



Guilsborough Multi Academy Trust Equality Objectives, Duty Workbook and Plan 2019 – 2023

Check list for Academy staff and Directors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, intervention. Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the Academy provides?
- Has your Equality Plan been shaped by the views, input and involvement of Governors, staff, parents Forum and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in Academy life?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are minority ethnic, disabled and male, female, transgender and LGBGTQ role models promoted positively in lessons, displays and discussions such as Life Skills (PSHE) and class assemblies?
- Does the Academy take part in annual events such as Black History Month, Show Racism the Red Card, LGBTQ week and One World Week to raise awareness of issues around race, disability and gender?
- Is the Academy environment as accessible as possible to pupils, staff and visitors to the Academy? Are open evenings and other events which parents/carers and the community attend held in an accessible part of the Academy, and are issues such as language barriers considered?
- Are the accessibility needs of parents/carers, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?



Policy Name	Guilsborough Multi Academy Trust Equality Objectives, Duty Workbook and Plan
Owner	MAT Directors
Author	Principal
Statutory	Yes

Date Ratified	Revisions/Review Cycle	Date
November 2019	Annual Review	November 2020
	Review and update every 4 years	November 2023

1. **Single Equality Policy Mission statement**
2. **Mainstreaming equality into policy and practice**
3. **Equal Opportunities for Staff**
4. **Equality and the law**
 - a. **Race**
 - b. **Disability**
 - c. **Gender**
 - d. **Gender Identification (whether fixed, fluid or transitional)**
 - e. **Community cohesion**
5. **Consultation**
6. **Roles and Responsibilities**
7. **Tackling discrimination**
8. **Review of progress and impact**
9. **Publishing the plan**
10. **Duty Workbook**
11. **Equality Objectives and Action Plan**



1. Single Equality Policy Mission statement

Equality Policy

Why we have developed this Equality Policy

This Equality Policy for Guilsborough Multi Academy Trust 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.

This policy has been written with regards to the following publications:

1. The essential guide to the public sector equality duty: Equality and Human Rights Commission
2. Equality analysis and the equality duty: Equality and Human Rights Commission
3. Engagement and the Equality Duty: Equality and Human Rights Commission
4. Equality Objectives and the Equality Duty: Equality and Human Rights Commission
5. Equality Information and the Equality Duty: Equality and Human Rights Commission
6. Equality Act 2010 and Schools (April 2014): Advice for School Leaders, School Staff, Governing Bodies and Local Authorities: DfE

Overall aims of our Equality Policy

The purpose of this policy is to set out the overarching principles and objectives:

- to eliminate unlawful discrimination, harassment and victimisation;
- to promote, advance equality of opportunity
- to foster good relations between groups
- to encourage participation of disabled people in the Academy community
- to promote equality of access and opportunity within our Academy and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, gender identification, sexual orientation, cultures, faiths, abilities and ethnic origins.
- It explains how we aim to listen to and involve students, staff, parents/carers and the community in achieving better outcomes for our children and young people.
- To ensure that equality and inclusive practice are embedded across all aspects of life in the MAT, 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 Multi Academy Trust community can be embraced under these themes and reflected in the action plan.

At Guilsborough Multi Academy Trust we are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers and carers and communities receiving services from the Academies, irrespective of race, gender identification, sexual orientation, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the Academies feel proud of their identity and able to participate fully in Academy life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Guilsborough Multi Academy Trust we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.



As a rural Multi Academy Trust we are challenged by local demographics and have lower numbers of ethnic learners and staff than many other Academies. Our focus will be to work towards developing the understanding of our students.

Our over-riding consideration is to:

- Celebrate cultural diversity and show respect for all minority groups
- Provide a supportive, inclusive and empowering learning community for all pupils and adults.

2. Mainstreaming Equality into Policy and Practice

As well as the specific actions set out beneath this plan, the Academy operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the Academies, population and local community in terms of race, gender identification, sexual orientation and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole Academies population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

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

Exclusions will always be based on the Academy's Positive Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Guilsborough Multi Academy Trust.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.



All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the Multi Academy Trust reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender identification, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;

4. Equality and the Law

There are a number of statutory duties that must be met by every Academy in line with legislation from the Equality Act (2010).

The Guilsborough Academy Equality Duty Workbook is an audit tool to ensure all aspects of equality are monitored.

