



Kidmore End CE Primary School

**Equality Policies and Plan
2021-2024**

Owner:	Kidmore End CE Primary School
Type:	Level 3
Type:	Statutory
Ratified by	FGB
Date Ratified:	11th November 2020
Date Policy to be reviewed:	January 2022

to be read in conjunction with the ODST Equality and Diversity Procedure



Kidmore End CE Primary School Equalities Policy and Plan

Introduction

Kidmore End CE Primary School is committed to being ***an inclusive learning community where everyone can realise their potential as an independent learner***. Equality applies to all members of the school community: pupils, parents, community, staff and governors. It is based on the following core values and ethos as expressed in the school's vision statement:

Our school is a place where:

- ***We ask questions and learn from our mistakes***
- ***We are resourceful, responsible and respectful***
- ***We share our fits and contribute to our community***
- ***Everyone is valued and recognised as a child of God***

As an academy we regularly review our admissions policy, with support from the Oxford Diocesan Board of Education, to ensure that it is not discriminatory either in intention or effect.

The Equality Act (2010) designates the following protected characteristics:

- age (for employees)
- disability
- race
- sex (including issues of transgender and gender reassignment)
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

The school recognises it has to make special efforts to ensure that all groups prosper. We currently track pupil progress data of whole cohorts as well as defined groups including boys and girls, pupils in receipt of pupil premium funding, pupils with English as an additional language, pupils with disabilities or special educational needs and pupils identified as more able through statutory assessment at the end of KS1. We also carefully analyse attendance information for these groups. We recognise that there may be other groups such as children who are looked after or from service families and review our pupil roll regularly.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Poor attendance
- Low self-esteem leading to low expectations
- Experience of bullying, harassment or social exclusion
- Low family income leading to difficulty in participating in some aspects of school life
- Low parental support/engagement or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor learning behaviour
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment of a diverse and representative group of staff and governors
-

What sort of school are we?

Kidmore End School is an academy within the Oxford Diocesan Schools Trust. It is a popular single form entry school in an affluent South Oxfordshire village on the outskirts of Reading. The school's deprivation indicator is low. From Kidmore End pupils transfer to a range of secondary schools, including some to the independent sector.

The number of children eligible for FSM is low and there are currently fewer than ten pupils eligible for the Pupil Premium. The number of children from minority ethnic groups or whose first language is believed not to be English is small. A lower than average number of children are registered as having a disability or special educational need. Analysis of current achievement data shows that of our identified pupil groups shows that most make progress in line with their peers and are working at or above age related expectations. Pupils with Special Educational Needs have been identified as working below age related expectations and approximately 50% are not making progress in line with their peers.

Pupil information (November 2020)

183 pupils on roll	103 boys	80 girls
--------------------	----------	----------

Ethnic and Linguistic Background

Any Other Mixed Background	4
Any Other White Background	4
White – British	167
White – Irish	2
White and Asian	3
White and Black Caribbean	2
Indian	1

There are currently fourteen children with a home language in addition to English. For five of these children English is described as their additional language – for the others English is identified as their mother tongue.

Religion and belief

Christian*	108
Roman Catholic	7
No religion	31
Not specified	27
Greek Orthodox	4
Hindu	2
Muslim	2
Other Religion	2

*We recognise that within the Christian group there is further diversity including Jehovah's Witness pupils.

Disability and Special Educational Needs

No identified DSEN	88%	161
Identified DSEN	11.5%	21
Statement/EHC plan	0.5%	1

Pupil mobility

In 2019-2020 7 pupils joined the school in the course of the year (other than at the beginning of Foundation Stage). 14 pupils left the school during the year, with 9 moving home or to another state school, 4 moving to the independent sector (other than at the end of Year Six) and 1 leaving to be home educated. There are currently no known travellers, refugees or asylum seekers on the school roll.

