

ROSEBROOK PRIMARY SCHOOL



School Single Equality Scheme

Approved by Governors: [February 2016](#)

Next Review: [February 2019](#)

1. Introduction

This Single Equality Scheme for schools in Stockton-on-Tees brings together action plans for Race, Gender and Disability equality, thus meeting the school's statutory duties in these areas. It also goes beyond these three streams and begins to consider how the school develops its approach to equalities and diversity for all our pupils, staff and their parents and carers. We are also committed to responding to all diversity related legislation and feel that a single equality scheme is the best mechanism for achieving this.

The scheme also highlights how the 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.

As well as delivering high quality services to its 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.

2. The Borough of Stockton-on-Tees

Stockton-on-Tees is a diverse Borough located in over 20,000 hectares at the heart of the Tees Valley. It comprises an urban and rural environment with a number of towns and villages, each with its own distinctive characteristics, including Billingham, Stockton, Thornaby, Ingleby Barwick and Yarm. The area has a population of 187,100 (up from 175,300 in 1991) and records the largest population increase of the Tees Valley Boroughs over the last twenty years; this rise is projected to continue and population trends suggest a total population of 189,200 by 2016. Despite having some of the most populous urban centres in the Tees Valley the population growth figures are unevenly balanced across the area; with growth being driven in the south of the Borough, and particularly within the new Ingleby Barwick community.

Projections show that the resident population will age sharply in the next ten years; this will be coupled with a decline in the number of children being born in households in the area. By 2021 the population of working age will account for only 59% of total population down from 63% in 2005. The overall growth disguises these significant shifts in the population structure; for the council these changes will lead to rising demand for some public services such as housing, planning and adults' social care, and infrastructure pressures in the south of the borough where most of the growth is situated.

Across the Stockton-on-Tees communities there is a wide social and economic mix, with areas of significant disadvantage situated alongside areas of affluence. Whilst 15% of the Borough's population live within the top 20% of the most affluent areas nationally, 34% of the resident population live in the 20% of the most deprived areas nationally. Some 2.8% of the population is made up of Black and Minority Ethnic communities (an increase of 1.2% from 1991) and the area is culturally diverse with over 70 languages spoken within the Borough.

3. The School

Rosebrook Primary School is in an area of significant social deprivation. Most children come from a local housing estate, which is predominately white, having English as their first language. The school has an Additional Resourced Provision for children on the Autism Spectrum, where children attend full time from other areas of Stockton.

4. Our Equalities Objectives

In order to ensure that equality and diversity are embedded in the School Improvement Plan, the scheme is organised by the five Every Child Matters themes

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well Being

Specific actions for equalities are identified in the relevant action plans.

The Staff and Governors aim:

- to ensure all individuals within the school have the right of equality, regardless of gender, religion, ability, race or social background;
- to ensure that all individuals within the school can learn, teach or work in a non-threatening and supportive environment, in which self-esteem is enhanced;
- to identify unacceptable behaviour (racist, sexist, homophobic, transphobic, biphobic, discriminatory or harassing) and offer strategies for dealing with the perpetrators and provide support for the victims;
- to ensure that individuals are given the opportunity to achieve their full potential;
- to break down prejudices and build positive attitudes.
- to help children grow into caring and responsible members of society, regardless of differences;
- to foster equal opportunities by operating a fair school, where children and parents feel able to ask for help and discuss any problems.

We try to ensure that:

- pupils' names are accurately recorded and correctly pronounced
- pupils' names from other cultures are accepted and respected

- registers and lists are in order of age or alphabet
- all children have equality of access to all areas of the curriculum
- attention is drawn to positive role models whenever possible;
- these issues are covered in our Personal, Social and Health Education lessons and family groups (RRSA).

