



Calverley Parkside Primary School

Equality and Diversity Policy

Introduction

Calverley Parkside Primary School's Equality Policy sets out the school's approach to promoting equality and diversity. This policy responds to regulations under The Equality Act 2010 and the Equality Act 2010 (specific duties). The statutory regulations are for governing bodies of academies to:

- Publish equality objectives and review every four years;
- Publish an accessibility plan and review every three years.

While this policy meets these legislative requirements, the school has long recognised the importance of ensuring that its policies and procedures are effective in promoting equality and tackling discrimination.

This policy sets out:

- Background information about the area and the school;
- The school's overall approach to promoting equality, recognising and celebrating diversity and tackling discrimination; and
- Specific sections on race equality, disability equality, and gender equality.

The Legislation

Calverley Parkside Primary School welcomes its duties under:

1. The Equality Act 2010, to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of;
 - Age;
 - Disability;
 - Gender reassignment;
 - Marriage and civil partnership;
 - Pregnancy and maternity;



- Race;
 - Religion and belief;
 - Sex;
 - Sexual orientation.
2. The Public Sector Equality Duty, to evaluate the impact of school policies and practices on staff and pupils and take action to remove any barrier identified, having regard to:
- Eliminating unlawful discrimination, harassment and victimisation.
 - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Promoting good relationships across all protected characteristics.

About Calverley Parkside Primary School

Calverley Parkside Primary School is situated to the west of Leeds. The school caters for pupils from 3 – 11 years old and there are approximately 245 pupils on roll, which includes pupils who attend Nursery part-time:

- There are approximately 9% of pupils on the SEN register and approximately 40% of these pupils have either a statement of SEN or receive higher levels of funding. 0% of pupils on the SEN register have a physical disability which affects access around school.
- About 21% of pupils are from an ethnic minority background and 98.6% pupils have English as their first language.
- Approximately 8.5% of pupils are eligible for non-universal free school meals.
- Pupil mobility is below average when calculated across the school, however there are year groups where pupil mobility is above average.

Equality – Aims and Values

The purpose of this Equality and Diversity Policy at Calverley Parkside Primary School is about providing equality and excellence for all in order to promote the highest possible standards. The principles of this policy apply to all members of the school community – pupils, staff, governors, parents and community members.

The overall objective of the school's Equality and Diversity Policy is to provide a framework for the school in order to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

This school is committed to equality principles, and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential; a culture of respect for others is engendered and differences between people are recognised and celebrated. The school will endeavour to create a community where pupils are well prepared for life in a diverse, multicultural society.

The school aims to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, disability, sexual orientation, gender reassignment and age.



Leadership, Management and Governance

Calverley Parkside Primary School's Local Governing Board is committed to meeting its duties under equality legislation and aims to follow the good practice set out in the statutory codes of practice and guidance which support the legislation.

While the school's Local Governing Board has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The Local Governing Board recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance.

The Local Governing Board acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

Policy Planning, Implementation and Review

The Local Governing Board will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

Staffing: Recruitment and Staff Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and local authority guidance.

The school routinely monitors all recruitment activity and staff in post by the equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide the data to the Local Authority.

Personal Development and Pastoral Care

The pastoral support system takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society.

The school liaises with the Local Authority to provide appropriate support for EAL pupils.

Support is given to victims and perpetrators of harassment and unacceptable behaviour.

Monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of pupils, and, where appropriate, targets will be set to address any identified inconsistencies.

The school will endeavour to use monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor admissions, attendance, exclusions and the use of sanctions and rewards. Analysed results will be used to inform planning and decision-making.



Learning and Teaching

All pupils have access to the mainstream curriculum in accordance with DfE guidelines.

Classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resources and displays reflect the experience and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

School Curriculum

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Admissions Attendance, Behaviour, Discipline and Exclusion

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in all admissions' forms

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions.

Attendance is monitored and effective action is taken in order to reduce gaps between different groups of pupils. Absence is followed up by appropriate staff. Those involved in this work are aware of and sensitive to community issues.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.



Appropriate provision is made for leave of absence for religious observance for pupils and staff.

Attainment, Progress and Assessment

Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.

Staff use a range of methods and strategies to assess pupil progress. The school ensures that assessment is free of gender, racial, cultural and social bias.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

Partnership with Parents and the Community

The school endeavours to provide information material for parents in accessible formats.