There are no substantial gaps in attendance between different groups, although attendance of children in receipt of pupil premium has been lower than all other pupils – this is a small group and attendance is closely analysed. There has been only one permanent exclusion from school in (at least) the last six years. Analysis of behaviour incidents referred to SLT in the past two years show higher representation of pupils with SEND and in receipt of pupil premium. In the past year there has been one incident of racist language, which has been reported to governors.

School’s Commitment to Equalities

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. In order to meet our general duties, listed above, the law requires us to fulfil 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 child)***
- Prepare and publish equality objectives

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other issues have a significant impact on any particular group we will include work in this area. The school recognises that Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. 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.

	Equality Procedures	Equality Objectives <i>Updated October 2020</i>
	The school has identified the following strategies that are specifically designed to address those issues identified as potential barriers to learning. The Governing Body has agreed the objectives within the plan and monitors their execution within the School Development Plan.	
1.	<p>Establishing, maintaining and developing school culture and ethos Our school vision statement, written with staff, pupils and governors and shared with parents, describes our place as an ‘inclusive learning community’ where ‘everyone is valued and recognised as a child of God.’ Our six core values were agreed with the school community, and each term through collective worship we consider what the focus value looks like both in and out of school.</p> <p>We oppose all forms of harassment, prejudice and discrimination and publicly celebrate diversity. We actively promote good personal and community relations and inclusion is a strength of the school as evidenced</p>	<p><i>Regular reminders of the school vision in practice – e.g. newsletters, presentations to new parents, parish newsletter. (ongoing)</i> <i>Worship includes many opportunities to discuss diversity and equality – e.g. respecting other people’s opinions sits alongside Truthfulness. (ongoing)</i></p>

	<p>at the Annual Sports Day. Advancing understanding of diversity is integral to our vision – our involvement as an Expert Centre in the Global Learning Programme is a good example of this commitment as is our embracing of the ‘No Outsiders’ PHSE programme.</p> <p>Staff foster a positive atmosphere of mutual respect and trust among pupils from all groups. There is an established behaviour policy with three core expectations – ‘be safe, be respectful, be ready to learn’, reviewed with staff and pupils at the beginning of each academic year. In our weekly Celebration Assemblies, pupils are encouraged to share achievements out of school as well as being awarded team points and Star of the Week for achievements in school. We cater for the requirements of different religious groups and actively encourage all to understand the traditions of a range of faiths. Pupils with medical needs are treated with sensitivity and are enabled to join in all school activities. We work with healthcare professionals to put the pupil’s school experience central, with support for medical needs built around this experience.</p>	<p><i>‘No outsiders’ programme is embedded in classes and assemblies – revisited regularly and additions made to materials available e.g. Agents of Hope Sept 2020 (ongoing)</i></p> <p><i>Behaviour expectations used in all aspects of school life and reviewed annually with staff, parents and children, and any visiting professionals working with children. (revisited September 2020)</i></p>
<p>2.</p>	<p>Preventing and dealing effectively with bullying and harassment</p> <p>We recognise that the groups covered in this policy may be more vulnerable to bullying and harassment. Clear procedures are in place to ensure that staff are able to confidently deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA/ODST policy and guidance such as those for anti-bullying and dealing with prejudice related incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policy. Pupils, staff and parents are aware of the procedures for dealing with these and confident in their knowledge that such behaviour is always unacceptable.</p>	<p><i>Anti-Bullying Charter developed by pupils as part of All Together Gold Award (2018)</i></p> <p><i>School procedures to address bullying and harassment issues discussed regularly by Governors and form part of Summer Term Visit. (ongoing)</i></p> <p><i>ELSA support used in cases of relational conflict.</i></p>
<p>3</p>	<p>Listening to pupils, staff, parents and others</p> <p>We have an elected School Council who have a range of duties over the course of the year including nominating good causes to support and leading assemblies on issues such as internet safety. Pupils are in house teams and pupils in Y1 and FS have buddies who can assist them with concerns. We have a team of Active Leaders (Y5/6) who receive training to support play activities.</p> <p>Pupil interviews are regularly used as a monitoring tool, both by Governors and by subject leaders such as the SENCo. A Governor Update is sent to parents at least annually to inform parents on response to parent and pupil feedback.</p> <p>There is a weekly meeting of teaching staff as well as termly pupil progress meetings at which the achievement of pupil groups is discussed. Regular TA meetings are held and staff surveys/feedback show that staff are able to voice concerns and are generally positive about their work.</p> <p>Parents are regularly invited into school to events such as open mornings, topic displays and sharing assemblies. Their views are sought on issues such as home learning and school meals through questionnaires available to all. The format for reporting to parents has been revised and feedback was universally positive.</p>	<p><i>School Council have opportunities to meet with Governors e.g to plan action on environmental issues. (October 2019).</i></p> <p><i>All Y5/6 children trained as Active Leaders – support playtime activities and clubs. (annual training – Autumn)</i></p> <p><i>Governor Days include opportunities to meet with staff, children and parents and members of the School Association. Summer term visit includes Y6 exit interview.</i></p> <p><i>Parent and carer feedback has contributed significantly to plans for remote learning (October 2020)</i></p>
<p>4.</p>	<p>Equalising opportunities</p> <p>We recognising that some of the groups covered in this policy are likely to be economically disadvantaged, and so have taken measures to ensure that we avoid putting parents under unnecessary financial pressure.</p>	<p><i>Trips are limited to one per long term per class and cost kept to reasonable level – all communication clear that</i></p>

