

# Kings Mill School



## Equality Policy (including Accessibility Plan)



|                     |                                           |
|---------------------|-------------------------------------------|
| Effective Date      | September 2023                            |
| Date Reviewed       | September 2025                            |
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| Approved By         | Terri Chambers (Chair of Governors)       |

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## Our Vision

No matter where you start your **journey**, you will be a **valued** part of the

**Kings Mill** family and wider **community**.

Together we will build **friendships** and collect amazing **memories**.

We will give you the skills to **communicate**, find yourself and enable you to use your **strengths** to make a difference.

There will be **diverse** paths to follow, problems to solve and doors to open. You can rely on us to

highlight your **choices** and spur you on to meet **challenges**. When you need us, we'll **help** you bounce back as you bravely pursue your **adventure**.

At Kings Mill, you will develop your **independence** for today and your onward journey.

## The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

### Protected Characteristics

- **Age**
- **Disability**
- **Gender reassignment**
- **Pregnancy and Maternity**
- **Marriage and Civil Partnership**
- **Race**
- **Religion or belief (including lack of belief)**
- **Sex (gender)**
- **Sexual orientation**

It is therefore, unlawful for Kings Mill School to discriminate against a person, pupil, parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have one or more of the characteristics mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

## Definitions

Kings Mill School recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

**Direct discrimination** – Treating someone less favourably because they have a protected characteristic

**Discrimination by perception** – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

**Discrimination by association** – Treating someone less favourably because they are associated with someone with a protected characteristic

**Indirect discrimination** – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

**Harassment** – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

**Victimisation** – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

**Disability** is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

## Reasonable Adjustments

Kings Mill School is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school.

Kings Mill School will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on

the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

## Accessibility Plan

Kings Mill School aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out January 2024, by a member of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

## The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

### The 'general' equality duty

The general duty requires Kings Mill School to have 'due regard', or think about the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it**

**All staff are responsible for having due regard for the three general equality aims.**

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Kings Mill School is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

### The 'specific duties'

The 'specific duties' require Kings Mill School to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

## Equality Objectives 2023-2027

As stated above, Kings Mill School is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body, of whom Terri Chambers is the Chair. Our objectives are set out below:

|          |                                                                                                   |
|----------|---------------------------------------------------------------------------------------------------|
| <b>1</b> | <b>Increase understanding of and actively celebrate the diversity of culture and belief</b>       |
| <b>2</b> | <b>Improve diversity of imagery and educational resources</b>                                     |
| <b>3</b> | <b>Develop the equality knowledge and skills of staff and governors through relevant training</b> |
| <b>4</b> | <b>Communications with pupils and parents are offered in clear and easily understood formats</b>  |

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

## Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Kings Mill School and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

| Document/Data                                                                                                                                                 | Published or N/A | Where is it published?                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------|
| Equality Objectives                                                                                                                                           | ✓                | Equality Policy                                            |
| Annual update towards the equality duty and equality objectives                                                                                               | ✓                | Equality Policy – Appendix 2                               |
| Accessibility Plan (including annual progress update)                                                                                                         | ✓                | Equality Policy – Appendix 1                               |
| Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN) | No               | Reported to Governors termly, through Headteacher's report |
| School performance data e.g. attainment, absence/attendance                                                                                                   | ✓                | Website                                                    |
| Governing body minutes                                                                                                                                        | No               | Available for viewing when requested                       |
| Anti-bullying policy                                                                                                                                          | ✓                | Website                                                    |
| School development plan                                                                                                                                       | No               | Available for viewing when requested                       |
| Equality training materials                                                                                                                                   | No               |                                                            |
| Parent and pupil surveys                                                                                                                                      | ✓                | Website                                                    |
| Non-confidential equality data regarding staff (if employ more than 150 people)                                                                               | No               |                                                            |

## School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

**All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Kings Mill School Equality Policy.**

## References

*Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012*

*Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014*

*Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015*

*GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6*

## Appendix 1: Kings Mill School Accessibility Plan 2023-2026

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until September 2026 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

**The plan shows the ways in which Kings Mill School intends, over time, to achieve the following three aims:**

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*
- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