5. National Context for Diversity

As well as delivering on its commitment to promote equality across all the six strands of diversity- age, disability, faith and belief, gender, race and sexual orientation, the school has a duty to comply with a large and complex suite of equality legislation. As such, the Single Equality Scheme has been devised to ensure that all our policies and practices meet with all the legislative requirements including:-

The Education and Inspections Act 2006 - establishes a new strategic role for Local authorities, including duties to promote choice, diversity, high standards and the fulfilment of potential for every child and places a duty on school governing bodies to promote well-being and community cohesion, and to take the Children and Young People's Plan into consideration;

Disability Discrimination Acts (DDA) - give disabled people rights in a wide range of key areas such as employment, education, access to goods, facilities and services and buying or renting land and property.

They require public bodies to promote equality of opportunity for disabled people, and organisations to take reasonable steps to tackle policies, practices and physical features that act as a barrier to disabled people who want to access their services.

Equality Act 2006 – establishes a single Commission for Equality and Human Rights (CEHR) from October 2007 and a duty on public authorities to promote equality of opportunity between men and women (the 'gender duty'). It also makes discrimination on the grounds of religion or belief in the provision of goods, facilities, services, premises, education and the exercise of public functions unlawful, and provides powers to outlaw discrimination on the grounds of sexual orientation in the provision of goods, facilities and services, including adoption. The Equality Act regulations came into force in April 2007.

Employment Equality (Religion or Belief)/ (Sexual Orientation) Regulations 2003 – outlaw discrimination in employment and vocational training on the grounds of religion, belief or sexual orientation. It prevents both direct and indirect discrimination as well as harassment and victimisation on these grounds.

Civil Partnership Act 2004 ensures same sex partners who register as civil partners will be treated the same as a married couple for a number of legal rights. These include pensions, recognition for immigration, equal treatment for tax purposes including inheritance tax and better protection from domestic violence. Civil partners are also exempt from testifying against each other in court as are married couples, as well as having next of kin rights, thus overcoming a

number of previously experienced problems. Local authorities are obliged to provide civil partnership ceremonies as part of their register office functions where there are requested.

A couple who have not registered their partnership but have lived together as if they were civil partners are to be treated as heterosexual unmarried couples living together as husband and wife.

Equalities Review, which was jointly sponsored by the Equality Minister and the Minister for the Cabinet Office, investigated the social, economic, cultural and other factors that limit or deny people the opportunity to make the best of their abilities and

- Provided an understanding of the long term and underlying causes of disadvantage that need to be addressed by public policy
- Made practical recommendations on key policy priorities for: the government and public sector; employers and trade unions; civic society and the voluntary sector to which the Stockton Council is now developing its response
- Informed both the modernisation of equality legislation, towards a single equality act; and the development of the new commission for equality and human rights.

Gender Recognition Act 2004 - allows transgender people (who are able to satisfy the necessary evidential requirements) to apply for a Gender Recognition Certificate, which provides full legal recognition of their acquired gender. Following a successful application, the law regards the transsexual person as being of their acquired gender, and ensures they have all the rights and responsibilities appropriate to that gender.

Human Rights Act 1998 - The act applies directly to public authorities and incorporates the European Convention on Human Rights into UK law. Human rights are rights and freedoms that belong to all individuals regardless of their nationality and citizenship. They are fundamental in maintaining a fair and civilised society.

Race Relations (Amendment) Act 2000 amended the 1976 Race Relations Act which was introduced to prevent discrimination on the grounds of race, colour, nationality, ethnic and national origin in the fields of employment, the provision of goods and services, education and public functions. It also set up the Commission for Racial Equality (CRE). The 2000 amendment to the act introduced onto public authorities the general duties to promote racial equality and eliminate unlawful discrimination.

6. The Gender, Race and Disability Equality

Duties

These duties impose broad obligations on public authorities, including schools, to:

- Eliminate discrimination and harassment;
- Have due regard to the promotion of equality and opportunity between persons and other persons;
- Promote positive attitudes;

- Encourage participation by minority and under-served groups in public life;
- Take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others.
- Conduct impact assessments, and draw up relevant schemes (and publicise them).