	<p>School uniform prices are kept as low as possible and there is also secondhand uniform available in school. Parents are able to purchase generic uniform from supermarkets etc. if they wish.</p> <p>All teacher-led after school clubs are free of charge, and over the course of the year we try to encourage all children to attend at least one club. We have used pupil premium funding to allow children to attend paid clubs run by outside providers.</p> <p>Our charging policy is regularly reviewed and we try very hard to ensure trips are spread throughout the year and represent good value for money. Financial help is available and we ensure parents know this is the case. As part of our commitment to ensuring fair access some trips are subsidised by funds raised from the school association, who also fund a termly enrichment day such as artist visits, dance workshops. On our website we signpost other available services such as holiday childcare.</p>	<p><i>contributions are voluntary and that no child should miss out for financial reasons. . Pupil premium funding used to subsidise those eligible and governor funds available to support in other appropriate cases.</i></p> <p><i>Termly enrichment days are funded by the School Association, ensuring entirely equal access and planned use of Sports Funding and tracking of participation ensures all pupils have opportunities.</i></p>
<p>5.</p>	<p>Informing and involving parents and carers</p> <p>We recognise that some of the groups covered in this policy are more likely to find school intimidating or inaccessible, and that it is important that we offer a range of opportunities to develop relationships and keep parents informed.</p> <p>Our induction for new parents includes a Saturday morning session which enables both parents to attend. We have also reviewed the first term's contact with parents to include an earlier parents evening, a meet and greet coffee morning and open mornings for parents to see their children learning through play. We also provide written information.</p> <p>Communication with parents throughout the school takes a variety of forms. There is a fortnightly newsletter and termly class curriculum letters. All letters are sent out electronically by parentmail and are also available in hard copy and on the school website. Teachers have school email addresses and parents are encouraged to contact them with any queries. There is an opportunity early in the year to meet the class teacher and discuss routines and expectations, as well as two formal parent-teacher meetings and an annual written report which has been redesigned recently to ensure clear progress information is given. The website contains lots of information including leaflets on supporting children in Maths and Reading and useful links. There is also a regularly updated Twitter feed.</p> <p>The school takes positive action to encourage involvement and participation of under-represented groups of parents and sections of the community. For example we have widened the range of events to which parents are invited to include sharing assemblies, coffee mornings, curriculum events and open mornings. Parent volunteers are encouraged and again this encompasses a range of activities from supporting clubs to hearing readers.</p> <p>Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups. Informal events are designed to include the whole community and at times may target particular groups according to needs identified through data analysis. The school's premises and facilities are equally available and accessible for use by all groups within the community. Reasonable adjustment is made for disability.</p>	<p><i>Use of the school website, PMX and particularly the Twitter feed ensures regularly updated information. (ongoing)</i></p> <p><i>Headteacher and other teachers spend time on playground at beginning and end of the day to ensure informal communication. (daily)</i></p> <p><i>Increased opportunities for new parents in Foundation to meet at Coffee Mornings, along with a termly 'end of term' event run by KESA to allow questions and develop networks. (from September 2018)</i></p> <p><i>Parent events such e-safety training increasingly targeted to ensure attendance and a clear purpose. Information given electronically for those not able to attend.</i></p> <p><i>Regular parent communication crucial through Covid situation – regular updates, use of FAQs and email access directly to teachers all contributed. Progress update reports followed up where needed with phone calls replace Autumn parents evening. (Autumn 2020)</i></p>

