

Equality Policy and Action Plan 2024

Why we have developed this Equality Policy

This Equality Policy for Sir Robert Geffery's School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010, as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

Sir Robert Geffery's School has a higher than average British White population and FSM below national averages. 17% of children are on the SEN record of need at present with 6 having a physical disability.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child,

which includes recognition of a range of educational, wellbeing, and material outcomes .

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

Our published Vision and Values

Our shared vision is central to every policy and action in our school. Children and staff are reminded of these and the British and Christian values that underpin school life.

Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

Our vision is that our school will provide its children and staff with:-

Christian values and beliefs that are expressed through a loving, caring and safe environment

The ability to think critically, the courage to question injustice, and a willingness to take the lead, and to look out for others.

A family atmosphere that encourages a sense of belonging and results in the whole school working as a team

¹ <http://www.unicef.org/crc/>

A nurturing and growth of both self confidence and self esteem

Broad and balanced experiences that prepare for 21st century sustainable living

A sense of pride in the school and many opportunities to celebrate effort, success and achievement

The promotion of respect for oneself, others and the environment An ability to strive for excellence

A lasting love, enthusiasm and zest for learning through experiencing an exciting curriculum

A fully inclusive school where each individual is highly valued and encouraged to reach their full potential

Opportunities that encourage independence, cooperation, self discipline and an active global prospective

Our Vision Statement about Equality

Sir Robert Geffery's School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve² the whole school community in the process in order to ensure better outcomes for all . We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the EHC does not provide the auxiliary aid or service.

² See *Appendix A* for further information about legislation

We are also guided by the United Nations Convention on the Rights of the Child³.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or Theatre in Education
- school sports
- employees' and staff welfare

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

³

<http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP.

Our pupils/students will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child.

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements.

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy.

How we developed our Policy - Participation and Involvement

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

□ Our pupils/students

Through learning forum and school council all have the opportunity to share their opinions. We also teach children about the rights of others through our PHSME programme and work related to British Values children are taught how to put their ideas forward and discussions are held to collect views regularly

□ Our staff

The opinions of all staff were sought via email discussion and as a small staff regular discussions take place.

□ Our school governors

The pupils and admissions committee took a lead and opened it to all through email chains when the policy was reviewed

□ Parents/carers

All parents were offered the opportunity to give their opinions through the newsletter and questionnaire. Individual parents were approached as appropriate. Coffee meetings are held regularly to discuss areas of concern and this policy was discussed through this forum.

□ Minority, marginalised and potentially vulnerable groups

Knowing the school community and giving equal opportunities to all resulted in every group having opportunity to share their ideas. Teaching assistants have been encouraged to have individual discussions with specific children.

□ Our partners in the community

Knowing our community members well and having an open door policy has helped us reach all members. Regular drop ins have been set up and this provides additional opportunity to share views.

□ Ongoing:

We will share the latest policy on the website and ask for regular feedback. Reminders will be made through the newsletter.

How we developed our Policy - Using information

Current Legislation and guidance was followed so that the policy meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

We have used data and other information about our school, and Equality Impact assessments (EQIAs) as a common sense measure to determine the effects of a policy, practice or project on different groups. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

EQIAs carried out highlight:

Have you carried out EQIAs? What did they tell you?

The engagement activities we undertook as outlined above told us that some parents felt that others did not understand their children's needs and this had caused some upset in the past. To educate parents we agreed to give information about disabilities in our newsletters so that the community were better informed.

What did the engagement with staff, governors, parents/carers, students, vulnerable groups, community groups tell you?

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

What data have you considered to help analyse the effects of your policies on protected groups? e.g. RAISE online data, incident reporting data. What does it tell you?

OFSTED inspectors visit and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

Do you carry out a self-evaluation framework to monitor the makeup and needs of your pupils and staff- and assess how well you are meeting those needs? How does it highlight outcomes for minority and marginalised and “equality” groups?

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

How can your pupils/students, staff and parents make less formal contributions to your thinking. Have you undertaken any surveys of pupils’, parents’ or staff opinions – what did these tell you?

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

How does your school make use of Cornwall organisations and services across the Children’s Trust? How does your school link with the Behaviour & Attendance Service, health partners, Under 19s Substance Misuse service (U19s SMS), District or Borough Councils, Devon & Cornwall Police, Children’s Centres, the Traveller Education and English as an Additional Language Service (TEALS).

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

We have strong links with St Michael’s Church in Landrake and also the Landrake Methodist Church. We actively become involved in supporting members of the local community in any way this is appropriate and signpost to other organisations when relevant.

Commissioned Services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we 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.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job

offer has been made⁴ or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will 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.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character.

See Department of Education website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Can you include an example of how you have adjusted your approach or your physical environment in order to remove a barrier to inclusion?

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

Please list any relevant training members of your team have attended and how you will seek to identify training needs within your staff team.

Prevent
Radicalisation
Exploitation of Children
Working with Traveller Children
Child Protection
Courses related to subject knowledge of other religions
Christopher Winter Sex Education training

⁴ 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.