The action plan at the end of this Equality Plan outlines the actions Guilsborough Multi Academy Trust will take to meet the general duties.

4a. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state Academies to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents/carers. We have achieved this by using the following to shape the plan:

- Feedback will be from the annual parent questionnaire, parents/carers' evening, parent-Academy forum meetings or Directors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the Academy council, Life Skills (PSHE) lessons, whole Academy surveys on children's attitudes to self and Academy ;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body and Directors meetings.

6. Roles and Responsibilities

The role of Directors/Governors



- The directors have set out their commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the Multi Academy Trust is fully inclusive to pupils, and responsive to their needs based on race, gender identification and disability.
- The directors and governors seek to ensure that people are not discriminated against when applying for jobs at our Multi Academy Trust on grounds of race, gender identification, sexual orientation or disability.
- The directors take all reasonable steps to ensure that the Academy environment gives access to people with disabilities, and also strive to make Academy communications as inclusive as possible for parents/carers and pupils.
- The directors and governors welcome all applications to join the Multi Academy Trust, whatever a child's socio-economic background, race, gender identification or disability.
- The directors and governors ensure that no child is discriminated against whilst in our Multi Academy Trust on account of their race, sex or disability.

The role of the Principal/Head of School

- It is the Principal's role to implement the Multi Academy Trust's Equality Plan and s/he is supported by the Directors in doing so.
- It is the Principal's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Principal's role ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Principal's role promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of Multi Academy Trust life.
- The Principal's role treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the Multi Academy Trust's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender identification and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Principal
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender identification, disability or sexual orientation is unacceptable and is not tolerated within the Multi Academy Trust environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present following the Anti Bullying Policy, escalating to a class teacher / Principal / Head of School where necessary. All incidents are reported to the Principal and racist incidents are reported to the governors, directors, termly and local authority when requested. Police will be made aware when necessary line with the Positive Behaviour Policy.



What is a discriminatory incident?

Harassment on grounds of race, gender identification, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

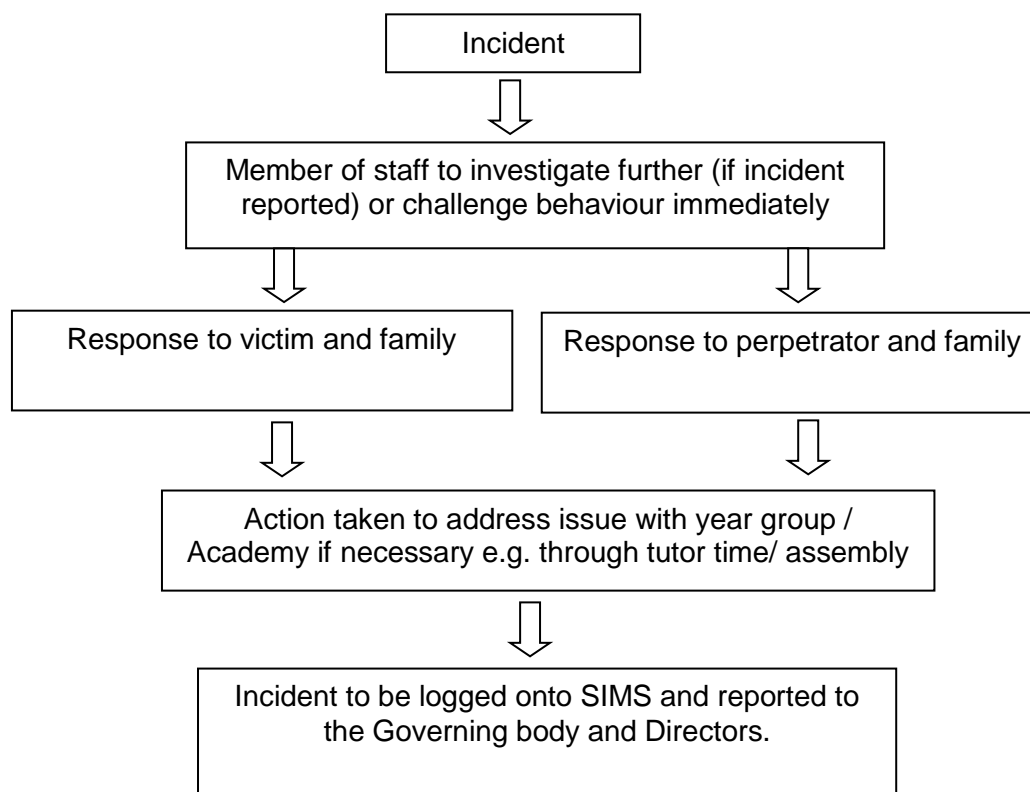
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender identification;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into Multi Academy Trust;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender identification or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender identification, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole Academy.

