



Adopted by the Governing Body of Dunkirk Primary School:

Approval:	Head Teacher July 2023
Review:	July 2025 (or in accordance with the
To be reviewed by:	LA)
Committee responsible:	Steve Parry & Rachael Jurkiw
	P&PC

The Governing Body and staff of Dunkirk Primary School are committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents of the school.

We believe and recognise that the diversity of Nottingham's communities is a huge asset, which should be valued and seen as one of the City's and our school's great strengths.

The Governing Body and staff recognise the value of a diverse and inclusive workforce. The Governing Body and managers of the school will operate at all times within the requirements of anti-discrimination legislation, in accordance with the Equalities Act 2010 and will promote equality positively in its staffing decisions.

All decisions including advertising of vacancies, short listing, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of need. The only personal characteristics to be considered will be those which are necessary for the requirements and proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of particular groups. All staff will have a right, through the agreed procedures, to challenge any decision or action which they believe to be in breach of these principles. Any member of staff who knowingly contravenes the policy may face disciplinary action.

The Governing Body and staff aim to ensure that all individuals within the school are entitled to learn, teach or work in a non-threatening and supportive environment in which self-esteem is enhanced.

This policy defines unacceptable behaviour (racist, sexist, discriminatory or harassing) and offers strategies for dealing with the perpetrators and provides support for the victims.

We aim to ensure that:

- Every individual within the school achieves their full potential and has the same chance.
- Equal access is achieved by everyone and for everyone.
- Changing needs are responded to.
- We inform and educate staff, parents and children and remind ourselves of the issues.
- We can live in harmony and create a more equal society.
- We break down prejudices and build positive attitudes.
- We give a continuity of approach throughout the school.
- We prevent the waste of resources and individual talents.



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- We improve the quality of life for all individuals.
- We make a more caring and responsible and contributory member of society.
- We promote understanding and mutual respect of all members of society regardless of differences.
- We reduce discrimination by operating in a just and fair school society.
- We work to a written common agreement which can be modified, monitored and evaluated.

We believe that, in order to achieve the above, every effort must be made to ensure that all individuals within the school are valued and have the opportunity to develop to their full potential within a context of mutual respect, justice and fairness.

Statutory requirements

The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the "protected characteristics" that qualify for protection from discrimination as: -

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Under the Equality Act 2010, these characteristics are protected. In addition to these, Nottingham City Council has pledged to provide support to anyone with the following characteristics:

- Responsibility for dependents
- Trade union or political activities

Age

It is unlawful to discriminate against an individual because of their age.

Disability

It is unlawful to discriminate against an individual for reasons relating to their physical or mental disability. Under the Equality Act, a person is considered to have a disability if the impairment has a substantial and long-term effect on the person's ability to carry out normal day-to-day activities (without specifying what those activities might be). The Act also puts a responsibility on schools to make reasonable adjustments to recruitment processes, working conditions or the workplace where that would help to accommodate a particular person who has a disability.

The consequence of the relaxation of the definition of disability is that more pupils are now legally disabled. It follows that more SEN children will now also be classed as disabled to a greater extent than before. As before, as soon as a child is legally disabled and the school either know or could reasonably have been expected to know that they are disabled, discrimination provisions kick in to protect the pupil.

Gender reassignment

A person will be protected if they are "proposing to undergo, undergoing or have undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex." The Equality Act does not require the process to be undertaken under medical supervision



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so it will cover, for example, someone who is born physically male but who decides to live permanently as a woman.

Marriage and civil partnership

The Equality Act protects employees who are married or in a civil partnership against discrimination.

Pregnancy and maternity

A woman is protected against discrimination on the grounds of her pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. The Equality Act states that discrimination will occur if a woman is treated "unfavourably" in relation to her pregnancy or maternity leave.

Race

It is unlawful to discriminate against an individual because of their colour, race, nationality, ethnic or national origins.

Religion or belief

It is unlawful to discriminate against an individual because of their actual or perceived religion or philosophical beliefs. This includes discrimination on the grounds of what an employee does not believe in as well as what he or she does believe in.

Sex

Both men and women are protected under the Act from discrimination related to their gender.

Sexual orientation

The Equality Act protects bisexual, gay, heterosexual and lesbian people. It is unlawful to discriminate against an individual on the grounds of their actual or perceived sexual orientation, or the actual or perceived sexual orientation of those with whom they associate.

Previous duties only covered race, gender, disability and community cohesion. The main change for schools is the addition of religion or belief and sexual orientation, and (to a lesser extent) pregnancy and maternity, gender identity and age.