Responding to hate or prejudice-based incidents and bullying

We 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.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students 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.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

The school has an anti bullying policy available on the website and any incidents are taken seriously. Workshops are held for children so that they are well informed and understand anything that is not acceptable. Parents are always informed of any incidents that have been dealt with.

Implementation, monitoring and reviewing

This policy was reviewed in Spring 2024. It will be actively promoted and disseminated.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Our Parent Liaison TA will offer the opportunity to parents regularly to discuss any improvements that can be made to support groups or individuals. Information will be displayed in the Parents Waiting Room and referred to in newsletters.

Equality Objectives

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years. See Section 3.

This policy was reviewed and approved in the Summer Term 2023 by the Pupils & Admissions Committee and updated and reviewed in Spring 2024

IMPROVING ACCESS TO THE CURRICULUM

TARGET	ACTION	RESOURCES	TIMEFRAME	OUTCOME	REVIEW
Develop a range of learning resources that are accessible for pupils with different disabilities.	Subject co-ordinators to review currently available resources and develop an awareness of accessibility issues relating to their subject.	Staff time Curriculum Resources budget	On-going and annually at resources review	Greater range of resources	
Continue staff awareness of outreach services to support disabled pupils	Arrange inset training from Hearing Impairment, Speech & Language, ASD team Educational Psychologist.	Staff development budget	On going	Increased staff awareness of support services	
Continue staff awareness on classroom strategies to include hearing and visually impaired children in classes. Staff to use Soundfield system at all times	Develop an information resource bank from external organisations e.g. RNID, RNIB, Speech, Language and Communication	School Improvement Budget Use of installed Soundfield system	On-going	Increased staff ability to include visually and hearing impaired children	
Continue access to Technology	Use of chrome books around school	Chrome books	On-going	Increased access	
Increase staff awareness of accessibility options available with existing software.	Work with support teams on appropriate software	Staff time IT budget	On-going, update as necessary	Increase staff awareness and accessibility	

TARGET	ACTION	RESOURCES	TIMEFRAME	OUTCOME	REVIEW
Maintain access for children requiring medication or other specific medical support during the school day.	Use Individual Healthcare Plan for children with specific needs and for general medical admin staff to be informed	IHP located in Supporting Children with Medical Conditions Policy	On going	Ability to include pupils requiring medication	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All trips planned with inclusion in mind.	On-going	All out-of-school activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	
Classrooms optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support learning process in individual class basis	Sound field system	On-going	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations		On-going	Teachers aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning.	

TARGET	ACTION	RESOURCES	TIMEFRAME	OUTCOME	REVIEW
Identify opportunities for the promotion of the value of disabled people in society to be clear throughout the curriculum	<p>Visitors from different charities and with disabilities to talk about their professions and be role models of success.</p> <p>Jigsaw sessions in PHSME Challenging prejudice books to be purchased and read with children New cross-curricular scheme to include teaching about diversity.</p>	All staff	On going	The children will be able to explain different disabilities and talk about people with disabilities in a positive manner.	
Ensure all curriculum policies recognise diversity	<p>Input to staff on what needs to be considered.</p> <p>As policies come up for renewal, staff include section in rewrite.</p>	Headteacher All staff and governors	On-going	All policies will include a section promoting diversity	
Identify any staff disabilities and measures needed to support them	To review sickness absence forms, and refer if necessary to OH	Headteacher School Office Manager	On-going	Ensure appropriate actions have been undertaken to ensure full accessibility to staff.	

IMPROVING PHYSICAL ACCESS

TARGET	ACTION	RESOURCES	TIMEFRAME	OUTCOME	REVIEW
Paint light strips on steps outside of school for visual awareness	Investigate appropriate resources to purchase and complete	Repairs/Maintenance Budget	Summer 2024	Increased accessibility for visually impaired children and adults	
Maintain calming/stimulating areas for children with anxiety/sensory/emotional well-being issues	Sensory resources purchased and available	Completed in Treetops nurture area – continue to maintain		Pupils have opportunity to calm in times of high anxiety. ASC pupils with sensory issues are provided with the necessary sensory input.	
Provide a supportive system for children with poor mental health and emotional needs	Continue to ensure provision by training THRIVE/TIS practitioners Use school farm donkey and guinea pigs to support	Pupil Premium funding	On-going	Improved emotional intelligence of pupils	

IMPROVING ACCESS TO INFORMATION

TARGET	ACTION	RESOURCES	TIMEFRAME	OUTCOME	REVIEW
Review information for parents/carers to ensure it is accessible	<p>Ask parents/carers about access needs to ensure it is accessible.</p> <p>Check letters from school so non-English speaking parents can access.</p>	<p>Survey parents School Office On-going School Office</p>	On going	Better communication links between school and pupils home.	
Ensure all staff are aware of guidance on accessible formats	Staff to be provided with dyslexia/literacy difficulties guidance and accessible information	SEND Team	On going	Better communication links between school and pupils home.	