The procedure for responding and reporting is outlined below:



8. Review of progress and impact

The Plan has been agreed by our Governing Bodies. We have a rolling programme for reviewing our Academy policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a four year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender identification and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the Academy website;
- Raise awareness of the plan through the Academy newsletter, assemblies, staff meetings, Parent Forum and other communications;
- Make sure hard copies are available as required.

Signed:
Chair of Directors



Date: 18 November 2019

10. PUBLIC SECTOR EQUALITY DUTY WORKBOOK

This workbook is being completed with regard to the following publications :

1. The essential guide to the public sector equality duty: *Equality and Human Rights Commission*
2. Equality analysis and the equality duty: *Equality and Human Rights Commission*
3. Engagement and the Equality Duty: *Equality and Human Rights Commission*
4. Equality Objectives and the Equality Duty: *Equality and Human Rights Commission*
5. Equality Information and the Equality Duty: *Equality and Human Rights Commission*
6. Equality Act 2010 and Schools (April 2014) : Advice for School Leaders, School Staff, Governing Bodies and Local Authorities : *DfE*

STAGE 1 : EQUALITY INFORMATION

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>Racist incident reporting internally and to the Local Authority. Parents/Carers are involved in all incidents, both of the aggressor and the victim.</p> <p>Staff and student ethnicity detailed within Annual Report.</p> <p>Assemblies celebrate diversity.</p> <p>Appointments to the school are made based on equal opportunities.</p> <p>Pastoral support for students to raise concerns.</p> <p>In order to facilitate the successful integration of new student, a “buddy” system is used. This enables peer support and the access to staff support more rapidly if needed – from one who knows the system. For EAL students there may be an extra buddy for language support or direction to regular check in with the EAL co-ordinator.</p>	<p>All students have full access to the curriculum, regardless of race.</p> <p>Multi-cultural teaching materials.</p> <p>Clubs are attended by and offered to all students.</p>	<p>Fully inclusive environment for students.</p> <p>Educational visits develop and promote positive relations.</p> <p>Whole school PHSE Life Skills programme.</p> <p>Multi-agency working.</p>
Disability	<p>Senior Leaders work closely with outside agencies to ensure correct support is accessed.</p> <p>SEN achievement data reviewed.</p>	<p>Accessibility plan (within Equality Plan) reviewed annually.</p> <p>Equality and Diversity, Health and Safety and Inclusion policies reviewed annually.</p>	<p>School visits, for example, Paralympian and wheelchair basketball team.</p> <p>Fully inclusive environment for students.</p>

	<p>SEN reporting to governors.</p> <p>Health and Safety of staff and pupils with difficulties are discussed and risk assessments and handling plans updated on a regular basis.</p> <p>Appointments to the school are made based on equal opportunities.</p> <p>Pastoral and SEN key worker support for students to raise concerns.</p>	<p>All students have equal curriculum access, regardless of disability.</p> <p>Clubs are attended by and offered to all students.</p> <p>Support provided to students (who have a disability) and their parents/carers to enable them to engage fully in the school life of their child.</p> <p>Positive Role Models throughout the school.</p>	<p>Carefully planned transitions between settings.</p> <p>Multi-agency working.</p> <p>Whole school PHSE Life Skills programme.</p>
Sex	<p>Analysis of data to identify any gender differences and interventions then set to reduce gap if identified.</p> <p>No significant gender differences have been identified following analysis of data.</p> <p>Staff gender detailed within Annual Report.</p> <p>Appointments to the school are made based on equal opportunities.</p> <p>Emotional Health and well-being of staff is a regular item for consideration and features in the school improvement plan.</p> <p>Whole school PHSE and Life Skills programme.</p>	<p>Positive Role Models throughout the school.</p>	<p>Students are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images.</p>
Gender Identification	<p>Pastoral support for students to raise questions or concerns.</p> <p>Appointments to the school are made based on equal opportunities.</p>	<p>Students referred to external agencies for support.</p> <p>Respect and value for each other's personal identity reinforced.</p>	<p>Questions or concerns dealt with as they arise.</p> <p>Multi-agency working.</p>