<p>6.</p>	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>We recognise that some of the groups covered in this policy may find school intimidating or inaccessible, and that to move mid-year could be particularly challenging. We arrange a visit prior to starting if at all possible and the class teacher will make contact with the previous school if appropriate, particularly where information indicates special educational needs. New pupils are allocated a ‘buddy’ within the class and they are carefully monitored during their settling in period. Any particular needs are catered for – as an example a pupil starting with medical needs was quickly allocated a key worker and specific training for staff was arranged from the school nursing service.</p>	<p><i>Clarity and simplicity of behaviour expectations support pupils entering our school. Consistent adults working in classrooms, at lunchtime and at after-school club supports children through the day.</i></p>
<p>7.</p>	<p>Addressing the full range of learning needs</p> <p>We recognise that some of the groups covered in this policy are more likely to under-achieve. Our teaching, learning and curriculum policy and policy for pupils with Special Educational Needs details our approach to planning with appropriate differentiation and adjustments to teaching necessary for those pupils with individual needs. Classroom organisation, for example in terms of groupings, is flexible and can be adapted to meet the needs of groups of children. Teachers ensure that the classroom is an inclusive environment in which all pupils can participate; feel all their contributions are valued; have opportunities to succeed and achieve high standards. All pupils access the mainstream curriculum and teachers take positive action to include all groups or individuals.</p> <p>Curriculum planning takes account of and builds on pupils` starting points and is differentiated appropriately to ensure the inclusion of all, including pupils:</p> <ul style="list-style-type: none"> • Learning English as an additional language • From minority ethnic groups • Who are gifted and talented • With special educational needs • Who are looked after by the local authority • Who are at risk of disaffection and exclusion <p>The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.</p> <p>The content of the curriculum reflects and values diversity. Extra-curricular activities and special events should cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.</p> <p>All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid. The monitoring and analysing of pupil performance by gender, ethnicity, disability and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this. Differences in attainment and progress of boys and girls have become much less marked over past three years. (September 2020)</p>	<p><i>Monitor curriculum resources and planning to ensure diversity is reflected and SMSC is embedded throughout. Further revision of PHSE curriculum following training from ODST led to adoption of Coram SCARF scheme of work (September 2019)</i></p> <p><i>Use of outdoor learning encouraged throughout school and further training took place in Summer 2019. Outdoor play equipment purchased for all year groups, building on good practice in Foundation.</i></p> <p><i>Mixed ability groupings and use of talk partners support children in developing positive working with their peers.</i></p> <p><i>Termly pupil progress meetings including information analysed by pupil groups allows targeted support where needed – this is reported to governors in termly updates.</i></p> <p><i>Close monitoring of attendance and action taken to improve attendance which was a concern in 2017-18. Unauthorised absence halved in 2018-19. Attendance both of limited opening in June 2020 and full opening in September 2020 was high and maintained through the term. Attendance is a key aspect of the pupil premium action plan, having been identified as a</i></p>