Progress reports to parents are provided in a range of formats in order to ensure that all parents have the opportunity to participate in the dialogue e.g. parent/ teacher/ pupil consultation evenings; next step learning targets; pupil planners written end of year report.

All parents are encouraged to participate at every opportunity. Information and meetings for parents are made accessible for all.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. The school newsletter, school performances and whole school focus weeks are examples of opportunities taken by the school to include the whole community.

The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties.

Measuring Progress

The school uses a range of mechanisms to consult with and obtain feedback from its pupils, parents and staff and other interested parties. Examples include: Annual questionnaire for parents; pupil questionnaires; consultation opportunities published on the newsletter for example, feedback on focus weeks, parent's information evenings etc.



Disability Equality at Calverley Parkside Primary School

What do we understand by “disability”?

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para. 1.1.)

Our General Duty

The Equality Act 2010 places a duty on all academies, when carrying out their functions, to have due regard to the need 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.

How Calverley Parkside Primary School will meet the General Duty

Involvement of disabled people in developing this policy

The school will use information collected in relation to disabled pupil progress and inclusion and disabled people’s views about its activities to judge how well it is performing in meeting the needs of disabled people and in identifying any further action required to improve disability equality.

Disabled pupils, staff, parents and disabled members of the community use school facilities. Discussions with parents/ carers of disabled pupils have taken place prior to the installation of our disabled toilet and hygiene facilities. Access issues and arrangements for movement around the school grounds have been fully discussed with parents/ carers and pupils.

School records clearly show all pupils with SEN and/or a disability. Actions taken to involve pupils and the outcomes that have been achieved e.g. results of questionnaires, feedback from individual pupils and parents/carers etc are kept in the pupils’ individual file.

Developing a voice for disabled pupils, staff and parents/carers

The school follows good practice for including pupils and parents/carers in review meetings, transition planning, etc. All pupils, regardless of SEN or disability are encouraged to participate in the life of the school.

The Local Governing Board

There are two elected parent governors on the Local Governing Board. When vacancies for parent governors arise, all parents are informed and invited to nominate themselves for consideration. The annual parents questionnaire is one of the mechanisms for consulting with parents all results are analysed and this provides feedback from parents for the Local Governing Board.



Removing barriers

This school recognises the range of barriers and discrimination faced by people who have disabilities and also recognises that sometimes we may have to do that bit extra to tackle these barriers. At Calverley Parkside Primary School we endeavour to:

- Remove physical barriers;
- Widen access to the curriculum;
- Improve access to information.

Making the school more accessible for disabled people is covered in the school Accessibility Plan.

The school recognises that the duty requires public authorities to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

Disability in the curriculum – learning and teaching and the wider school curriculum

We use a range of teaching materials which positively show children and adults with disabilities, e.g. in reading scheme materials, fiction and non-fiction books, posters and photographs.

Eliminating harassment and bullying

The school has an 'Anti-bullying Policy'. The policy clearly identifies how discrimination, bullying, or harassment will be dealt with.

Our approach to making reasonable adjustments

We have made effective reasonable adjustments to the provision for teaching and learning, and to the break time and lunchtime routines specifically for pupils with disabilities. These include additional staffing to ensure adequate support and / or supervision, purchase of additional resources including suitable furniture etc.

School facility lettings

School has ramp access into the building. There is also disabled toilet facilities on the ground floor.

Contractors and procurement

School staff, peripatetic teachers are aware of all pupils with disabilities and their specific needs. Catering staff are aware who has disabilities (and food allergies).

Information, performance and evidence

A wide range of data is already collected related to special educational needs and pupils with other disabilities. Our own school systems monitor the progress and achievement of all pupils. We identify those with SEN and/or disabilities on the attainment map and school cohort trackers.



Gender Equality at Calverley Parkside Primary School

Our General Duty

The Equality Act 2010 amends the Sex Discrimination Act 1975 (SDA) to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Eliminate unlawful discrimination and harassment (and);
- To promote equality of opportunity between females and males.

As part of the duty, public authorities are required to have due regard to the need to eliminate unlawful discrimination and harassment in employment and vocational training, for people who intend to undergo, are undergoing or have undergone gender reassignment.

How Calverley Parkside Primary School will meet our General Duty

Consultation - Developing a voice for pupils, staff, parents/carers and others

The specific duties require schools to consult stakeholders. The school consults with pupils during lessons, assemblies, by formal questionnaire and via the class representatives on the school council. (We ensure a gender balance on the school council). Staff are consulted formally and informally during staff meetings. Parents are consulted before or after key events in school such as focus weeks, parents' information evenings and formally via the annual parents' questionnaire.