The three duties are broadly similar in their approach and aims, however in order to ensure the school is compliant with all, they are in detail:

a) The Race Equality Duty

What is Race?

A race is a distinct group or population of people distinguished in some way from others most often in terms of physical characteristics but also language, history, ancestry and culture.

What is the Race Equality Duty?

The duty was detailed in the Race Relations Amendment Act 2000 and includes both a general and specific duty.

The General Duty as set out in section 71(1) of the Act requires a school in carrying out its functions to have due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between different racial groups.

The Specific Duties are set out in articles 2(3) and 2(4) of the Race Relations Act 1976 (Statutory Duties) Order 2001 which states that school should develop a race equality scheme which highlights:

Those of its functions and policies, or proposed policies, which it has assessed as relevant to its performance of the duty imposed by section 71(1) of the Race Relations Act and its arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- Monitoring its policies for any adverse impact on the promotion of race equality
- Publishing the results of its assessments, consultation and
- monitoring, providing public access to information
- Training staff in connection with the duties

The Race Equality Scheme must be reviewed every three years.

What are the key issues for our school?

As this area is predominately white, school endeavours to promote racial harmony through work in PSHE, family groups and teaching through assemblies.

In fulfilling our legal duties, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop British values to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

What impact have we already had on race equality in our school?

We raise awareness of these issues through our teaching, family groups, SEAL in our PSHE scheme and our strongly inclusive ethos. We do not tolerate any racial remarks, this is evidenced in our racial incident file/CPoms. Racial incidents are low. Awareness of racial equality is integrated into all activities.

b) The Disability Equality Duty

What is Disability?

People are affected by disability or health conditions in different ways. This can happen suddenly, as a result of accidents or strokes for example, or gradually as a result of conditions such as arthritis and multiple sclerosis. There is often no defining moment when a health issue becomes a disability, at least for the individual concerned. If a condition affects everyday activities, such as

- the ability to move around
- manual dexterity
- physical co-ordination
- continence
- the ability to lift, carry or move ordinary objects
- speech, hearing or eyesight
- memory, or ability to concentrate, learn or understand
- ability to recognise physical danger

and has lasted, or is likely to last, at least a year, then it is likely to be covered by the Disability Discrimination Act

There are two approaches to disability commonly used, the Medical Model and the Social Model.

I. Medical Model

The “medical model” is a traditional model of disability focused on the individual and their particular physical difficulties which prevent them from undertaking everyday activities which non-disabled people take for granted.

The range of social contact for the disabled person where the 'medical model' is applied is illustrated in the diagram overleaf.



II. Social Model

The “social model” focuses on the social environment and how it causes some people to be disabled. As a result if the organisation of society e.g. stairs to access buildings, lead to disability then it is these things which must be changed. The disabling forces at work where the 'social model' is applied can be seen below:



The School fully supports the Social Model definition of disability. As service providers we must ensure that we do not impose barriers on anyone accessing our services and that we consider the needs of the individual person rather than focusing on any impairment.

What is the Disability Equality Duty?

There are two duties which apply to schools

The **General Duty** requires the school to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life; and
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

This general duty provides a framework for the council to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. It requires us to adopt a proactive approach, mainstreaming disability equality into all decisions and activities.

The **Specific Duties** require the school to:

- Publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties.
- Involve disabled people in the development of the scheme which outlines:
 - The way in which disabled people have been involved
 - The school's methods for impact assessment
 - Steps which the authority will take towards achieving the general duty
 - The school's arrangements for gathering information in relation to employment, education and service delivery
 - Deliver the scheme within three years, unless it is unreasonable and impractical to do so

What are the key issues for our school?

Stockton has a higher percentage of permanently sick and disabled people and people with a long-term limiting illness than the national average.

- We have 200 children with a disability receiving services throughout the local authority and in combination with Health Services.
- Around 1,000 children have a statement of special educational needs across the borough
- We have a high proportion of children coming into our school with special educational needs from the local area and beyond.