	<p>Staff have high expectations of all pupils and continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.</p> <p>Assessment for learning, including self-assessment and peer assessment, provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. All pupils have full opportunities to demonstrate what they know, understand, can do and are aware of the next steps in their learning. Information from assessment is used to inform future learning and staff use a range of strategies and approaches to assess pupils' progress.</p>	<p><i>barrier to learning for some pupils in that group. (October 2020)</i></p>
<p>8.</p>	<p>Supporting learners with particular needs</p> <p>We understand that some of the groups covered in this policy are more likely to have particular needs, and our policy for pupils with Special Educational Needs details our provision through the implementation of Individual Education Plans and intervention programmes. In addition we have put in place resources to support pupils with English as an Additional Language and can ensure additional adult support where necessary to meet a particular need such as challenging behaviour. We have developed good relationships with outside agencies such as the School Nursing Service and the Educational Psychologist and are able to call on their expertise where needed to work with staff and parents as well as the children. We have a trained Emotional Literacy Support Assistant in school who can work with children dealing with anxiety, bereavement or similar issues.</p> <p>Termly staff meetings ensure time to discuss and share ideas/concerns with SENCo and other staff, in addition to opportunities to discuss at termly pupil progress meetings.</p>	<p><i>ODST SEND Review process supported audit and improved provision for children with specific needs. (March 2018)</i></p> <p><i>Outside agencies support is welcomed– we are creative in seeking appropriate support for our pupils and actively seek collaboration with others. (Ongoing)</i></p> <p><i>All staff took part in training on Developing Emotional Resilience (Spring 2019), Autism Awareness (January 2020) and Team Teach training to support behaviour (January 2020).</i></p>
<p>9.</p>	<p>Making the school accessible to all</p> <p>As part of an ongoing programme of improvement works to the building we have improved accessibility for pupils, staff and others with physical disabilities, for example by ensuring the doorway from the playground to the main building is automatically opened and wide enough. Improvements to the outside area such as the AWP, Quiet Garden and Foundation Stage outside learning area also ensure accessibility around the site is reasonable.</p> <p>The school liaises with LA support services as the need arises to ensure support and appropriate resources are in place to cater for specific needs such as hearing or vision impairment. This means that all pupils can access the full curriculum and improvements are made such as reducing background noise in classrooms to enhance our provision for pupils with disabilities. The effective use of ICT in evidence across the school allows us to modify teaching materials where necessary to ensure it is presented in a 'user-friendly' way.</p> <p>Accessibility to remote learning for all pupils has been a key part of planning and informed our approach of using the School Website primarily during school closure. We are now developing use of Google Classroom to support both home learning and remote learning where necessary. (See Remote Learning Contingency Policy October 2020).</p>	<p><i>Ensure any redevelopment increases physical accessibility. Should a child with specific needs be admitted, classroom allocation may need to be reviewed.</i></p> <p><i>Specialist equipment purchased to support additional needs, along with appropriate training e.g. sensory circuits. (2018)</i></p> <p><i>Ensuring accessibility to remote learning includes loan of laptops, and delivery of paper learning packs. Purchase of Chromebooks funded by KESA will further support this. Office staff have made contact with families not signed up to Google Classroom to offer support, resulting in all KS2 children being signed up. (October 2020)</i></p>

