

Hedon Primary



Equality Policy (including Accessibility Plan)



Effective Date	July 2019
Date Reviewed	September 2020
Date Due for Review	July 2022
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Our Mission

We want the time children spend at Hedon Primary School to be:

An enjoyable, fulfilling and successful period in their lives;

A time when children can be helped to achieve the highest possible standards in all that they do;

A time when children experience effective and meaningful learning within a safe, happy, caring and stimulating environment where each individual is valued for the contribution he or she can make to the school community”.

We believe that a school should be an interesting and exciting place to be; where children are encouraged to ask questions, seek solutions and in general, enjoy learning.

Emphasis on each child’s individual educational journey and personal achievement is the key to success!

We work hard at encouraging confidence in our students; we try to raise the level of self-esteem of all children by planning and delivering a broad and exciting curriculum where children are encouraged to express their individuality and be proud of their achievements.

The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Religion or belief (including lack of belief)
- Sex (gender)
- Sexual orientation

It is therefore, unlawful for Hedon Primary to discriminate against a person, pupil, parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have one or more of the characteristics mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

Definitions

Hedon Primary recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

Direct discrimination – Treating someone less favourably because they have a protected characteristic

Discrimination by perception – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

Discrimination by association – Treating someone less favourably because they are associated with someone with a protected characteristic

Indirect discrimination – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

Harassment – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

Victimisation – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

Reasonable Adjustments

Disability is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Hedon Primary is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school.

Hedon Primary will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of

the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

Accessibility Plan

Hedon Primary aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

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

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out June 2018 by various members of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

The 'general' equality duty

The general duty requires Hedon Primary to have 'due regard', or think about the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it**

All staff are responsible for having due regard for the three general equality aims.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Hedon Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Hedon Primary to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

Equality Objectives 2018-2022

As stated above, Hedon Primary is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body, of whom Mr Allan Maltby is the Chair. Our objectives are set out below:

1	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.
2	Ensure that the curriculum, policies, the school social media, website and displays in school promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.
3	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.
4	Introduce a Gender Identity Policy to ensure the school community is equipped to support staff, pupils and parents identifying as trans.

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Hedon Primary and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives	Yes	Equality Policy
Annual update towards the equality duty and equality objectives	Yes	Equality Policy – Appendix 2
Accessibility Plan (including annual progress update)	No	
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	Yes	School website
School performance data e.g. attainment, absence/attendance	Yes	School website yearly
Governing body minutes	No	In school
Anti-bullying policy	Yes	School website
School development plan	No	
Equality training materials	No	
Parent and pupil surveys	Yes	These are sent home to parents and are also references on all newsletters.
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	

School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Hedon Primary Equality Policy.

References

Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012

Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014

Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015

GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6

Appendix 1: Hedon Primary Accessibility Plan 2018-2021

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until June 2021 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The plan shows the ways in which Hedon Primary intends, over time, to achieve the following three aims:

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*
- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.

Accessibility Plan 2018-2021					
Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
To ensure all pupils can access curriculum provision appropriately	<p>School to ensure planning reflects the needs of all pupils.</p> <p>Ensure aids required are purchased or renewed as necessary.</p> <p>Maintain training especially in sport which allows us to reflect on accessibility for pupils.</p>	Ongoing	All staff	Guided by need	<p>The school has completed a review of its curriculum. The needs of our current pupils are being met.</p> <p>The new EYFS framework will be adopted by the school in September 2020 and Y1 will be moving to continuous provision from September. Further monitoring is needed to ensure we continue to meet all needs appropriately throughout these changes.</p> <p>ONGOING due to curriculum changes.</p> <p>2021 Pupil provision maps and support plans</p>

					<p>ensure all pupils have the necessary equipment to be able to access the curriculum. Continued training has taken place – peg safety, peg feeding, Braille, signing. Increased SENCo monitoring supports this. MET</p>
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Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Ensure appropriate changing facilities to maintain dignity and safety of disabled pupils	Continue consultations with ERYC regarding disabled changing facilities in school.	Summer 2019	A Barnett	LA for funding secured	Disabled changing facilities are in place alongside a disabled toilet attached to the school entrance. MET
Ensure appropriate access for wheelchair users to and around the school site	Continue speaking to ERYC regarding disabled changing facilities in school.	Ongoing	A Barnett	Seeking external funding	Disabled changing facilities have been installed. Adjustments have been made for a pupil with visual impairment. The LA have developed a number of reasonable adjustments and potential solutions which would be considered if a prospective pupil is a wheelchair user however currently this funding is not

