



Equality Policy & Procedures

Updated 2021

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Mission Statement

“At Elm Tree School we Believe to Achieve”

At Elm Tree Community Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Elm Tree School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This scheme should be read in conjunction with our policies for Anti-bullying, Behaviour, SEN, Race and Gender Equality Policies.

Statements of current and planned practice for staff and governors

Information was collected on disability with regards to both children and adults from September 2018. Data will be collected and analysed in September each year. The information gathered will be used to improve the provision of our services and to ensure equality of opportunity.

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Elm Tree Community Primary School has consulted with disabled pupils, staff and service users in the development of our Disability Equality Scheme through staff meetings, governors meetings and School Council.

Gathering Information

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young

people with disabilities. At Elm Tree Community Primary School, the following information is monitored:

- How many disabled children in school/what impairment groups represented/ not represented
- How you collect information on disability of new pupils as part of admissions e.g. 'does your child have any learning difficulty, medical need or disability'.
- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)staff who have rights under the DDA (need to be aware of DDA and the protection it offers such as reasonable adjustments/'Access to work' schemes)
- Attendance at extra – curricula activities (%)
- Involvement in educational visits
- Behaviour Logs/Serious incident book
- Participation in assemblies/school council
- Participation in class/positions of responsibility in class/school
- Any feedback from surveys
- Attendance
- Exclusions

Achievement will be monitored by ensuring that the attainment and progress of each child with a disability is monitored against the average progress and attainment of children in our school. If our assessment suggests that disability is affecting children's progress \ targets will be set and individual learning plans will be developed.

The career development, performance and well-being of disabled members of staff will be reviewed during year. If disability is adversely affecting staff, reasonable steps will be taken to address the affects and support the member of staff.

Participation of disabled children and adults in the life of our school is important.

This will be demonstrated as follows:

- The governing body will encourage and facilitate the inclusion of disabled adults in its main body and committees.
- School events (open days, outings) will be fully inclusive. Attendance of disabled children and adults will be monitored.
- A School focus group for disabled adults and children will be introduced in Spring 2009. It will examine procedures, policies and buildings and will inform

the governing body about any areas identified for improvement in practice or provision.

Bullying and harassment of disabled children and adults is monitored by:

- Asking all staff in well-being interviews if they feel they are being bullied or harassed in any way
- Asking adults accessing our services if they feel that they, or their children have been bullied or harassed in any way
- Reporting the findings to the governing body and incorporating action into the centre improvement plan

Disability is portrayed positively in children's books, displays and discussions such as circle time and in adult learning activities.

Annual events such as No Pens Day will be promoted in displays, within the curriculum, particularly themed weeks and days.

The environment is as accessible as possible to children and adults. Open days and other events which parents or carers attend held in an accessible part of School. The school's accessibility plan shows how improvements will be made to the environment.

Information will be made available to adults in formats which are accessible if required. The disability focus groups will explore possibilities for development and publicity of this provision.

Elections for parent governors are open to candidates and voters who are disabled.

The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

We do not interchange **the term disabled** with the phrase **special educational needs** although we appreciate that many pupils with SEN will also have disabilities.

We use the DDA's definition of **impairment to include hidden impairments** such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD) as well as:

- *'physical impairment'* which includes sensory impairment;
- *'mental impairment'* which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

We believe that an impairment does not of itself mean that a pupil is disabled. It is the **effect on the pupil's ability to carry out normal day-to-day activities** that has to be considered.

In relation to **normal day-to-day activity** the test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools and early years settings, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools and early years settings.

The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of the life of Elm Tree Community are monitored to identify whether there is an adverse impact on children and adults with disabilities. The following will be monitored:

- Achievement of children by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)
- Access of disabled adults to school and their satisfaction with the services provided

Additional implications for School

The school has additional responsibilities as a service provider to make the buildings accessible for staff and users.

Contact with parents

When providing newsletters and information for parents and carers, schools and early years settings should make this information available in an accessible format so that parents or carers, who may be, for example, visually impaired, can access the information.

Hiring transport

Staff organising visits and journeys will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled children or adults.

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people.

However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully.

Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Elm Tree Community has consulted with disabled children and adults in the development of our Disability Equality Scheme by:

- The annual collection of data on disability and accessibility
- Including children in discussions about their individual and personal learning plans

The school will also involve disabled pupils, staff and those using the school services on accessibility arrangements when planning building works or grounds improvements.

Priorities for Elm Tree School

Meeting the three duties

At Elm Tree Community Primary School we aim to meet the requirements of the 3 duties through:

Promoting equality of opportunity

- ⊕ by awareness raising and staff training;
- ⊕ by keeping a watchful eye on the impact of policies;
- ⊕ reviewing and adjusting policies;
- ⊕ raising expectations;
- ⊕ improving communication.
- ⊕ increase awareness of the ways in which parents of disabled children can help to support their learning, for example through workshops;
- ⊕ Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

Eliminating harassment and bullying

- ⊕ raising awareness amongst staff and pupils of disability-related harassment;
- ⊕ understanding the nature and prevalence of bullying and harassment;
- ⊕ recognising and addressing bullying and harassment;
- ⊕ involving pupils themselves in combating bullying;
- ⊕ reviewing school anti –bullying policy and procedures
- ⊕ ensuring that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed;
- ⊕ the use of SEAL materials;
- ⊕ If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

Promoting positive attitudes

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by challenging negativity;
- by ensuring representation of disabled people in senior positions in the school;
- through the curriculum – SEAL/PSCHE/RE;
- through positive images in school books and other materials;
- ensure that disability is represented in posters, collages, displays and learning materials;

- celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week;
- inviting disabled members of the community/organisations to talk to children.

Encouraging participation in public life

- where possible, disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.
- Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

Taking steps to meet disabled people's needs, even if this requires more favourable treatment

- additional coaching or training for disabled pupils, staff or parents;
- special facilities for disabled pupils at breaks and lunchtimes;
- A policy of interviewing all disabled applicants who meet the minimum requirements for a job.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, we will draw up an action plan by September 2009 which outlines how the requirements of the DDA 2005 will be met. This action plan will be shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

- Promoting equality of opportunity between disabled people and other people by
 1. Increasing awareness of the ways in which parents of disabled children can help to support their learning, through regular reviews of individual learning and personal learning plans
 2. Facilitating access to the School by supporting parents of young disabled children.

- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability by
 1. Monitoring incidents of harassment and bullying of disabled children, parents/carers and staff. Encouraging people to report and ensuring that the governing body is involved in taking appropriate action.
 2. Developing children's circle time and PSHCE to investigate and address issues relating to disability and bullying with all pupils.

- Promoting positive attitudes towards disabled people by:
 1. Ensuring that the SENCO co-ordinates the promotion of positive attitudes to disability through representation in posters, collages, and displays and learning materials.
 2. Celebrating and highlighting key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.
 3. Ensuring that disabled children and adults are represented and encouraged to participate in school events and newsletter

Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?
- Have equality objectives and equality information been published? If so, how and where? If not, what is the process for ensuring that they will be?
- Do the equality objectives' chosen aims make a real and meaningful difference? Are they clearly focused on the groups that will benefit and do they have measurable outcomes? Do we cover all the protected characteristics?
- Does our published equality information provide sufficient detail of how the school is performing in relation to each of the 3 requirements

of the general duty? What arrangements are in place for governors to monitor and evaluate progress the school is making towards achieving its equality objectives? Will the headteacher report on this regularly to the governing board?

For further information, please:

Contact: Mr David Lamb, Headteacher,
Elm Tree Community Primary School, 01695 50924.
head@elmtree.lancs.sch.uk

- **The Code of Practice** is available from www.dotheduty.org
- **The Disability Rights Commission (DRC)** has produced guidance for schools which are available on the above website.
- **The Department for Education and Skills (DfES)** has produced a free pack for schools called 'Implementing the Disability Discrimination Act in Schools and Early Years'. This provides useful information, training materials and DVDs on making existing duties work. Written guidance contained in the pack can be downloaded or full copies obtained online at www.teachernet.gov.uk/publications
- **Disability Equality in Education Course Book – Making it Happen** by Richard Rieser www.diseed.org.uk

Race Equality Policy

This policy applies to all governors, staff, pupils, parents and visitors to the school, including all contractors.

