

# Single Equality Scheme: The Ribblesdale Federation of Schools

## Updated September 2018

Signed Trudi Ward Date January 2021

Executive Headteacher

Signed \_\_\_\_\_

Date \_\_\_\_\_

Chair of Governors

Review due: January 2024, but objectives reviewed annually

### Introduction

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 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.

The impact of this scheme is reported on annually.

### **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 below)

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 annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders. Our equality objectives are published at least once every four years.

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. (NB An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.)

Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with the guidance, which can be found at: <http://cyps.northyorks.gov.uk/equalities-and-diversity>. Pupils and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.

## What kind of a school are we?

### Vision for our schools

We nurture all children who journey with us through teaching:

Courage- showing **respect** and compassion for self, others and the world

Joy – sharing **friendship**, resilience, understanding and aspiration

Curiosity – thinking critically rooted in **kindness** and knowledge

**Love** – of learning, of life and of the difference they make to our world.

*Do everything in love (1 Corinthians 16:14)*

The school's vision reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment, for individuals and groups of pupils.

The school is committed to addressing any actions which are identified to improve our inclusive practice.

**School Context**

The nature of the school population and context to inform action planning for the equality scheme

**Factors of the geographical location of the school:-**

Each school serves its immediate community and also across catchment areas due to how close two of the schools are. The information for each school around the criteria below is held at each school. We do not discriminate with regard to disability, gender, sexual orientation, faith, age or ethnicity when recruiting, developing or retaining staff.

<b>Factors since Sept 2019</b>	<b>Giggleswick</b>	<b>Hellifield</b>	<b>Long Preston</b>
<i>NOR</i>	73	56	52
<i>% minority ethnic</i>	100% white British	100% white British	100% white British
<i>% religions and belief</i>	53.8% Christian and 46.2% no religion	18% Christian; 64% not stated; 18% unknown	41% Christian; 1.7% Muslim; 13.6% no religion 44.7% not stated
<i>% languages spoken;</i>	100% English	100% English	100% English
<i>% Free School Meals (FSM) eligibility and uptake</i>	10.7% FSM 100% uptake	20% FSM 100% uptake	5% FSM 100% uptake
<i>% Special Educational needs (SEND)</i>	9.2%	12%	15.25%
<i>% Disabled</i>	1.5%	0%	1.69%
<i>% New Arrivals</i>	0%	0%	1.69%
<i>% gender</i>	55% M & 45% F	58% M & 42% F	59% M and 41% F
<i>% looked after and previously looked after children</i>	1.5%	0%	0%
<i>The turnover of staff;pupils</i>	25%:0%	22%: 11%	0%:5%
<i>The nature of the school intake in the future</i>	Predict 9 chn for 2022	Between 14 chn for Sept 2022	Predict 13 chn for Sept 2022

*The nature of the schools and sites regarding access:*

*G = steps and ramp into main entrance; lift to second floor; easy access to outside; few steps at the rear of building*

*H = steps and ramp into main entrance; easy access to outside; ramps at rear of both entrances from KS1 and KS2; single storey building*

*LP = steps and ramp into main entrance; easy access to outside; ramp and steps at rear of building; single storey building*

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

Each school meets the needs of all pupils with medical needs; we have addressed the use of pejorative language in our behaviour policy and have updates for all staff on new intake including medical, faith and belief and language needs.

The Federation has weekly teaching staff meetings and each school has regular meetings with all staff to update on pupil needs and training opportunities. Our Governors access training on fair

recruitment practices and receive information about any changes to the SEND Code of Practice 2014 from our SENDCo/Headteachers.

We discuss how to support pupils eligible for pupil premium, supporting EAL learners when applicable and understanding cultural diversity within our community.

## School provision

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

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

The Federation endeavours to create communication friendly environments and also provide additional support with leaflets etc and links to relevant outside agencies. Our Behaviour Policy reflects a differentiated approach and considers all concerned. Having reviewed the paperwork for children with additional needs, we have developed templates to collate information to share with staff and provide a comprehensive approach for outside agencies, as appropriate.