Gender Equality Priorities – Objectives

In determining priorities, at Calverley Parkside Primary School we are focussing on the promotion of gender equality across education and employment.

We analyse pupil performance data in terms of gender and are alerted to issues of underachievement affecting specific groups of either boys or girls.

Although, in many instances, we do not set our own pay systems we recognise that the Local Governing Board is legally liable, however, under the Equal Pay Act for the implementation of those pay systems. We endeavour to ensure, therefore, that decisions made within this school, which have an impact on an individual's pay (such as the allocation of Teaching and Learning Responsibility Points) are fair and equitable.

Gender Impact Assessment

This policy sets out the actions that will be taken or have been taken to assess the impact of school policies and practices, or their likely impact, on gender equality. 'Policies and practices' covers all the proposed and current activities the school carries out, including, in particular, its education and employment functions.

The purpose of an impact assessment is twofold:

- To ensure that neither sex is disadvantaged by the school's decisions and activities;
- To identify where the school can promote equality of opportunity between boys and girls and men and women.

At each annual review, prior to the development of the School Improvement Plan, the school will identify which policies are to be developed during the coming year, whether they are relevant to



promoting gender equality and whether therefore a gender equality impact assessment needs to be undertaken.

New policies and practices, while they are being developed, will therefore need to consider their impact on promoting gender equality.

Gender impact assessment is not an end in itself, but is merely the process which the school will go through in order to identify gender issues and act on the gender equality duty.

Gender impact assessment will include:

- Considering the evidence – based on existing knowledge and data about whether the policy or practice is likely to have a differential impact on girls or boys or women and men?
- Deciding whether to take remedial action based on available evidence.

In order to ensure the effectiveness of our impact assessment process for providing due regard to gender equality we will review the process when revising our scheme at least every three years, and will do this on a more regular basis if appropriate.

Gender in the Curriculum – Teaching and learning and the wider school curriculum

Below are some examples of how gender equality is being promoted through the school curriculum.

- Gender stereotyping and other forms of gender bias in books and other resources are highlighted for discussion with children and young people as part of their normal classroom work.
- Curriculum planning and purchasing resources will take account of gender equality.
- Resources that do not reflect the modern society will be systematically reviewed and replaced, if necessary.
- Gender issues and sexism will also be raised through assemblies, PSHE and circle time.

Eliminating harassment and bullying and discrimination

We monitor bullying incidents by gender. Incidents are logged, analysed and actions are taken. Harassment in the form of sexist language and behaviour is unacceptable and any incidents are recorded and addressed.

School facility lettings

The school will endeavour to monitor the use of school facilities by gender to ensure that the services are offered in a way that the whole community can benefit equally.

Information, performance and evidence

A wide range of data is already collected detailing the gender profile of pupils and staff. Pupil gender data is analysed comprehensively with regard to attainment, progress and achievement and engagement. Issues identified are addressed via targeted interventions and / or curriculum provision.

We endeavour to ensure that all learning opportunities and extra-curricular activities are available to pupils of both sexes, however, if gender underachievement issues are identified in a particular subject we may provide additional provision to address this.



Race Equality at Calverley Parkside Primary School

Calverley Parkside Primary School is committed to tackling racial discrimination and promoting equality of opportunity and good race relations.

This school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

Our General Duty

This section outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff.

Governors

The Local Governing Board of the school has agreed this Equality Policy and will assess and monitor the impact of this policy by reviewing annually.

Headteacher

The Headteacher will demonstrate through their personal leadership the importance of this policy. The Headteacher will ensure that all staff are aware of the Equality Policy and understand their role and responsibility in relation to this policy.

Where additional funding is available for raising the achievement of minority ethnic pupils, the Headteacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

Subject Co-ordinator/Leader

Subject co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted and embedded within the curriculum.



Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Administrative, Ancillary, Supervisory and Support Staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Pupils

Pupils will share in the development of the race equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racial nature to an adult.

Key Areas in Promoting Race Equality

The ethos of the school:

- Steps are taken to ensure that everyone associated with the school is kept informed about the school Equality Policy, and abides by the terms of the policy.
- The policy and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.
- Reflection of all ethnic groups should be included in all marketing strategies.