TARGET	ACTION	RESOURCES	TIMEFRAME	OUTCOME	REVIEW
<p>Identify any special needs among parents and carers and cater for these within school.</p> <p>Make parents aware of support services available.</p>	<p>Letter and feedback slips sent home.</p> <p>Provide school information in other languages on the school website.</p> <p>Data-base created and needs considered.</p> <p>Information available in the entrance hall</p>	<p>SEND Team/Admin Notice Board</p>	<p>2025</p>	<p>Ensure that parents and carers are well informed of those support areas available to them and their families</p>	
<p>Identify, track and celebrate the achievement of pupils with disabilities.</p>	<p>Monitor SIMs to Arbor MIS migration for information with pupils disabilities (cross checked SEN register) to monitor for standards and bullying or harassment.</p> <p>Alter entry form to include section on disability.</p> <p>Highlight children on excel tracking system and check progress.</p> <p>Use of assembly to celebrate good work.</p>	<p>All Staff</p>	<p>2024</p>	<p>Ensure up to date information on pupils is kept by the school</p> <p>Ensure up to date information is achieved.</p> <p>Ensure that all pupils reach their potential.</p>	

Equality Act 2010

Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<https://www.equalityhumanrights.com/en>

<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

Accessibility planning

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people.

Auxiliary aids and services

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012.

The school and the Local Authority acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality policy. A comprehensive Access Resource Pack to support schools with accessibility has been developed by the Development Planning Team at ESCC and sent out to all schools. Schools should contact Darren Guyett (01273 481314) if they require a copy.

Community Cohesion – Education and Inspection Act 2006

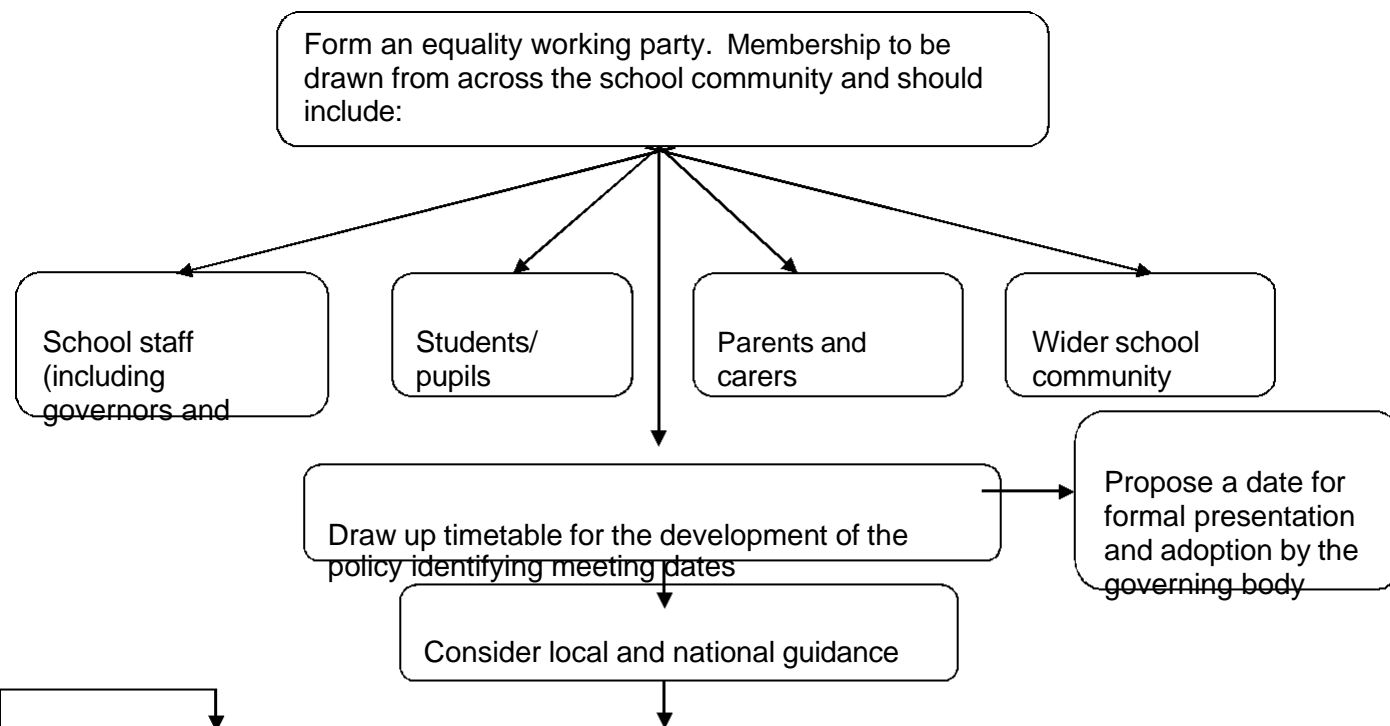
General duty

- To promote community cohesion

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

Process chart for the development and review of Equality Policy and action plan



Key Tasks (with deadlines)

Action Plan	Equality Policy
Assign named staff to collect data and information including the views of all in the school community	Assign one person to write-up the <i>school context</i> section of the policy
Consider further involvement of those representing the various equality strands. Use EQIA (see Appendix C)	Gather all information specific to the school (as described within the blue boxes in this East Sussex guidance)

Consider all existing equality schemes	Draft or review the Equality Policy
--	-------------------------------------