## 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.

These processes form part of the school's equality impact assessment 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.

We review and analyse data with staff, Governors and our SIP each term taking into account particular groups, end of each key stage and their individual needs.

Children across the Federation take part in the NYCC Health Questionnaire and this information is factored into our planning and review of procedures etc.

We have good take up with parental involvement through parents' evenings etc and parents who find certain times difficult are asked for suggested dates/times to accommodate everyone.

Our SENDCo reports to Governors on PP funding and how SEND money is used across the Federation.

We have regular questionnaires to parents and to children, including anti-bullying.

Roughly the same across the three schools -

- the extent to which pupils from particular groups adopt healthy lifestyles = 70% ( M = 74% and F = 66%; 67% PP and 34% SEND)

- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. *participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils*) = 86% (M =89% and 83% F; 100%PP and 45% SEND)
- attendance from Sept 2019 – Dec 2019 - G =96%; H = 95.5% and LP = 96%

## Equalities objectives

Our Equalities Objectives, based on needs analysis, for the period 2020-2024 are:

- to increase participation in after school activities/music for all pupils
- to encourage pupils to consider non-stereotyped career options
- to anticipate the needs of incoming pupils by working with our feeder pre-school settings
- to work alongside an increasing local and global support network, to enable us to meet the needs of a more diverse and complex school community

### **We have identified these objectives because:**

Our Federation data reflects these areas and we want our extended school curriculum to enable more children to access activities which they would not normally participate in.

Our wider community is changing all the time and due to our location, we need to ensure our children are aware of all in their immediate surroundings and learn more about the various groups of the community and broaden their aspirations after leaving school.

Indicators of progress towards the objectives are reviewed annually and recoded in the action plan (see appendix 2)

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

### **The Executive Headteacher will:**

- ensure that staff and parents are informed about the Single Equality Scheme and equality objectives;
- 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 all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- 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;

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- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- 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 and equality objectives 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 and equalities objectives;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- publish equality objectives every four years
- evaluate the action plan annually
- publish information at least annually.

#### **The Teaching 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 Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

#### **People with specific responsibilities:**

- details of the person responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met **Nicola Devereux**
- details of the person responsible for ensuring the specific needs of staff members are addressed **Trudi Ward**
- details of the person responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff **Nicola Devereux with Trudi Ward**
- details of the person responsible for recording, reporting and monitoring prejudice based and hate incidents **Trudi Ward**
- details of the governor responsible for publishing the SEN information report **Paul Gibbons**

#### **Parents/Carers will:**

- have access to the scheme and equalities objectives;
- 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 and equalities objectives;
- be aware of the Single Equality Scheme and how it relates to them;
- be encouraged to express their views through a staff survey;
- 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 prejudice based and hate incidents;
- 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 Executive Headteacher.

### **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 and the equalities objectives, 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 and equalities objectives 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 objectives and action plan:

- *School council*
- *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, objectives and action plan:

- *Exit interviews with staff;*
- *Regular staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of performance management*
- *Staff survey*

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme, objectives and action plan:

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- *Text to be inserted into communication with parents: "your support for your child's education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender."*
- *Feedback through the Governing Body meetings;*
- *Feedback through the Friends of the School meetings;*
- *Feedback from adults using the school beyond the school day;*

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the four years (maximum) of this Scheme and the equalities objectives. 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 (schools could use the Inclusion Quality Mark) 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 and progress with the equalities objectives will be evaluated and reflected in:

- school self-evaluation;
- pupil progress, outcomes and engagement,
- feedback e.g. Parentview, pupil voice through the School Council

### **Reporting**

This Scheme and equalities objectives 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 the school website.

### **Publication**

Equalities objectives 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 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)

### **Schools' duties around accessibility for disabled pupils**

*4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.*

*4.29 Schools must implement accessibility plans which are aimed at:*

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

*4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.*

*4.31 OFSTED inspections may include a school's accessibility plan as part of their review*

See <http://cyps.northyorks.gov.uk/equalities-and-diversity> for an example of an accessibility plan.