The Act has also introduced a single Equality Duty (public sector only) which will apply to schools. In respect of all the protected characteristics except age and marriage / civil partnership, this new public sector equality duty will require us to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation;
- (b) advance equality of opportunity; and
- (c) foster good relations.

Advancing equality of opportunity involves:

- (a) removing or minimising disadvantages
- (b) taking steps to meet people's needs
- (c) encourage participation in any activity in which participation by such people is disproportionately low.

Fostering good relations involves:

- (a) tackling prejudice, and
- (b) promoting understanding.

Types of discrimination

Under the new Equality Act 2010 there are now seven different types of discrimination:

- **Direct discrimination:** discrimination because of a protected characteristic.



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- **Associative discrimination:** direct discrimination against someone because they are associated with another person with a protected characteristic. (This includes carers of disabled people and elderly relatives, who can claim they were treated unfairly because of duties that had to carry out at home relating to their care work. It also covers discrimination against someone because, for example, their partner is from another country.
- **Indirect discrimination:** when you have a rule or policy that applies to everyone but disadvantages a person with a protected characteristic.
- **Harassment:** behaviour deemed offensive by the recipient. Employees can claim they find something offensive even when it's not directed at them.
- **Harassment by a third party:** employers are potentially liable for the harassment of staff or customers by people they don't directly employ, such as a contractor.
- **Victimisation:** discrimination against someone because they made or supported a complaint under Equality Act legislation.
- **Discrimination by perception:** direct discrimination against someone because others think they have a protected characteristic (even if they don't).

Positive action

This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups. It is not lawful to discriminate in favour of those groups defined above, but it is lawful to take action which enables members of those groups to compete on an equal basis.

Examples of positive action are:

- encouraging applications from specific minority groups which are underrepresented in the school
- encouraging people with disabilities to apply for posts
- advertisements which encourage applications from minority groups
- flexible working – promoting the use of job shares, flexible working hours etc.
- language/literacy training for minority groups
- supporting training measures for under-represented groups
- assistance with applications for candidates with language problems
- provision of childcare facilities or support with the costs of childcare facilities for staff
- career breaks for women to assist with family commitments
- positive commitments to interviewing disabled people
- giving people of a particular age access to vocational training
- encouraging people of a particular age to take up employment opportunities
- encouraging staff to become representatives of trade unions/association

Harassment, bullying and grievance procedures

Harassment is unwanted conduct relating to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It can take many forms including physical contact, undermining, threatening, marginalising or ignoring someone. It can be a series of offensive remarks or a single incident.

All staff are able to complain of behaviour that they find offensive even if it is not directed at them. The complainant need not possess the relevant characteristics themselves. Employees are also protected from harassment because of perception and association.

This Governing Body will consider any acts of victimisation/harassment/bullying related to a person's age, disability, gender reassignment, race, religion or belief, sex or sexual orientation or harassment on any other grounds, as totally unacceptable and outside the ethos and culture of the school. Any such act by a



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member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

Procedures for identification of discrimination

- Identification of Racism issues may be found in the following:

Fear-low esteem, ignorance, intolerance, prejudice, misguided Nationalist feelings, media presentations, literature, religion, colonial attitudes (historical - negative assumptions), differences within racial groups, exploitation issues (national/international), family attitudes - strong influences, bigots (awareness that there are such people), behaviour issues (verbal/physical abuse, graffiti), patronising behaviour.

- Identification of sexism issues may be found in the following:

Expectations, generation gap, sport and leisure, attitudes (self-image, peer groups, threatening), employment (opportunities, expectations, management, institutionalised sexism), discrimination, class (culture, religion, political), labelling/assumptions (sexuality, language) literature, TV, press (roles perpetrated) education (home, school, clubs etc.).

- Identification of Class issues:

`Classless society`, material goods (dress, designer labels), class mobility, self-perception of class and place in the system (confidence, self-esteem), ability to communicate (accent/vocabulary/dialect), stereotypes (accent), income earners, family size, attitudes (social, lifestyle, activities), opportunities available (or lack of), education (two tier), health, power and influence (behaviour, different codes), wealth/poverty (comparative measure), expectations (within class), status (royalty, aristocracy, expected patterns of behaviour).

- Identification of physical issues:

Receive early information on any aspect of health which may affect the child/adult at school (from parents, the persons themselves, school health, G.P.s, Health Visitors, Speech Therapists etc).

- Consultation with advisory and support teachers/agencies to ensure equal access in the classroom and school.
- Involvement of Headteacher.
- Involvement of parents.
- Strategies to help identified children/adults.
- A clear factual and up to date record keeping system.
- Strategies to inform and involve parents.
- Best use of resources within the school and use of outside agencies.
- Monitoring and evaluation procedures.