Pregnancy and Maternity	<p>School nurse drop in-clinic.</p> <p>Maternity risk assessments carried out regularly.</p> <p>Appointments to the school are made based on equal opportunities.</p>	<p>New and Expectant Mothers and Maternity policy (Northamptonshire County Council policies) reviewed annually.</p> <p>Sex Education Policy</p>	<p>Whole school (Life Skills) PHSE programme.</p>
Age	<p>Appointments made by choosing the best candidate. Age discrimination is unlawful and decision makers are aware of this.</p>	<p>Recruitment procedure.</p> <p>Positive Role Models throughout the school.</p>	
Religion and Belief	<p>Themed assemblies.</p> <p>Racist/Religious incidents are recorded, investigated and reported.</p> <p>Appointments to the school are made based on equal opportunities.</p>	<p>Equal access to the curriculum.</p> <p>Equal access to clubs and after school activities.</p> <p>Staff allowed unpaid leave for religious observation.</p> <p>Students allowed time off for religious observation.</p> <p>Spiritual, Moral, Social and Cultural and British Values policy reviewed annually.</p>	<p>Themed assemblies, for example, radicalisation.</p> <p>Educational visits, for example, Sikhism workshop.</p> <p>PREVENT training for all staff.</p> <p>Tutor time to discuss religious beliefs to raise awareness.</p> <p>Whole school (Life skills) PHSE programme.</p> <p>Multi-agency working.</p>
Gender Identification	<p>Pastoral support for students to raise questions or concerns.</p>	<p>LGBT assemblies for every year group led by Head Girl and Boy team.</p> <p>Positive Role Models throughout the school.</p> <p>Respect and value for each other's personal identity reinforced.</p>	<p>Issues of verbal bullying dealt with quickly.</p> <p>Concerns are listened to, tackled and discussed.</p> <p>Multi-agency working.</p> <p>Whole school (Life Skills)PHSE programme.</p>

STAGE 2 EQUALITY ENGAGEMENT

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	Fully inclusive approach to all. Student Senate and Student Council gather views.	Not applicable due to school demographic.	
Disability	Fully inclusive approach to all. Student Senate and Student Council gather views. 'Have my Say' questionnaire completed by students prior to SEN reviews. All student needs are addressed and met through a multi-agency approach.	Staff Training. Specialist support used as and when required. For example, dyslexic teacher. Student Passports and IEP's shared with all staff.	Staff and student voice.
Sex	Not applicable		
Gender Identification	Not available		
Pregnancy and Maternity	Engagement on an individual basis.		
Age	Engagement on an individual basis.		
Religion and Belief	The different religious beliefs are explained to all the students in RE.	Not applicable due to school demographic.	Include specific questions when gathering student voice bullying data.
Gender Identification	Assembly awareness. Request to Head Girl/Boy Team to establish a support group.	On an individual basis.	Include specific questions when gathering student voice bullying data.

11. Guilsborough Academy Equality Objectives and Action Plan 2019-2023

This section sets out the objectives we have identified in order to eliminate discrimination and harassment, to advance equality of opportunity, and to foster good relations.

Equality Objective 1 - Establish and maintain a good gender balance at all levels, and in all aspects, of the Academy's work.

Equality Objective 2 – Monitor and analyse student achievement by race, gender and disability and act on trends or patterns

Equality Objective 3 - Work towards eliminating prejudice towards all groups

Equality Objective 4 - Improve Guidance and support for students with mental Health Problems

Equality Objective 1 - Establish and maintain a good gender balance at all levels, and in all aspects, of the Academy's work.			
Actions	Member responsible for implementing	Timeframe for completion	Success Indicators
Raise employee awareness of equality issues through publishing briefings and ensuring that new staff receive a copy of the Equal opportunities Policy as part of the induction process.	HR	December 2019	Employee awareness of equality issues will increase Policies and procedures are in place that ensure there is no unfair and unlawful not impact on any group of employees Applicants are not deterred from applying Applicants are not deterred from applying
Conduct Equality Impact Assessments for all key HR/major policies	HR/Business Manager	Ongoing as policies are reviewed	
Seek and maintain a gender balance across membership of all groups	Principal	Annual	
Re-visit recruitment procedures with same gender applicants	HR	On going	
Equality Objective 2 – Monitor and analyse student achievement by race, gender and disability and act on trends or patterns			