					<p>available for the works to take place.</p> <p>The school bell is to be relocated to a more appropriate height including braille label.</p> <p>ONGOING due to funding and COVID-19 works interruptions.</p> <p>2021 – Works to provide access across the site for wheelchair users where not carried out by the local authority due to cost. This is something they will relook at if necessary.</p>
Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
To ensure disabled visitors are signposted appropriately	<p>Ensure all signage is easy to read and at an appropriate height.</p> <p>Purchase outdoor signage.</p>	Ongoing	A Barnett	Cost of signage	This area is ONGOING as COVID-19 halted quotes and therefore works completion.

around the school site					2021 – Signage now braille and at an appropriate height. Bells have been lowered to an appropriate height too. MET
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Appendix 2: Hedon Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives

Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Hedon Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2018-19	Examples/Evidence for 2019-20	Examples/Evidence for 2020-21
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	As a Barnardos' Positive Difference school we have worked hard to ensure our school reflects the diversity of British Society and that our facilities and uniform policy are not gender bias. We maintain gender neutral uniform and toilet facilities alongside broadening out curriculum content and provision to ensure we do not promote gender stereotypes. All staff including lunch staff have been trained to support pupils who may be questioning their identity, to recognise the diversity of families in our community and in the vocabulary it is	The school continues to teach a broad curriculum which ensures all pupils understand that discrimination, harassment and victimisation are not tolerated. Our Jigsaw PSHCE curriculum ensures cyclical and progressive teaching in this area. Our Anti-bullying group continues to impact school life through displays, assemblies and projects. This includes the recent purchase of a friendship bench. Behaviour incidents are logged in all classes. These incidents are mainly low level	The school continues to teach a broad curriculum which ensures all pupils understand that discrimination, harassment and victimisation are not tolerated. Our Jigsaw PSHCE curriculum ensures cyclical and progressive teaching in this area. Our Anti-bullying group and wider pupil led groups have not had as much impact as we would have liked due to COVID restrictions. Behaviour incidents are logged in all classes. at a Post COVID closures, we

	<p>appropriate to be teaching our children.</p> <p>We have a strong, well established anti-bullying group which lead assemblies, look at weaknesses or issues across the school, educate pupils with posters and displays and build relationships through restorative conversations. This group also take turns on duty on the playground to support pupils where necessary. Barnardos have also trained these pupils and our school council on the principles of the positive identities charter.</p> <p>All incidents where behaviour has fallen below expected standards are logged in the classroom and when repeated logged using restorative questions with pupil reflection time factored in.</p> <p>Discriminatory incidents are recorded and although very rare, are looked at for patterns and support put in place through our highly qualified Emotional Literacy Support Assistant. Parents are also involved in this process.</p> <p>Exclusions are again rare but are also</p>	<p>disruption and managed at a class level. More challenging behaviour is rare because pupils are well supported and understand the school rules. They show respect for each other and the school staff. During recent COVID-19 provision alterations, only 1 pupil logged behaviour related incidents despite the pupil population being bias towards vulnerable pupils.</p> <p>No discriminatory incidents have been logged this year.</p> <p>Many pupil's groups also take responsibility for ensuring conduct is appropriate and rule of law understood. This includes School Ambassadors, Reading Ambassadors, ECO- Club and Junior Road Safety Officers.</p> <p>No exclusions have taken place this year.</p>	<p>have worked to support families with external agencies and in house emotional support. Behaviour incidents remain low. We have worked with the police to educate pupils around online behaviour and anti-social behaviour out of school.</p> <p>No discriminatory incidents have been logged this year.</p>
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	<p>monitored and supported in the same way using outside agency referrals when necessary such as Behaviour Support, Youth and family Support, The prevent Team or Children's Centre.</p>		
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<p>Attainment and progress of all pupils is tracked rigorously and through pupil progress meetings, provision is tailored to meet individual needs. All Pupil Premium and SEN pupils have a unique pupil profile designed to support staff meet their needs in the classroom. This document also tracks intervention and outcomes. SEN pupils also have individual progress tracking grids in their classroom to support and track progress from their starting points which may not be the same as their peers.</p> <p>Our curriculum is designed creatively using outdoor learning and topics to ensure all pupils are engaged in their learning. Pupil voice is used to tailor topics to suit the interested and needs of the class whilst following the National Curriculum.</p>	<p>Pupils attainment continues to be tracked using NFER standardised testing and teacher assessment. All pupils not making expected progress are supported through high quality first teaching and intervention.</p> <p>Pupil premium and SEND pupils continue to be a specific focus across the school through pupil progress meetings and pen portraits.</p> <p>The school has a small but growing number of EAL pupils whose progress is also tracked carefully and support provided as necessary.</p> <p>Attendance is tracked for all groups and interventions used when attendance falls below expected standards. Attendance remains at National Average.</p> <p>East Riding Admissions continue to ensure</p>	<p>Attainment continues to be tracked termly with pupil progress meeting ensuring provision is altered as required to meet the needs of pupils.</p> <p>Pen portraits and careful transition plans ensure staff are aware of pupil needs and are able to meet these with the support of the school's SENCo and SLT.</p> <p>We continue to track attendance and take action to support families as necessary at different stages in the policy.</p> <p>Our admissions policy ensures equal opportunity as does our recruitment process.</p>