**The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.**

| Accessibility Plan 2023-2026                                                           |                                                                                                   |             |                                |                                                      |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------|--------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum |                                                                                                   |             |                                |                                                      |                                                                                                                                                                                                                                                                                                                                         |
| Outcome                                                                                | Action                                                                                            | Timescale   | Responsible person             | Resource implication costs/source of funding         | Progress/evaluation                                                                                                                                                                                                                                                                                                                     |
| Support pupils with communication and development                                      | Upgrade of Widgit software to support communication and understanding. To include staff training. | Spring 2024 | Headteacher<br>SBM<br>Teachers | £1235                                                | Achieved. All PCs and staff lap tops have been up graded to InPrint 3.                                                                                                                                                                                                                                                                  |
| Inclusive equipment, keeping students active and healthy                               | Improve outdoor learning environments and accessible gym equipment at Student Centre.             | Autumn 2024 | Head of sixth form<br>SBM      | £15000<br>Grant funding/donations                    | Achieved: Equipment has been purchased, fitted and is being enjoyed by student centre pupils.                                                                                                                                                                                                                                           |
| Inclusive equipment, keeping students active and healthy                               | Improve outdoor learning environments and accessible play equipment at main school site.          | Autumn 2024 | Headteacher<br>SBM             | £25000<br>Grant funding<br>donations/capital funding | Areas outside lower school classrooms has been upgraded and is now accessible all year round. Grass has been replaced with tarmac and artificial grass. New fence erected that prevents pupils accessing foliage. Continue to fund raise to afford interactive equipment along the fence and to develop the area outside the residence. |

| Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided |                                                                                               |                |                         |                                              |                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------|-------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Outcome                                                                                                                                                         | Action                                                                                        | Timescale      | Responsible person      | Resource implication costs/source of funding | Progress/evaluation                                                                                                   |
| <b>Improved parking disabled visitors</b>                                                                                                                       | Identify and designate disabled parking bays in car park, clear signage for reserved parking. | End April 2024 | Headteacher             | £150 School budget                           | Achieved: Disabled parking bays have been created in the visitor and staff car parks. Floor markings have been added. |
| <b>Designated area for drop off (pupils)</b>                                                                                                                    | Identify area for drop off disabled pupils and visitors outside of school transport hours.    | End April 2024 | Headteacher             | £150 School budget                           | Achieved: two 'drop off' areas for parents and school minibuses to load / unload pupils safely.                       |
| Aim 3 - Improve the availability of accessible information to disabled pupils                                                                                   |                                                                                               |                |                         |                                              |                                                                                                                       |
| Outcome                                                                                                                                                         | Action                                                                                        | Timescale      | Responsible person      | Resource implication costs/source of funding | Progress/evaluation                                                                                                   |
| <b>Website accessible to all user groups</b>                                                                                                                    | Explore the addition of accessible tools on the school website to improve site navigation.    | Summer 2024    | School Business Manager | £250 School Budget                           | Ongoing: Website to be updated on renewal this academic year 25/26 planned for Dec 2025.                              |

## Appendix 2: Kings Mill School's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2024-25)

### Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Kings Mill School has paid due regard to the three aims:

| General Equality Duty Aims                                                                                                | Examples/Evidence for 2022-23                                                                                                                                                                                                                                                                                            | Examples/Evidence for 2023-24                                                                                                                                                                                                                                                                                            | Examples/Evidence for 2024-25                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act</b>        | <p>No exclusions.</p> <p>Termly review and analysis of behaviour through CPOMS – (online safeguarding and incident management system) Outcomes reported to Governors.</p> <p>Policies and procedures are in place and on website.</p> <p>Cyclical programme of training in place – e.g. online, safeguarding, KCSiE.</p> | <p>No exclusions.</p> <p>Termly review and analysis of behaviour through CPOMS – (online safeguarding and incident management system) Outcomes reported to Governors.</p> <p>Policies and procedures are in place and on website.</p> <p>Cyclical programme of training in place – e.g. online, safeguarding, KCSiE.</p> | <p>No exclusions.</p> <p>Termly review and analysis of behaviour through CPOMS – (online safeguarding and incident management system) Outcomes reported to Governors.</p> <p>Policies and procedures are in place and on website.</p> <p>Cyclical programme of training in place – e.g. online, safeguarding, KCSiE.</p> |
| <b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b> | <p>Education offer is inclusive and pupil centred. Placement is based on level of learning need (severe, profound and multiple, physical and complex medical) – all pupils have EHCP.</p>                                                                                                                                | <p>Education offer is inclusive and pupil centred. Placement is based on level of learning need (severe, profound and multiple, physical and complex medical) – all pupils have EHCP.</p>                                                                                                                                | <p>Education offer is inclusive and pupil centred. Placement is based on level of learning need (severe, profound and multiple, physical and complex medical) – all pupils have EHCP.</p>                                                                                                                                |