### **RFS ACCESSIBILITY PLAN TO BE SEEN IN CONJUNCTION WITH THIS POLICY**

This document relates to the The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014, updated June 2018 DfE

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

This is for:

- school leaders
- school staff
- governing bodies

It applies to:

- local-authority-maintained schools
- academies and free schools
- local authorities
- non-maintained special schools
- independent 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

## Contact us

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

Our Customer Service Centre is open: Monday - Friday 8.30am - 6.00pm and Saturday 9.00am - 12.00pm Tel: **0845 8727374** email: **customer.services@northyorks.gov.uk**

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



## Appendix 1: 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 it 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.

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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, updated June 2018)

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

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

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

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire guidance on dealing with and reporting prejudice based incidents and hate crimes in schools\_and settings.

<http://cyps.northyorks.gov.uk/equalities-and-diversity>

Example Equality Action Plan

**EQUALITY OBJECTIVE 1:**

To increase participation in after school activities/music for all pupils

Success criteria:- increased numbers of pupils, across the Federation, that take up music and after school opportunities

<b>Actions to achieve the success criteria</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>Notes on progress</b>
Short term: <ul style="list-style-type: none"> <li>Newsletters, parent assemblies, parent consultations to promote school programme</li> </ul>	Class teachers  Admin	Jan 2021	Jan 2022		Designated Governor  School Admin data	
Medium term <ul style="list-style-type: none"> <li>Review uptake of programme available</li> <li>Make enquiries about new outside providers/alter in-house provision</li> </ul>	Pupil voice  Executive  Headteacher	Jan 2021	Jan 2023	Using sports funding to allow more diverse programme	Designated Governor  School Admin data	



Long term <ul style="list-style-type: none"> <li>To have in place a long term approach to extra curricular activities</li> <li>Build up resources to support activities and children</li> </ul>	Admin staff  Teachers	Jan 2022	Jan 2023	Buy more instruments	Designated Governor  School Admin data	
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**EQUALITY OBJECTIVE 2:**

- To encourage pupils to consider non-stereotyped career options

Success criteria:- increased the number of pupils who consider employment across a wider range of areas.

<b>Actions to achieve the success criteria</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>Notes on progress</b>
Short term: <ul style="list-style-type: none"> <li>Visitors in school – both male and female in non-stereotypical roles – to inspire all pupils</li> </ul>	Class teachers	Sept 2021	Sept 2022		Designated Governor  School Admin data	
Medium term <ul style="list-style-type: none"> <li>Visits out of school linked to future careers</li> <li>Use PSHE programme to look at stereotypes and how to alter them</li> </ul>	PSHE Leader  Executive Headteacher	Sept 2022	Sept 2024	Visitors in school to talk about their chosen jobs	Designated Governor  Pupil Voice	

<p>Long term</p> <ul style="list-style-type: none"><li>• To have in place a long term approach to placing this in planning</li><li>• Ensure activities are made accessible for all children</li></ul>	Class teachers	Jan 2022	Jan 2024		Designated Governor  Subject Leader	
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**EQUALITY OBJECTIVE 3:**

- To anticipate the needs of incoming pupils by working with our feeder pre-school settings

Success criteria:- children coming into Reception with needs already catered for, following earlier links with settings and parents

<b>Actions to achieve the success criteria</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>Notes on progress</b>
Short term: <ul style="list-style-type: none"> <li>Pre school sessions in school in order to have access to children and parents</li> </ul>	EYFS lead and teachers  SENDCo	Sept 2021	Sept 2022		Designated Governor  Headteacher	
Medium term <ul style="list-style-type: none"> <li>Open days for community to access school grounds</li> <li>Visits to surrounding pre-school settings to be familiar with staff, children and parents</li> </ul>	EYFS lead and teachers	Sept 2021	Sept 2023		Designated Governor  Headteacher	
Long term <ul style="list-style-type: none"> <li>Joint planning sessions within local EYFS hub</li> <li>Involvement in parent/carer meetings at pre-school settings</li> </ul>	EYFS lead and teachers  Staff from pre school settings	Sept 2022	Sept 2024		Designated Governor  Headteacher  Leaders at pre-school settings	