1 What kind of school are we?

Elm Tree Community Primary School is a day school that accommodates 122 primary aged children who have Education, Health and Care Plans of Special Educational Need for Social, Emotional and Behavioural Difficulties.

The school provides a day curriculum for all children. The curriculum at Elm Tree Community Primary School is balanced and broadly based that takes into consideration the spiritual, moral, cultural, mental and physical development of the children and also attempts, whatever their age, to prepare for them to become well-adjusted members of the wider community.

The curriculum takes into account the requirements of the National Curriculum and is appropriately selected aiming to strike a balance between the children's need for security and stability and their entitlement to experiences which are broadly based, appropriately challenging and stimulating.

The curriculum:

- provides equal opportunities regardless of gender, race and religion
- by regular and consistent monitoring and assessment will maximise success by matching levels of challenge to individual children's levels of attainments and rates of development
- promotes and celebrates individual achievement in improved learning and behaviour
- lays the foundation for future learning by promoting positive attitudes and facilitating the co-operation between peers and adults
- creates a learning environment which focuses on an individual need, interest and concern yet requires children to work collaboratively and develop their individual social skills

2 Aims of the race equality policy

At Elm Tree Community Primary School we aim to:

- ◆ Provide a broad and balanced curriculum for all children that includes multi-cultural education
- ◆ Offer and provide access to the National Curriculum, respecting children's individual needs, and enable them to reach their fullest potential
- ◆ Encourage tolerance and understanding of each other, regardless of race, gender or religion, in order to foster mutual trust and respect
- ◆ Encourage opportunities for inclusion within mainstream education and the local community where appropriate
- ◆ Help children to explore and make sense of the world in which they live by providing them with opportunities to express themselves appropriately
- ◆ Help children to cope with the physical and emotional challenges of growing up, through a programme of health and sex education
- ◆ Work, in partnership with parents, to develop and put into practice learning programmes
- ◆ Provide a structured environment which will allow for consistency of approach and develop feelings of security
- ◆ Develop self-esteem by helping children to build confidence and take pride in themselves and their achievements
- ◆ Provide an environment where children learn to improve their behaviour through praise and reward
- ◆ Develop links with the local community and enable children to be familiar with that community through the sharing of activities
- ◆ Provide a nurturing, caring environment where the safety of the children is paramount

Our race equality policy builds upon the core values and ethos of the whole school community. We recognize our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy will be an integral part of our school life.

3 Leadership, Management and Governance

The Governing Body is committed to promoting equality of opportunity, good race relations and eliminating unlawful racial discrimination. The governors expect all staff, pupils and parents to support us in this work. We will monitor carefully the implementation of this policy and its related procedures and strategies in order to improve our practice. We will ensure that all our current policies are assessed for their impact on different racial groups. The governors will develop their knowledge and understanding of race equality.

It will be the responsibility of the headteacher to ensure that this policy is successfully implemented and that all those who work in the school understand what they are to do and have appropriate training and support. The headteacher will ensure that appropriate action is taken in the event that this policy is not complied with. All staff have a responsibility for ensuring that the policy is implemented fully. Responsibilities will include the monitoring and reporting of racist incidents to the governing body and the LA.

The governors expect that **all staff** will know how to recognise and deal with racist incidents, and to challenge racial bias and stereotyping, both inside and outside the classroom.

Teaching staff have a central role in promoting race equality. The effectiveness of our policies will be judged by how successfully they encourage, support and enable all pupils to reach their full potential; by how they ensure that all racial groups have full access to the curriculum and by how they promote race equality through teaching and learning, the curriculum and the quality of pastoral care and guidance.

How the school will fulfil its commitment to race equality

Ethos

The school will fulfil its commitment to race equality by valuing diversity and by actively promoting good inter-personal and community relationships.

The school will fulfil its commitment to race equality by promoting an atmosphere of mutual respect and trust among all members of the school community.

