


# Single Equality Scheme with Accessibility Plan 2025-2028

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Date of Next Review : <b>March 2028</b>	Responsibility : <b>Governing Body</b>
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 <b>Signed Chairman of Governing Body</b>	

## Introduction

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

*5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.*

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:

- disability
- gender
- race
- religion and belief
- sexual orientation
- gender reassignment
- pregnancy and maternity

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:

- Age\*
- Being married or in a civil partnership

\*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

#### **Aims of the single equality scheme**

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

## Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

## Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

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

The action plan is renewed and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. OFSTED inspections may include the school's accessibility plan as part of their review.

## **School Vision**

### **Happy Friends Learning Together**

Everyone in school is greatly valued as unique with different gifts and skills. Guided by our core Christian values, we support each other as we strive to achieve our best in all we do. Seeking to transform lives, we develop a lifelong love for learning, for each other and for our neighbours locally and globally.

Jesus said, 'Love your neighbour as yourself.'

Matthew 22v39

#### Our Core Christian Values

**Love, Friendship, Forgiveness**

## **Equality Objectives 2025-28**

- **Continue to regularly identify and address any gaps in the performance of disadvantaged pupils and those with SEND against their cohort ensuring all children have high aspirations and are suitably challenged.**
- **Increase understanding of different cultural, religious views and lifestyles**

## **Indicators of progress towards meeting objectives**

- The gap between vulnerable groups and other pupils is reduced, particularly in the core subjects
- Vulnerable groups achieve well in English and maths based on starting points
- New pupils settle into the school well and their needs are identified early
- Monitoring of RHE/ RE evidences that children have an increased understanding of different cultures, religions and lifestyles

## School Context

- **Factors of the geographical location of the school:**
  - 2.3% minority ethnic
  - 79% Christian, 19% no religion
  - 2.3% English as a second language
  - 11.6% Free School Meals (FSM) - eligibility
  - 14% Special Educational needs (SEND)
  - 0 % Asylum Seekers
  - 47% girls, 53% boys
  - 0% looked after and previously looked after children
- The turnover of staff is very low, with long standing staff.
- The building is Grade 2 listed, however, we have a flat access into school via Y1/2 entrance along with an accessible shower and toilet.
- Adherence to Our Single Equality Policy ensures that individuals are all seen as equal and will not be discriminated against at Marwood Church of England Infant School.
- Marwood Infant School serves a mixed catchment area with the majority of pupils drawn from the village of Great Ayton as well as a significant population from outside the catchment (16%). Parents outside the village tell us that they choose to send their children to this school due to its excellent reputation for academic achievement, outstanding behaviour and personal development opportunities, Church School ethos, supportive and caring staff and village school characteristics. Number of children within each class can vary depending on local birth rates and the school carefully manages the budget to allow for this.
- The school and its grounds are well cared for and are used to enhance the quality of teaching and learning. Areas include a hen pen, wildlife garden, book sharing area with story chair, small pond, vegetable garden, spiritual garden with covered Sacred Space, timber trail, traverse climbing wall and multi sports pitch.
- The school invested in a wide range of playground markings to enhance opportunities for outside learning which include an active mile track. There is an artificial grass surface with traverse climbing wall to further enhance physical opportunities on the site. Wall signs and target boards enhance the curriculum offered.
- The facilities for outdoor learning are excellent including free flow, secure access to outdoor provision for Reception children which has been enhanced with an all-weather canopy.
- The school is very well resourced including a library which is regularly used by all children and newly fitted furniture in each class.
- There is no school hall but there is a space where the whole school can gather together for collective worship and assemblies. The church hall, which is situated adjacent to the school, is hired by the school and used for PE, performances and celebrations.

- The school uses the garden of The Manor House for Forest School sessions - which includes a purpose-built seating area for gathering around a firepit.
- The school also uses the adjacent church grounds of All Saint's Church as an additional learning environment and is actively involved with the Eco church project.
- Learners are taught in three single age classes with their own classrooms: Reception (EYFS), Year One and Year Two.
- The school has strong links with pre-school providers (child minder, Church groups, private nurseries) within commuting distance from the village from which children successfully enter the Reception Class following pre-entry familiarisation visits. The school has built strong relationships over time with all providers. The school does not use alternative provision.
- At the end of Year Two the majority of pupils transfer to a large Primary Academy in Great Ayton with whom there are close links to enable smooth transition from KS1 to KS2.
- Marwood underwent a successful Ofsted Inspection in November 2021. Inspectors stated that 'The school is the hub of the community.'
- Personal development was graded as outstanding with all other areas graded as good. Inspectors stated 'The curriculum for personal development is exceptional.'
- The Governing Body is highly efficient and effective, with a wealth of professional skilled backgrounds providing the Headteacher and staff with both challenge and support. They know the school extremely well and are proactive in their monitoring using a robust schedule detailing frequency of visits and focus, e.g., Safeguarding governors visit school at least termly.
- The school holds a number of awards including;
  - Gold National Healthy School status (revalidated June 2024)).
  - Silver Green Tree Award March 2020.
  - Bronze Global Neighbours Award in March 2022 - school are working towards the Silver Award
  - In March 2016 the school achieved the Dyslexia Quality Mark.
- Along with the school accessing support from the local authority and the Diocese, the school is also part of the Swaledale Teaching Alliance accessing training, support and network meetings. The school joined the Archimedes Maths Hub in September 2019. The maths leader leads a Primary Specialist Programme with Yorkshire Ridings Maths Hub. She is currently supporting a development group and completed training to deliver PD sessions to fellow schools.
- The Headteacher has collaborated with neighbouring C of E Primary Headteachers throughout the year at Diocesan meetings. Leaders (EYFS, Year group teachers, Computing leaders) from the cluster group have met together to discuss best practice and moderate work collectively. The Headteacher has been instrumental in restarting collaboration with neighbouring schools. This has facilitated cluster writing moderation, EYFS moderation as well as the sharing of best practice including hosting EYFS networks.