Actions	Member responsible for implementing	Timeframe for completion	Success Indicators
Use the monitoring information gathered to identify whether there are any gaps or potential issues for students in relation to the following characteristics <ul style="list-style-type: none"> • Admissions • Religion and Belief • Exclusions • Attainment • Attendance • Engagement in School activities • Prejudice related incidents 	SLT curriculum/data	On going	School admissions reflect local community demographic Data shows no evidence of concern in relation to religion or belief All students achieve in line with their targets Attainment gap between DS and all other pupils is reduced. Data on exclusion and attendance showing improving trends for all students and gap narrowing for vulnerable groups including DS.
Equality Objective 3 - Work towards eliminating prejudice towards all groups			
Actions	Member responsible for implementing	Timeframe for completion	Success Indicators
School has zero tolerance towards behaviour or language by its entire community	SLT Pastoral	ongoing	Nil prejudice incidents recorded in school behaviour figures More diversity reflected in Academy displays and across all year groups Student voice show that students are aware of the diverse nature of the academy's Teachers are aware of and respond to racist incident
Promote the British Value of 'Tolerance Respect for All'	SLT Pastoral	ongoing	
Increase positive awareness of protected characteristics including LGBT, religious belief, ethnicity	SLT Pastoral	ongoing	
To reinforce through key skills and assemblies our values both academy and global as to why it is wrong to discriminate and use words in a derogatory way	SLT Pastoral	ongoing	
Aim to reduce the number of prejudice related incidents to zero (Give racism the red card)	SLT Pastoral	Summer Term 2019	
Equality Objective 4 - Improve Guidance and support for students with mental Health Problems			
Actions	Member responsible for implementing	Timeframe for completion	Success Indicators

Improve awareness of Mental Health of students through assemblies and Key Skills	SLT Pastoral	Spring 2019	Staff have greater awareness of Mental Health issues and have strategies to use with individual students Student voice shows that the stigma related to mental health issues is reducing Students are able to talk out loud about mental health Key staff are trained in delivering specific programmes to support students with mental health issues
Improve the awareness of Mental Health of students through twilight Holistic training		September 2018- 2019	
Take Part in Northamptonshire Mental health Awareness Day	SLT Pastoral	Spring 2019 and yearly	
Build staff capacity within the academy to better meet the mental health needs of all children. Training to be provided through Northamptonshire Targeted Mental Health in Schools (TaMHS)	SLT Pastoral	Sept 2019-2020	

Naseby CE Primary Academy Equality Action Plan 2019-23

Equality Strand	Action	How will the impact of the action be monitored?	Responsible person/s	Timescale	Early Success Indicators
All	Monitor and analyse pupil progress and attainment through race, gender and disability and act on any trends or patterns in data that require additional support for pupils All Pupil Premium and SEN funding fully targeted to vulnerable groups.	Data analysis termly. Reports termly to governors.	Head of School	data analysis termly.	Analysis of teacher assessments/ annual data demonstrates no significant difference between groups. PP children make progress in line with or above that of peers. SEN pupils reach IEP targets.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through School Council, Christian Ethos Team, representing the school at events, being librarians.	Increase in diverse pupil participation, confidence and positive identity.	Head of School	ongoing	diversity in membership

Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities. e.g. Diwali, Chinese New Year, Christmas. Visits to synagogue, Buddhist Centre, Coventry Cathedral. Visit from Harkarit Singh (Sikh Education Officer).	RE/ Collective Worship/ LIFE SKILLS (PSHE) assessments; pupil discussion	Head of School	ongoing	Increased awareness of different communities shown in LIFE SKILLS (PSHE) /RE assessments.
Homophobic bullying	Ensure that the curriculum promotes different types of families; prevent homophobic language and bullying. Use role models and heroes that young people positively identify with.	Analysis or bullying behaviour forms	Head of School	ongoing	Pupils are aware of homophobic bullying. There are no or few incidents.