derbyshire County Council LA policies such as those for anti-bullying and dealing with racist incidents. All forms of harassment (including social media activity) are recorded, monitored and dealt with in line with relevant school policies;
- ensure that all staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils;
- will take steps to ensure that pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable;
- provide information and advice on attendance and exclusion to parents/carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability;
- make provision for leave of absence for religious observance, for staff as well as pupils;



- monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;

## **Partnership with Pupils, Parents, Carers and the Wider Community**

As a small village primary Church of England school we have established good links with our local and wider community. Regular Workshops and planned evenings support all families with ideas to support their child. Our FoKLS committee (Friends of Kirk Langley School) have a varied timetable of school and community based events throughout each academic year. The school also retains its historical links to the Meynell family home and members of the family visit our school for Spoken English finals. Each September the school is invited for tea and traditional games at the house.

As a church school we regularly use the St Michael's for our own acts of worship or to participate in services. The Leeke Community Hall also provides a place for PE and school plays.

We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. To do this we will:

- involve stakeholders including pupils, staff, parents/carers and other users of the school in relation to all equalities duties;
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this Country;
- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all;
- progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information;
- parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified;

- ensure that any informal events which we may hold are designed to include the whole community and at times may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference;
- ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the community.

## **Leadership and Management**

Kirk Langley Church of England Primary School has a clear admissions policy and procedures which are in line with those issued by Derbyshire County Council LA. Our aim is to ensure that our admission process is fair and equitable to all pupils. We will also ensure that our employment practices reflect equality and diversity.

To do this we will:

- not discriminate against a disabled pupil in the arrangements we make for determining admission;
- admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body.
- ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it;
- ensure that staff training continually highlights equality issues. Equality is incorporated into the induction programme for new staff
- recognise and value the skills of all staff, including non-teaching and part-time staff. All staff are given status and support and are encouraged to share their knowledge.
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. the inclusion of images relating to minority ethnic children.

## **Linguistic Diversity**

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

## **Gender Equality**

Our school is committed to combating sex discrimination and sexism and promoting the equality of women and men. We welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men in all of our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;
- ensure the rights, under the Gender Recognition Act 2003, of transgender people (who have Gender Recognition Certificates).

## **Admissions and Exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and action taken to eliminate these.

In addition, we will:

- monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have;

## **Roles and responsibilities**

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. Alongside the Headteacher the staff will undertake the day-to-day responsibility for ensuring the implementation of this policy.

## **The Governing Body**

The governing body will:

- create and approve this policy with the help of the headteacher and ensure that it is adopted correctly throughout the school;

- ensure the school complies with all equality legislation and that the school's equality objectives complement the NC2014 outcomes for children;
- monitor and evaluate the effectiveness of the equalities plan annually and make any amendments to improve on the plan when and where necessary;
- nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the governing body;
- ensure that parents are informed of any incident related to this scheme which could directly affect their child;
- report to parents, carers, and the wider community on the progress of the school's equality plan through the school prospectus, the school website, and the school's annual report.

### The Headteacher and Staff Team:

The Headteacher, with the support of the rest of the staff will:

- promote the single equalities plan both within the school and externally to the rest of the community;
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school;
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- take appropriate action where discrimination or victimisation occurs.

### Staff:

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies as outlined in the school's **behaviour and anti-bullying policy**;
- show a commitment to undertake development and training within this area;
- engage with the school in eliminating any discrimination and act as a good example to pupils;
- promote a positive working environment;
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

### Pupils

Pupils at the school will:

- engage with the school in eliminating any discrimination;
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site;
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred;
- work to promote the anti-bullying strategies outlined in the school's **behaviour and anti-bullying policy**;
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

## Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home;
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan;
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in;
- respect and follow our equality when visiting the school.

## Key groups at risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- Race
- Disability

You can find all the information about our school's SEND provision including our provision for inclusion in the school's **SEND policy** and the school's **accessibility plan**.

- Gender and transgender
- Religion or belief
- Sexual orientation

## Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards

equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's **SEND policy**.

### **Pupil voice**

Through our support of student voice we encourage our pupils to have confidence in articulating their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community. Our School Council and ECO Council promote the 'pupil' voice within our school.

### **Recruitment**

Kirk Langley CE Primary School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. Our school acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

More information about our recruitment procedures can be found in the school **recruitment policy**.

### **Staff**

#### **Equal opportunities for staff**

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;

- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Staff discipline:**

Kirk Langley CE Primary School is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **staff discipline, conduct, and complaints policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The **school's staff appraisal policy** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

### **Monitoring and review**

This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

### **Information will be gathered through:**

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;

- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Termly, the Headteacher will provide **monitoring reports** for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- school population
- recruitment and retention
- key initiatives.

## Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

## Equality impact assessments



Impact assessments are carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community.

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