What impact have we already had on disability equality in our School?

School is a newly built school and has disabled access.

At school we treat each child or adult as an individual and respond to their needs. We research needs and our responsibilities, involving School Health and other agencies and professionals where appropriate to give both support and training. We engage parents in discussing their child's needs.

At times we arrange for treatment to take place in school.

We ensure statemented/EHC plan provision is met.

c) The Gender Equality Duty

What is Gender?

The term 'gender' refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them. The significance of this is that the lives and experiences of women and men, including their experience of accessing services, can be significantly different. Gender is not always fixed and the Gender Equality Duty urges public service providers to have due regard to the needs of transgender residents.

What is the Gender Equality Duty?

The duty to promote Gender Equality was issued under the Equality Act 2006 which amended the Sex Discrimination Act of 1975, in a similar vein to Race and Disability legislation it contains both a general and specific duty:

The General Duty on all authorities is when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination between women and men
- to promote equality of opportunity between men and women

The Specific Duties are as follows:

- to prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives,
- in formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap,
- to gather and use information on how the public authority's policies and practices affect gender equality in the workplace and in the delivery of services,
- to consult stakeholders and take account of relevant information in order to determine its gender equality objectives,
- to assess the impact of its current and proposed policies and practices on gender equality,
- to implement the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so,
- to report against the scheme every year and review the scheme at least every three years.

What are the key issues for our school?

The community consists of many one parent families, so many children do not have male role models

There are far fewer male staff in the school environment.

Boys achievement in some areas is lower than girls

What impact have we already had on gender equality in our School?

We take every opportunity to employ /bring males into school to give children good first hand experience of equality.

Monitor playground activity to ensure equal rights

We monitor data carefully to identify any underachievement by boys or girls and then act to improve.

After school clubs are open to both boys and girls.

7. Age, Faith & Belief and Sexual Orientation

“Strong and Prosperous Communities” the recent Local Government White

Paper has recognised the importance of community cohesion and valuing all residents to improving quality of life. This is coupled with the ongoing

Discrimination Law Review which is considering the introduction of a single public sector equality duty, thus creating a more streamlined equalities structure. Also, the ongoing equalities review has recently reported and identifies the core priorities for local authorities and their partners in terms of promoting equalities. This will enshrine all aspects of equalities into the work of public authorities.

The school is already committed to improving its services and the quality of life for all Stockton residents regardless of their race, gender or disability but also their age, faith and sexual orientation. As a result the Council is looking to develop strategies and action plans in these areas over the short to medium term. This will supplement the general commitment in this scheme to introduce actions which wherever possible cut across all six diversity strands.

Further information on age, faith and sexual orientation is given below.

a) Age

The Employment Equality (Age) Regulations 2006 came into force on 1st

October 2006. They apply to employment and vocational training, and prohibit unjustified direct and indirect age discrimination, as well as harassment and victimisation on grounds of age. The regulations (which do not affect the age at which people can claim their state pension):

- ban age discrimination in terms of recruitment, promotion and training.
- ban unjustified retirement ages of below 65.
- remove the current age limit for unfair dismissal and redundancy rights.

They also introduced:

- A right for employees to request working beyond retirement age and a duty on employers to consider that request.
- A new requirement for employers to give at least six month notice to employees about their intended retirement date so that individuals can plan better for retirement, and be confident that "retirement" is not being used as cover for unfair dismissal.

The School is implementing these regulations through its Human Resources function and employment practices to ensure no current or potential employee experiences discrimination as a result of their age. We are also committed to ensuring that no members of the school

community face any such discrimination in all aspects of their lives and has equal access to all the services provided by the School.

b) Faith & Belief

As a result of the Employment Equality (Religion or belief) Regulations (2003), it is unlawful to discriminate against an employee on grounds of their religion or belief. These regulations prevent both the indirect and direct discrimination as well as harassment and victimisation of an individual and have been implemented throughout the school.