	<p>Attendance is also tracked for all groups and action plans implemented to support families when necessary.</p> <p>As a school the East Riding Admissions team deal with all admissions following their admissions policy. This policy ensures equal opportunities for all. Transfer arrangements are also outlined in this policy.</p>	<p>equal opportunities within the admissions and recruitment policies.</p>	
<p>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</p>	<p>Our pupils have access to two highly trained Emotional Support Assistants and can access this support by referral by their class teacher. Parental permission and engagement is sought before support begins and pupils will access support in a range of different ways from 1 to 1 to in class support. We are always looking for new resources as needs change and as a result are well equipped to support pupils.</p> <p>As a school we recognise that our pupils' well-being is of prime importance. As a school we have developed our use of the outdoors as we recognise the positive effect this has on our pupils. We also use</p>	<p>Pupils continue to access ELSA support by referral. The school has an additional member of staff trained in this area due to increased needs. Support is fully tailored to pupil needs using outside agencies for advice where necessary. Following ELSA support in house assessment show pupils feel more settled, parents echo that support ensures their child is calmer at home. Behaviour incidents also diminish.</p> <p>Pupil wellbeing will remain a focus in the coming year. Resources have been shared with parents during COVID-19 lockdown and support agencies used to support families at home. There has been a sharp increase in the</p>	<p>Pupil wellbeing has been a focus post COVID lockdowns. ELSA support has been carried out with class based TAs with outside agencies supporting when needs are greater than the school is able to support.</p> <p>The sharp increase in families needing support has over time diminished as support has taken place and is no longer required.</p> <p>Limited trips have taken place. Support has been available to those needing it in order to attend. This is the same for club access.</p> <p>The school has provided laptops to all pupils needing one to</p>