## School provision

### **The training taken to position the school well for the equality and diversity agenda.**

Staff are regularly updated on meeting the medical needs of pupils and attend any relevant training; Restrictive Physical Intervention training has been delivered in school; termly SENDCO network training is attended and feedback at staff meetings takes place on a regular basis. Relevant SEND training is attended or delivered in house at staff meetings. A pupil progress staff meeting is held every term to update on pupil needs and training opportunities. The school responds to the training needs of staff depending on the needs of the children. Recently this has included the use of radio aids and hearing impairment and supporting children with sensory and social and emotional needs. All staff have completed RPI training which includes de-escalation training. A wide range of books focusing on a range of diversities have been purchased to use in RHE sessions and the curriculum for RHE has been carefully planned to widen children's knowledge and understanding of different cultures and diversities. Recent training for staff has included autism, ADHD, Dyslexia and PDA.

### **Examples of reasonable adjustments the school makes as a matter of course**

Information is available in a variety of formats for disabled pupils & parents/carers.

The school is continually developing the school to create communication friendly/dyslexia friendly environments. The school achieved the Dyslexia Quality Mark in 2016. The learning environment is adapted to suit a range of learners with visual timetables and writing aids available depending on need. Writing slopes and a range of pencil grips are provided where needed and children can record their learning in a variety of ways. Detailed provision maps are formulated for children with SEND and shared regularly with parents. Outside agencies work closely with the school depending on a child's needs.

## **Outcomes for pupils**

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self Evaluation Form (SEF).

These processes form part of the school's equality impact assessment processes, to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

- The school has achieved the Gold Award for healthy lifestyles
- All pupils are encouraged to participate in extra-curricular/extended school activities and take part in all activities including school trips
- Parents of pupils with SEND are communicated with termly and time is provided for the class teacher and the parent to discuss their child's progress towards the objectives in a personalised Provision map
- The use of highly effective teaching assistants along with proven interventions to support vulnerable children using the pupil premium budget, means that these children make at least good progress.

## **Roles and Responsibilities in Implementing the Single Equality Scheme**

**The Head Teacher will:**

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies

**The Governing Body will:**

- ensure that the school complies with all relevant equalities legislation
- recommend all governors receive up to date training in all the equalities and SEND duties
- designate a governor with specific responsibility for the Single Equality Scheme
- establish that the action plans arising from the scheme are part of the School Development Plan
- support the Head Teacher in implementing any actions necessary
- inform and consult with parents about the scheme
- evaluate and review the action every three years
- evaluate the action plan annually
- publish information at least annually
- publish equality objectives every four years

**The Senior Leadership Team will:**

- have general responsibility for supporting other staff in implementing this scheme
- provide a lead in the dissemination of information relating to the scheme
- identify good quality resources and CPD opportunities to support the scheme
- with the Head Teacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the School Improvement Plan

**People with specific responsibilities:**

- D Walton (SENDCo) is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met
- D Walton is responsible for ensuring the specific needs of staff members are addressed
- D Walton is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff
- D Walton is responsible for monitoring the response to reported incidents of a discriminatory nature
- L Austin(governor) is responsible for publishing the SEND information report

**Parents/Carers will:**



- have access to the scheme
- be encouraged to support the scheme
- have the opportunity to attend contribute to the development of the scheme
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account
- have the right to be informed of any incident related to this scheme which could directly affect their child

#### **School Staff will:**

- accept that this is a whole school issue and support the Single Equality Scheme
- be aware of the Single Equality Scheme and how it relates to them
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping
- know procedures for reporting incidents of racism, harassment or other forms of discrimination
- not discriminate on racial, disability or other grounds
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- ensure that pupils from all groups are included in all activities and have full access to the curriculum
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community

#### **Pupils will:**

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society
- understand the importance of reporting discriminatory bullying and racially motivated incidents
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination

Visitors and contractors are responsible for complying with the school's Equality Scheme - non-compliance will be dealt with by the Head Teacher.