|                                                                                                                                            | Staff accessed Equality and Diversity training.                                                                                                                                                                                                                                                                                                                                                                                | Staff accessed Equality and Diversity training.                                                                                                                                                                                                                                                                                                                                                                                                     | Staff accessed Equality and Diversity training.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</b> | <p>Student council.</p> <p>ELSA programme.</p> <p>Advocacy and participation service involvement.</p> <p>Strong community links.</p> <p>Access to interpreters.</p> <p>College and local mainstream school links.</p> <p>Joint ventures with main stream pupils via P.E. music and the arts.</p> <p>APEX (Achieving personal excellence programme) – weekly sessions with Yr7 pupils at Driffield school as part of their.</p> | <p>Student council.</p> <p>ELSA programme.</p> <p>Advocacy and participation service involvement.</p> <p>Strong community links.</p> <p>Access to interpreters.</p> <p>College and local mainstream school links.</p> <p>Joint ventures with main stream pupils via P.E. music and the arts.</p> <p>APEX (Achieving personal excellence programme) – weekly sessions with Yr7 pupils at Driffield school as part of their APEX study programme.</p> | <p>Student council.</p> <p>ELSA programme.</p> <p>Updated PSHCE curriculum / long term planning across the school.</p> <p>Advocacy and participation service involvement.</p> <p>Strong community links.</p> <p>Access to interpreters.</p> <p>College and local mainstream school links.</p> <p>Joint ventures with main stream pupils via P.E. music and the arts.</p> <p>APEX (Achieving personal excellence programme) – weekly sessions with Yr7 pupils at Driffield school as part of their APEX study programme.</p> |

Kings Mill School collect information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Kings Mill School and our pupils, is published in order to help parents understand what we are doing towards the three aims (*please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published*).

## Progress against the Equality Objectives

The other 'specific' duty is to develop and publish measurable equality objectives that are needed to further the three aims of the 'general' equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Kings Mill School's equality objectives for 2024-25.

| Equality Objective                                                                                | Progress in the last school year 2022-23 | Progress in the last school year 2023-24                                                                                                                                                                                                                                                                                                                                              | Progress in the last school year 2024-25                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Increase understanding of and actively celebrate the diversity of culture and belief</b>       | New objective.                           | <p>RE and PSHCE curriculum reviewed and updated.</p> <p>'Drop down days' and celebration days – pupils learn about / experience different cultural practices through activities that showcase e.g. traditional dances, music, art, food, and storytelling.</p> <p>Pupils themselves sharing their beliefs with others.</p> <p>Classes visit settings dedicated to other cultures.</p> | <p>RE and PSHCE curriculum reviewed – moved to new resource provider 'PSHCE Association'.</p> <p>'Drop down days' and celebration days – pupils learn about / experience different cultural practices through activities that showcase e.g. traditional dances, music, art, food, and storytelling.</p> <p>Pupils themselves sharing their beliefs with others.</p> <p>Classes visit settings dedicated to other cultures.</p> |
| <b>Improve diversity of imagery and educational resources</b>                                     | New objective.                           |                                                                                                                                                                                                                                                                                                                                                                                       | <p>Inprint 3 software upgrade includes diverse imagery.</p> <p>Upgraded Twinkl subscription to premium package with increased diverse images and resources.</p>                                                                                                                                                                                                                                                                |
| <b>Develop the equality knowledge and skills of staff and governors through relevant training</b> | New objective.                           | <p>Equality and Diversity training completed by all staff including Governors – updated 3 yearly.</p> <p>Safeguarding Children in Education and Safeguarding Children with Disabilities training completed and refreshed 3 yearly.</p>                                                                                                                                                | <p>Equality and Diversity training completed by all staff including Governors – updated 3 yearly.</p>                                                                                                                                                                                                                                                                                                                          |

|                                                                                                  |                |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communications with pupils and parents are offered in clear and easily understood formats</b> | New objective. | Access to interpreters.<br><br>Range of communication platforms used to support communication between parents & carers – email / text/ phone class, DoJo app, face to face meetings.<br><br>Sing language supporting spoken language.<br><br>Pictures and symbols. | Access to interpreters.<br><br>Range of communication platforms used to support communication between parents & carers – email / text/ phone class, DoJo app, face to face meetings.<br><br>Sing language supporting spoken language.<br><br>Pictures and symbols. |
|--------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|