The school will fulfil its commitment to race equality by ensuring that all staff, pupils and parents are treated with respect and dignity.

Racism/racial harassment

The school will fulfil its commitment to race equality by dealing firmly, consistently and effectively with racist incidents, harassment and bullying. The school will ensure that all such incidents are recorded, investigated and reported to the LA referring to the 'Guidelines and Procedures for Dealing with and Reporting Racist Incidents in Schools'.

Curriculum/teaching and learning

The school will fulfil its commitment to race equality by ensuring that the curriculum incorporates the principles of race equality and promotes knowledge and understanding of, and positive attitudes towards diversity.

The school will fulfil its commitment to race equality by ensuring access to the curriculum for all pupils to meet their individual needs.

The school will fulfil its commitment to race equality by ensuring that teachers' planning and delivery takes account of racial and cultural diversity and the need to challenge stereotypes.

The school will fulfil its commitment to race equality by creating learning environments where all pupils can contribute fully and feel valued.

The school will fulfil its commitment to race equality by ensuring that resources in all areas of the curriculum promote an understanding of racial and cultural diversity.

Achievement/attainment/assessment/progress

The school will fulfil its commitment to race equality by having procedures to monitor attainment and achievement by racial group in order to identify and respond to trends and patterns. The school will strive to maintain equally high expectations of all pupils.

Attendance

The school will fulfil its commitment to race equality by monitoring pupil attendance by racial group, where appropriate, and by using the data to develop strategies to address poor attendance. It is recognised that the majority of children with BESD statements in Lancashire LA are white males.

Behaviour/discipline/exclusion

The school will fulfil its commitment to race equality by monitoring pupil behaviour and exclusions by racial group, where appropriate, and by using the data to ensure that procedures are applied fairly and equitably to all pupils.

Staff recruitment and career development

The school will fulfil its commitment to race equality by monitoring and evaluating employment practices and by reporting to the LA to allow it to fulfil its specific duty under the Act. (refer to Lancashire's Guidelines on Recruitment, Selection and Interviewing).

Community/parental consultation

The school will fulfil its commitment to race equality by working in partnership with parents and the community to develop positive attitudes to racial diversity.

Membership of the governing body

The school will fulfil its commitment to race equality by striving to ensure that membership of the governing body reflects the community it serves.

Professional development of all staff

The school will fulfil its commitment to race equality by ensuring equality of access to professional development and training for all staff. This will be monitored by racial group and reported, as appropriate.

5 Implementation

The school's staff development/improvement process will be the main vehicle for implementing the policy.

The school will monitor the implementation of the policy and evaluate its impact on pupils, parents and staff by:

Reporting any incidents or irregularities to the headteacher
The headteacher will report any racial incident to the Governing Body.

Signature of Chair of Governors:
Date:

Signature of Headteacher:
Date:

February 2021

Gender Equality Policy

This policy applies to all governors, staff, pupils, parents/carers and visitors to the school, including all contractors.

1 What kind of school are we?

Elm Tree Community Primary is a day school that accommodates 122 primary aged children who have Educational Health and Care Plan of SEN for Social, Emotional and Behavioural Difficulties serving the area of West Lancashire.

Elm Tree Community Primary School believes that all members of the school community are of equal value, irrespective of gender, race, religion, language, sexual orientation, capability and physical disability. The school attempts to actively discourage sexism, racism, ageism and other forms of prejudice, and its aim is to equip all members of the school community with understanding, self-respect and respect for others.

2. Aims of the gender equality policy

Our gender equality policy builds upon the above Values Statement and ethos of the whole school community. We recognize our statutory duty to eliminate unlawful sex discrimination and harassment and promote equality of opportunity between men and women. This policy will be an integral part of our school life.

3. Leadership, management and governance

The Governing Body is committed to eliminating unlawful sex discrimination and harassment and to promoting equality of opportunity between men and women. We will ensure that all our current policies are assessed for their impact. The governors will develop their knowledge and understanding of gender equality. We will monitor carefully the implementation of this policy and its related procedures and strategies in order to improve our practice.