Pupils' achievements and progress:

- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- Targets will be set for individual pupils by ethnicity, so teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the underachievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys in particular.
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have Curriculum, Teaching and Learning (including language and cultural needs).

This school promotes an inclusive curriculum which embeds race equality into the life of the school. The curriculum reflects the multi-ethnic nature of our society.

- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- Subject leaders to provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.



- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of pupils from minority ethnic groups including dual language resources are used appropriately.

Guidelines on working with pupils who have English as an Additional Language (EAL)

- The school recognises and values Bilingualism.
- The language and learning needs of bilingual pupils are clearly identified and appropriate support identified and used.
- The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school. For example multilingual signs, notices, children's writing.
- The school will explore a broad range of other media e.g. Computer software, the internet, audio and video tapes, films, songs, games etc., to support the maintenance and development of home/community language skills and cultural heritage.
- The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate pupils and communities access developing literacy in first language.
- The school will draw on the skills of parents and local communities in producing resources.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

Pupil behaviour, discipline and exclusion

- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups.
- Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

Racism and racial harassment

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment that is understood by everyone in the school community.
- The monitoring system used by the school enables the school to report the relevant details to Leeds City Council on request.

Admissions and transfer procedures

- Leeds City Council will take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.



- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation.
- Steps are taken to encourage people from underrepresented minority ethnic groups to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- Staff and governors go through regular and systematic training programmes on racial equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- Individual staff effectiveness in dealing with racial equality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, governors and community partnership

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors.
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve minority ethnic parents in the school.
- The school's premises and facilities are equally available for use by all ethnic groups. The school has active links with minority ethnic community groups.
- The school encourages community groups to use its facilities for after school activities and for holiday schemes.

Assessing the Impact of the Equality Policy

As a school we will assess the impact of this and other policies on pupils, staff and parents from different ethnic groups. We will assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

The questions which follow below will be used by us to assess our policies in most areas, including:

- Employment, Promotion, Training and Career Development;



- Involving Parents and Guardians in the school;
- Making sure that the curriculum prepares pupils for life in a multi-ethnic society;
- Dealing with racist incidents.

The main question for assessing the impact of the Calverley Parkside Primary School's Equality Policy – giving special attention to pupil's attainment levels – will include the following:

- 1) Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- 2) Which groups of pupils are not achieving as much as they can? Why not?
- 3) Are we making sure that this policy is not having an adverse impact on pupils, parents or staff from some racial groups?
- 4) How do we explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English as an Additional Language issues?
- 5) Does the policy include aims to deal with differences in pupils' attainments (or possible differences) between ethnic groups? Do our policies aims lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent racist bullying)?
- 6) What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
- 7) What are we doing as a school to prepare pupils for living in a multi-ethnic society, promote race equality and harmony and prevent or deal with racism?
- 8) Can any action we take be traced back to individual policy aims and related targets and strategies?
- 9) Is the action taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?
- 10) Does each relevant policy include aims to promote race equality and harmony, prevent or challenge racial discrimination, and deal with differences (or possible differences) between racial groups?
- 11) Do the policy's aims lead to effective action?
- 12) What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions we as a school will consider the following:

- Collecting and analysing relevant monitoring and other data;
- Talking to pupils, parents and staff to find out their needs and opinions;
- Carrying out surveys or special research.

We will use the results of these assessments to:

- Rethink our race equality aims, targets and strategies (where necessary);
- Influence and guide their planning and decision making.

We as a school will consider the views and needs of parents, staff and pupils from different racial groups. We will explain to the groups concerned what the school is doing and why. We will look at how we could communicate better (formally and informally) with pupils, parents and staff from different racial groups and involve them in planning and decision-making.



**This Equality and Diversity Policy was adopted by Calverley Parkside
Primary School on 30/11/2017**

Chair of Governors – Mr. J Woods		
Signature:		Mr J Woods
Frequency of review:	2 years	
To be reviewed and approved by:	CPPS Full Board	
Date of next review:	April 2027	

REVIEW RECORD

Date of review	Reason for review	Date of next review
22/02/2023	Updated the 'About' paragraph on pg. 2 for 2022/23 and amended review frequency to every 2 years.	February 2025

Name:		Signature:	
on behalf of CPPS Full Board			

Date of review	Reason for review	Date of next review
23/04/2025	Agreed review schedule.	April 2027

Name:			
on behalf of CPPS Full Board			

Date of review	Reason for review	Date of next review

Name:		Signature:	
on behalf of CPPS Full Board			