<p>10</p>	<p>Ensuring fair and equal treatment for pupils</p> <p>We know that the school must ensure that its policies and practice do not discriminate, directly or indirectly, against pupils in the school or applying for admission to the school.</p> <p>We ensure fair admissions procedures are in place – our admissions policy is scrutinised by the Diocese of Oxford and must be widely consulted on every 7 years. This ensures that they do not discriminate and disadvantage pupils from any particular group(s). All decisions around admissions are made by a committee of Governors based on detailed information supplied by the parents. There is an independent appeals panel who have twice in the last year scrutinised our procedures and found them to be fair and open.</p> <p>Families are aware of their rights and responsibilities in relation to pupil attendance, and appropriate personnel always follow up absence. Provision is made for leave of absence for religious observance, which includes staff as well as pupils. Provision is also made for pupils on extended leave so that they are able to continue with their learning. Attendance is monitored and action is taken in order to reduce any disparities between different groups of pupils. If children and their parents feel that for religious or other reasons they cannot wear the school’s designated uniform this will be dealt with sympathetically on a case by case basis.</p> <p>The school’s procedures for disciplining pupils and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour and all staff operate consistent systems of rewards and sanctions. Implementation of the behaviour policy is monitored through maintenance of a behaviour log and in lesson observations to ensure consistency without prejudice. We ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively.</p>	<p><i>Annual review of admissions procedures by Admissions Committee with discussion where necessary by Full Governing Body. Recent reviews have ensured it is fully inclusive e.g. removal of church attendance criteria – it is reviewed annually by ODST prior to publication. (annual)</i></p> <p><i>Attendance information shared at Parents’ Evenings and discussed. Where attendance is below 90% letters are sent by HT. (from February 2019)</i></p> <p><i>Review of Behaviour Policy (September 2017/December 2018) emphasised importance of consistency – key principle in annual training. All staff have ‘30 second reminders of language to use when behaviour is challenging.</i></p>
<p>11.</p>	<p>Ensuring fair and equal treatment for staff and others</p> <p>We recognise the need to ensure that our policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school. The school adheres to recruitment, selection and retention procedures, which are fair, equal, and in line with statutory duties.</p> <p>Positive action is taken to ensure that everyone associated with the school is informed of the contents of this policy along with our policies on safeguarding children, behaviour and health and safety. New staff are made familiar with it as part of their induction programme.</p> <p>The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff appraisal and CPD opportunities are available to support their practice in relation to this policy. Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.</p>	<p><i>Appraisal processes in place for all staff with focus on professional reflection. Staff seek responsibility and are keen to take initiatives forward. (ongoing)</i></p> <p><i>Participation in MITA programme by senior leaders and teaching assistants led to changes in practice (2017-18)</i></p> <p><i>Governors use ODST Wellbeing resources along with tools from DfE Workload Toolkit to develop approach Personnel committee monitor CPD for all staff. (ongoing)</i></p>
<p>12.</p>	<p>Encourage participation of under-represented groups</p> <p>We recognise that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and</p>	<p><i>Ensure recruitment to Governing Body reflects pupil population/local community,</i></p>

	<p>socially & economically disadvantaged groups. We work hard to recruit governors representative of the pupil population and wider community and have a balance of governors representing the church, community, parents and staff. We encourage all parents and families to participate in KESA (School Association) events and activities. We are happy to support individuals and community groups to express their case on matters affecting themselves and their community.</p>	<p><i>with support from ODST. (ongoing)</i></p> <p><i>HT available in playground and active in approaching less forthcoming individuals. (ongoing)</i></p>
<p>13.</p>	<p>Monitoring and Evaluating the policy</p> <p>We recognise that the strength of this policy depends upon ensuring that everyone is actively implementing it and that it is likely that the need for further development will arise from effective evaluation. This requires constant vigilance from all, particularly leaders and managers. All staff and governors receive training – through governor induction and for staff through regular meetings. We consult pupils, parents and staff on how this policy is working and how it could be improved through discussion with the School Council, through parent questionnaires and through professional discussions with staff. This policy will be reviewed regularly and outcomes reported to the governors. ODST will also play a role in evaluating our work on equality.</p>	<p>Annual review of the plan, along with three-yearly review of whole policy. ODST HR Manager also ensures quality control and makes additional suggestions where appropriate.</p>
	<p>The specific reporting duties</p> <p>We will ensure the whole school community is aware of the Equalities Policy and Plan and our published equality information and objectives by publishing them on our school website www.kidmore-end.co.uk and making them available in other formats e.g. hard copy.</p> <p>Objectives will be reviewed every three years in relation to changes in our school profile. Objectives also form part of the overall School Development plan and therefore will be reviewed at least annually as part of this.</p> <p>To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives. <i>It is essential for us to maintain and ensure that our focus is on performance, not process.</i></p>	<p><i>The Governing Body will report annually on progress made to achieve equalities objectives.</i></p>

The date that we will review the equalities objectives: January 2022