In the wider community, the school has tended to consider race and faith together. Work will continue within the school to further develop understanding of the issues and consideration given to how best to address any faith based discrimination identified. Also we will work to further develop our understanding of the issues surrounding belief. Appropriate actions for faith and belief will be developed through the implementation of this scheme.

c) Sexual Orientation

Gay men, lesbians and bisexuals are protected at work by the Employment Equality (Sexual Orientation) Regulations of 2003, which in a similar way as faith regulations, prevent discrimination and harassment at work as a result of sexual orientation. The school has implemented these regulations and works to ensure no discrimination takes place amongst its workforce.

In the wider community the Government estimates that approximately 5% of the population are either gay men, lesbians or bisexuals although figures are not clear as no national census has requested data on sexual orientation.

There is no apparent “gay scene” in Stockton and that in nearby Middlesbrough is still relatively small compared with other urban areas such as Manchester, Liverpool or Newcastle-upon-Tyne. This may in turn lead to a lack of openness amongst gay male, lesbian and bisexual residents of Stockton.

The school is committed to creating a community where everyone has equal access to its services and feel accepted and valued. As such renewed efforts will be made to consult and involve gay, lesbian and transgender people in the development of school services.

8. How We Have Developed the Scheme

This scheme has been developed collaboratively and is the result of working with pupils, staff and parents and carers.

9. Equality Impact Assessments

Equality Impact Assessments are a crucial mechanism for ensuring the embedding of equalities and diversity. Impact assessments will be carried out covering all 6 equality and diversity strands (race, religion, disability, age, gender and sexual orientation) and will identify both good practice as well as areas where our performance in ensuring diversity could be improved. In line with statutory requirements our equality impact assessment process will be applied to both new policies as well as existing policies and functions on an agreed programme. Details of the training available to support staff to conduct Equality Impact Assessments is available through Stockton Borough Council's Training Department

10. Roles and Responsibilities for 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 scheme whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the scheme 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 scheme
- 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 any pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as C.E.S.C.

The Governing Body will:

- designate a school improvement group with specific responsibility for the Single Equality Scheme
- establish that the action plans arising from the scheme are part of the SIP
- support the head teacher in implementing any actions necessary
- inform and consult with parents about the scheme
- evaluate and review this scheme every two 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 Headteacher, provide advice/support in dealing with any incidents/issues

- assist in implementing reviews of this scheme as detailed in the SIP

Parents/Carers will:

- have access to the scheme
- be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- 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

Pupils will

- 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

Action Plans

The following Action Plans identify specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme.

The action is in addition to but links to the School Improvement Plan and progress against the plan will be reported to Governors

**Rosebrook Primary School
February 2016 – July 2017**

SINGLE EQUALITY SCHEME ACTION PLAN (Encompassing ACCESSIBILITY, DISABILITY, COMMUNITY COHESION, RACE and GENDER)						
ACCESSIBILITY	HOW	WHO	WHEN	COST	COMPLETE	GOV MONITORING
Ensure that staff understand the duty to make reasonable adjustments for children identified as having a disability and that such adjustments are made appropriately.	<ul style="list-style-type: none"> Audit accessibility of curriculum for identified children, discuss and plan provision through pupil progress meetings; 	All staff	July 2016	None		Termly HT reports and Leadership and governance meetings
	<ul style="list-style-type: none"> Information share with parents regarding provision for children; 	All staff	Termly consultation meetings	None		
	<ul style="list-style-type: none"> Actively encourage all to take part in wider school activities 	All staff/PSA	Ongoing - when activities launched	Separate budget support by pupil premium		