	<p>singing to support wellbeing/relaxation. All pupils have the opportunity to check in as they arrive in school which is checked by an adult. Adults can then check on pupils who identify as sad or angry and offer support as necessary. Circle time is used across the school especially in year 6 to ensure pupils talk about their feelings and develop an awareness of others.</p> <p>Through pupil progress meeting and careful use of pupil premium funding we aim to remove barriers to progress. The school supports many pupil premium /CLA children with their music lessons, paying for the lessons, providing their instrument and in some cases providing practise opportunities during the school day. We also bought bikes and scooters to ensure all pupils could learn to ride and take part in cycling proficiency lessons and scooter training. We now run bike club weekly and have a thriving Road Safety team who undertake surveys and organise activities regularly.</p>	<p>number of families accessing children's centre support and free school meals this year.</p> <p>Staff have worked on training over the year to ensure we are best placed to support pupil and families' mental health and wellbeing. This includes training on mental health (NVQ), psychological first aid and courses on different SEND needs.</p> <p>The school supports families with school trip costs, instrument lesson costs and sought laptops through the government scheme for those entitled to them. Clubs are often subsidised to support families. This includes access to breakfast club.</p> <p>'Stay and...' sessions halted due to COVID-19 but had proven to be popular with parents stating that they supported their understanding of their child's education. The school has seen an increase in number attending these events.</p> <p>Pupil voice remains important with an increase in the number of pupils taking responsibility for areas of school development. This includes learning</p>	<p>support lockdown learning.</p> <p>Pupils groups represent a wide range of pupils across the school.</p> <p>Instrument lessons continue to be heavily subsidised to ensure all pupils wanting to play can do so.</p> <p>The school also teaches children to ride a bike as necessary.</p>
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	<p>We work hard to engage all parents in their child’s learning and our ‘Stay and...’ sessions are more popular than ever. Class assemblies are well supported also. Widening this engagement across our community has developed an understanding of the diversity of our wider school community. At our Around the World day 10 different countries e.g. France, Germany, Peru, Scotland, Bulgaria, Africa where represented by community members who shared images, food and activities.</p> <p>Pupil voice is key to all our work at Hedon Primary School. We have range of pupil voice groups. Our School Ambassadors are voted for by their class and are made up of a mix of pupils from all groups. These children plan fundraising activities, support school development planning and may monitor our school environment and help with interviews. Our eco Council again made up of a mix of pupils are all children with an interest in reducing our carbon footprint. They</p>	<p>walks and surveys alongside the head teacher. These pupils are representative of our school’s diversity.</p>	
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	<p>have recently achieved Bronze Eco School Status as a result of the changes they have made across the school. Our Junior Road Safety Team have Gold Mode Shift Accreditation as a very active group with significant impact across the school. These pupils are year 6 only and are assigned a class each to support throughout the year. This group is 50% pupil Premium this year. As above the Anti-bullying Group, voted by peers, have also undertaken significant work in eliminating unkind words or actions across the school. Whilst the school has never had huge numbers of bullying incidents, this group ensures any incidents are reported swiftly and dealt with appropriately by adults.</p>		
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Hedon Primary collects information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Hedon Primary and our pupils, is published in order to help parents understand what we are doing towards the three aims (*please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published*).

Progress against the Equality Objectives

The other 'specific' duty is to develop and publish measurable equality objectives that are needed to further the three aims of the 'general' equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Hedon Primary's equality objectives.

Equality Objective	Progress in 2018-19	Progress in the last school year 2019-20	Progress in the last school year 2020-21
Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	<p>Termly analysis and planning at pupil progress meetings. Small numbers allow individualisation.</p> <p>Roles elected.</p>	<p>Monitoring continues on an individual basis with discussions at length in pupil progress meetings where progress falters. Plans in place are often individualised for those pupils that need this level of intervention due to small numbers.</p>	<p>Individualised plans are in place to ensure all pupils make progress from their starting points.</p> <p>Careful gap analysis and curriculum deficit recording have led to pupil progress this term as illustrated by NFER test scores.</p>
Ensure that the curriculum, policies, the school social media, website and displays in school promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	<p>Staff are currently planning their new long term curriculum plans.</p> <p>Staff are more mindful when creating displays.</p> <p>Books and Facebook now reflect cultural and religious experiences.</p> <p>We now have one member of staff teaching RE in most classes which has had an impact in this area.</p> <p>Further topic work has been undertaken by class teachers linked to the World Cup.</p>	<p>Long term plans and knowledge organisers are published on our school website.</p> <p>Teaching reflects cultural and religious diversity. This is then reflected in our social media, pupils' books and in displays.</p> <p>Our curriculum has been designed to ensure diverse role-models.</p> <p>The school achieved the bronze RE Mark. This has criteria linked to diversity.</p>	<p>Long term plans and knowledge organisers are published on our school website and are being reviewed to match the new EYFS framework.</p> <p>Teaching reflects cultural and religious diversity. This is then reflected in our social media, pupils' books and in displays. Whole school weeks allow for further exploration of historical and cultural experiences.</p> <p>Our curriculum has been designed to ensure diverse role-models are included.</p> <p>The school achieved the bronze RE Mark. This has criteria linked to diversity. The PE Gold</p>

			Mark also has diversity objectives.
Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis	Proform continued use. Further detail on this is now added to the Head teacher's report.	No incidents this year. Incidents would be logged in school and be shared with governors.	No incidents this year. Incidents would be logged in school and be shared with governors.
Introduce a Gender Identity Policy to ensure the school community is equipped to support staff, pupils and parents identifying as trans	All other related policies revised.	Policy updated September 2020.	Policy to be updated Sept 2022.