#### **Involvement Processes**

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds
- the views and aspirations of parents of pupils from different social identity backgrounds
- the views and aspirations of staff from different social identity backgrounds
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds
- the priorities in the North Yorkshire Children and Young People's Plan

### **Mechanisms for involvement**

At this school the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and action plan:

- Trinity Group
- Pupil questionnaires
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils experiencing reasonable adjustments;
- Growing Up in North Yorkshire Pupil Survey

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management

At this school the following mechanisms will ensure the views of **parents and the community**

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- Feedback from parent governors through the Governing Body meetings;
- Parent questionnaires
- Discussions at parent consultation meetings
- 

inform the Equality Scheme and action plan:

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

### **Making it happen**

#### **Action Planning**

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty. (5.27 DfE Equalities Guidance May 2014)

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form;
- Discussions with the School Improvement Adviser
- feedback e.g. Parentview

### **Reporting**

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school's prospectus and school website.

### **Publication**

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters, the school prospectus and on the school's website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

It will be up to schools themselves to decide in what format they publish equality information. For most schools, the simplest approach may be to set up an equalities page on their website where all this information is present or links to it are available. The regulations are not prescriptive and it will be entirely up to schools to decide how they publish the information, so long as it is accessible to those members of the school community and the public who want to see it. (5.25 DfE Equalities Guidance May 2014)

## Contact us

**North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD**

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如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk)



## Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law
- b) To strengthen the law to support progress on equality

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

### Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000  
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007  
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007  
The Act sets out that is unlawful for schools to discriminate against a person:
  - a) in the terms on which it offers to admit him/her as a pupil;
  - b) by refusing to accept an application to admit him/her as a pupil, or
  - c) where he/she is a pupil of the establishment:
    - i) in the way in which it affords him/her access to any benefit, facility or service,
    - ii) by refusing him/her access to a benefit, facility or service,
    - iii) by excluding him/her from the establishment,
    - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005  
statutory positive duty to promote equality of opportunity for disabled people: pupils,

staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;

- Education and Inspections Act 2006, duty to promote community cohesion.  
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:  
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

### Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## Marwood CE Infant School Equality

### Action Plan 2025

Governor with Responsibility for Single Equality Action Plan - Lynda Austin

#### KEY ISSUE 1.

- Continue to regularly identify and address any gaps in the performance of disadvantaged pupils and those with SEND against their cohort ensuring all children have high aspirations and are suitably challenged.

Actions	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Success criteria
a) Survey participation in all school activities by all children, including those with SEND.  b) Identify performance gaps termly for each cohort by analysing achievement and performance data. Implement necessary interventions and targeted teaching following on from Pupil Progress meetings.	Staff and HT Link Governor  Staff & HT	Termly	Summer term	Staff time	SEND Governor	Gaps in achievement for individuals &/or groups identified through regular assessment All children achieve agreed targets

c) Identify any specific groups of disadvantaged children, eg SEN, FSM, boys, girls. Incorporate intervention and specific teaching strategies as required to close gaps	Staff & HT Link gov	Termly	Termly	Staff time	SEN Governor	
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**KEY ISSUE 2.**

- Increase understanding of different cultural, religious views and lifestyles

<b>Actions</b>	<b>Persons responsible for delivering the action</b>	<b>Start date</b>	<b>Finish date</b>	<b>Costs borne by the school</b>	<b>Monitoring Person and Method</b>	<b>Success criteria</b>
a) Ensure Curriculum Planning is inclusive and aspirational for all and incorporates a wide range of cultural and religious learning opportunities. Ensure that progression in planning is clear and builds on prior learning	Subject leaders, Staff & HT  Link Governor	As per Monitoring cycle	As per Monitoring cycle	None	Foundation governors	Staff & children develop an increasing understanding of different religions, cultures & lifestyles in multi-cultural Britain.  Staff & children behave appropriately when engaging with others who have different values to their own.
b) In the event of any inappropriate behaviour in school, work with teachers and support staff to consider reasons for behaviour trends and address issues through assembly, PSHE or individual/group sessions.	Staff and HT	Ongoing	Ongoing	None	CofG	



c) Activities to provide opportunities to celebrate the diversity of other cultures. e.g. visits or visitors from different backgrounds such as Imran from the Muslim Learners Service.	KG, HT	Ongoing	Ongoing	External visits costs	KG, HT	
d) Review relevant policies & procedures according to policy update schedule	HT	Ongoing	Ongoing	HT Time	Gov Body	All relevant policies & procedures in place and followed
e) Regularly ensure relevant policies & procedures are being followed. (According to Policy Review Schedule)	HT and Gobs	Ongoing	Ongoing	HT & governor time	COG	