DISABILITY	HOW	WHO	WHEN	COST	COMPLETE	GOV MONITORING
Up skill staff and governors regarding the Disability Equality Duty and ensure statutory duties are met.	<ul style="list-style-type: none"> Complete an up to date register of children with disabilities 	AT/EC and all staff	Termly for census	None		Termly HT reports and Leadership and governance meetings
	<ul style="list-style-type: none"> Update CPoms form to include notification of disability; 	GC	Ongoing	None		
	<ul style="list-style-type: none"> Ensure classroom provision is appropriate to meet needs of children identified with disability; 	AT at SEN PP meetings SLT through lesson obs/PP meetings	Ongoing	None		
	<ul style="list-style-type: none"> Track progress and participation of children to ensure inclusion of children identified with disability; 	SLT/PSA	ongoing	None		
	<ul style="list-style-type: none"> Consult with parents of children with disabilities regarding quality of provision; 	AT/Class teachers at support plan meetings and SEN meeting and reviews	Termly parent consultation evenings	None		

GENDER	HOW	WHO	WHEN	COST	COMPLETE	GOV MONITORING
Ensure that all children achieve and engage regardless of gender	<ul style="list-style-type: none"> Use of pupil progress data / SPRinT / Otrack 	All staff; SLT to monitor	Half termly	None		Termly HT reports and Leadership and governance meetings
	<ul style="list-style-type: none"> Track achievement and attainment of boys and girls per cohort through pupil progress meetings. 	All staff; SLT to monitor	Half termly	None		
	<ul style="list-style-type: none"> Analyse pupil response to school and curriculum by gender; identify children at risk of disaffection and plan appropriate intervention 	All staff; SLT to monitor	Termly	None		
	<ul style="list-style-type: none"> Track and report incidents of homophobic, transphobic and biphobic incidents 	All staff; SLT to monitor	As required	None		
	<ul style="list-style-type: none"> Staff to receive training in supporting pupils who are part of the LGBT community. 	SLT initially Staff meeting for all staff	By July 2016	Cost of training bc		
	<ul style="list-style-type: none"> Staff to report homophobic, transphobic, biphobic incidents on CPoms and follow up using schools behaviour system. 	All staff; CG/SLT to monitor	By February 2016	None		
	<ul style="list-style-type: none"> After training review topics taught in family groups, SEAL PSHE scheme. 	Foundation subject team, SLT	By Autumn 2016	None		

RACE	HOW	WHO	WHEN	COST	COMPLETE	GOV MONITORING
Ensure equality of opportunity for children from all ethnic, language and cultural backgrounds	All actions as above for gender	As for gender	As for gender	As for gender		Termly HT reports and Leadership and governance meetings
	<ul style="list-style-type: none"> Track and report racial incidents 	All staff; SLT to monitor	As required	None		
	<ul style="list-style-type: none"> Targeted PSA support to families with different cultural backgrounds. External support from LA inclusion team for children who have English as an additional language, Asylum Seekers, Gypsy, Roma or Traveller Children. 	PSA/All staff; SLT to monitor	As required	None		
	<ul style="list-style-type: none"> Identify opportunities for children, parents and families from different ethnic, language and cultural backgrounds to share aspects of their nationality/ethnicity with classes; for example: (cooking/festivals/teaching language) 	International week. PSA – Let's get cooking	Summer 16	Separate budgets support by pupil premium		
	<ul style="list-style-type: none"> Audit provision including reading material in school to ensure opportunities in all year groups for children to read and learn about different ethnic and cultural backgrounds 	Literacy core team	Autumn 16	Literacy budget.		

COMMUNITY COHESION	HOW	WHO	WHEN	COST	COMPLETE	GOV MONITORING
To further develop children's knowledge of cultural diversity through meaningful learning opportunities.	<ul style="list-style-type: none"> International week in the summer term 	All staff	Summer 16	Curriculum budget allocation		Termly HT reports and Leadership and governance meetings
	<ul style="list-style-type: none"> British values week 	All staff	Summer 16	Curriculum budget allocation		
	<ul style="list-style-type: none"> Enrich classroom curriculum with trips and visits to contrasting localities e.g London, Paris 	All staff; SLT to monitor	Paris (Ys5-6) Feb 2016 Class trips throughout year	Separate budgets support by pupil premium		