It will be the responsibility of the headteacher to ensure that this policy is successfully implemented and that all those who work in the school understand what they are to do and have relevant training and support. The headteacher will ensure that appropriate action is taken in the event that this policy is not complied with. All staff have a responsibility for ensuring that the policy is implemented fully. **The headteacher** is the member of the senior management team with designated responsibility for gender equality.

The governors expect that **all staff** will know how to challenge gender bias and stereotyping, both inside and outside the classroom.

Teaching staff have a central role in promoting gender equality. The effectiveness of our policies will be judged by how successfully they encourage, support and enable boys and girls to reach their full potential; by how they ensure that boys and girls have full and equal access to the curriculum and by how they promote gender equality through learning and teaching, the curriculum and the quality of care and guidance. The governors expect all staff, pupils and parents/carers to support us in this work.

4. The school's commitment to gender equality

Ethos

The school will fulfil its commitment to gender equality by:

- promoting an atmosphere of mutual trust and respect among all members of the school community, regardless of gender;
- ensuring that all staff, parents/carers and pupils are treated with dignity;
- challenging gender stereotypes in all aspects of school life;

- encouraging classroom and staffroom discussion of gender issues which reflect on gender stereotypes, expectations and the impact on learning;
- striving to eliminate sexual and sexist bullying and violence.

Curriculum/learning and teaching

The school will fulfil its commitment to gender equality by:

- ensuring equality of access for both boys and girls to all areas of the curriculum;
- ensuring that the curriculum is balanced and broadly based;
- ensuring that teachers' planning and delivery takes account of gender issues and the need to challenge stereotypes;
- ensuring that resources in all areas of the curriculum promote knowledge and understanding of gender issues;
- ensuring that any particular learning needs of boys and girls are met.

Achievement/attainment/assessment/progress

The school will fulfil its commitment to gender equality by:

- having procedures to monitor and track progress and achievement by gender in order to identify and respond to trends and patterns;
- striving to maintain equally high expectations of all pupils.

Attendance

The school will fulfil its commitment to gender equality by:

- monitoring pupil attendance by gender;
- using the data to develop strategies to address poor attendance.

Behaviour

The school will fulfil its commitment to gender equality by:

- monitoring pupil behaviour and exclusions by gender;

- using the information collected to ensure that procedures are applied fairly and equitably to all pupils, ensuring their safety and security in the school;
- developing and implementing strategies to address any gender specific examples of inappropriate behaviour.

Staff recruitment and career development

The school will fulfil its commitment to gender equality by:

- ensuring that all staff and governors responsible for appointing staff and reviewing staff performance and pay do not discriminate against women or men;
- taking account of the requirement to eliminate unlawful pay discrimination;
- ensuring that opportunities for professional development, career progression and promotion are free from unlawful sex discrimination.

Community/parental consultation

The school will fulfil its commitment to gender equality by:

- working in partnership with parents/carers and the wider community to develop positive attitudes to gender issues.

5. Implementation

We recommend that you describe in this section the methods you will use to implement the policy and monitor and evaluate effectiveness. For example:

The school's development/improvement planning process will be the main vehicle for implementing the policy. The process for implementation is as follows:

You may wish to include the following:

- disseminating this policy to the Governing Body, staff, volunteers, pupils, parents/carers and visitors to the school including all contractors
- producing and disseminating an action plan which clearly identifies the objectives, if at any time this is felt appropriate. (Elm Tree Community Primary has very small number of girls on roll.
- For example:

- auditing the current progress and attainment of boys and girls
 - targets to improve the performance of boys in writing
 - enhancing opportunities for girls to participate in extra-curricular activities
 - monitoring the attendance and exclusion data by gender
 - exploring the performance of boys and girls from different ethnic and/or social groups
 - beginning the review of existing policies in the light of these duties.
- building gender impact questions into all policy and planning processes
 - developing a training strategy for all staff and governors

The school will monitor the implementation of the policy and evaluate its impact on pupils, parents/carers and staff by:

- collecting and analysing data and other information
- checking progress against any action plan
- consulting with parents and carers and the school community

Signature of Chair of Governors: Date:

Signature of Headteacher: Date:

Date of first review:

February 2021