STRATEGIES to prevent discrimination

- Give consistent and regular messages to whole school community on the unacceptability of: name calling, bullying, abuse (verbal, physical)
- Provide regular activities of a non-stereotypical nature (home corner/role play, apparatus).



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- Give more time and space for talk (i.e. class discussion times give all children equal opportunity to voice opinion) and discuss how they are feeling e.g. circle and PSE times).
- Encourage the sharing of experiences (cultural and other).
- Review/update resources so that the message given should represent the school community.
- Role-play experiences to include addressing age, disability, race, religion or belief, sexual orientation and gender.
- Provide a differentiated curriculum - by developing classroom approaches which allow individual differences but which do not make distinctions that have negative effects on children learning and developing.
- Provide an entitlement curriculum, which aims to offer the same coherent and balanced curriculum and learning experiences to all learners.
- Scapegoat - be aware of this potential within the peer group and amongst parents.
- Awareness of peer pressure.
- Unacceptability of language, which is negative towards black people e.g. a black day, black list.
- Awareness of/sensitivity to home background expectations and attitude to out of school activities (which add pressure) and discuss issue with parents if appropriate.
- Staff on playground duty to look for `loners`, the `macho` group, assertive pupils, physical contact, tight huddles of groups, high profile pupils, the non-demanding pupils, mixed group games.
- Children will be encouraged to think about the exclusion of others and the effect it has. Children will be given games to enable work on `partners/friends`.
- Songs, rhymes, playground games to be shared via TEAMS to each campus
- Introduction of appropriate role models in school.
- Constructional materials - ensure that all pupils have equal access to all resources. Pupils may need specific encouragement/direction in the use of resources.
- Involve all pupils in `rule making` both for the classroom and the school.
- Use targets and rewards for individuals re: acceptable behaviour/attitudes. Use of negative reinforcement when appropriate (we will not smile at you until you).
- Make targets for behaviour achievable.
- Peer approval/disapproval - involvement of children in decision making. Discussion on what is acceptable behaviour.
- Use PRIDE assembly times to reinforce equal opportunity issues.
- Use of books, articles and stories to reinforce positive attitudes.



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- Clear statements on adherence to disciplinary procedures within the school/online to reinforce expectations and PRIDE
- Clear definitive and understanding of the term `bullying`: that there is a `victim`; there has been intentional threatening behaviour to others, that differences have been highlighted, that several have been at variance with one (groups/packs), that personal possessions/clothing have been damaged as a result of aggressive plan (use of drama and role-play). Awareness of types of bullying.
- Recognition that: children will `clown around` as a strategy for dealing with a threatening situation, children need to be approved of by peers, a child will set his potential lower so that he does not appear different or to be approved of.

INFORMING PARENTS

All racist and bullying incidents are logged, fully investigated and reported to parents and governors. Parents will initially be informed of areas of concern about a child`s behaviour, attitude, lack of achievement informally - class teacher or Deputy Headteacher and this to be monitored by the school and the parents.

On-going concerns will be discussed in depth with the Deputy Headteacher/parents.

Parents who are unavailable/unwilling to discuss will receive a letter, which will be kept on file with an invitation to respond.

RESOURCES

Continual monitoring of resources within the school will take place to consider the messages the resources give (especially pictorial resources) and gender and the cultural aspects will be monitored for suitability and flexibility.

STAFF TRAINING

Active participation of all school personnel is necessary for a successful policy. Staff meetings to discuss Equal Opportunity issues will take place as a means of monitoring/evaluating the policy.

All staff have responsibility for Equal Opportunities and courses will be attended by staff as part of their own development for raising awareness.

SUCCESS CRITERIA

Equal Opportunities will be recognised in the following areas:

Playground interaction

Learning interaction (peers/adults)

Friendly and caring attitude

All members of the school community valued

Displays of work

Cleanliness of school site

A welcome `feel`

Accessibility of school staff

Effectiveness of communication system

Teaching styles

Differentiated work on offer for pupils

Open-ended work

Ownership of Equal Opportunities Policy

Pastoral care of pupils

Children feeling secure

Perceptions of links with the local community



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EVALUATION/MONITORING OF POLICY

Who evaluates?

The Headteacher as Equal Opportunities Co-ordinator

All members of staff in order to improve, adjust, facilitate equal opportunities within the day to day running of the school and to bring individual perspectives to whole staff meetings

Governors - either at full Governing Body meetings or in the committee meetings

Parents - who will bring their own perspective/perceptions

Pupils / learners – who will be involved in ongoing evaluations

Ofsted

Who/What is evaluated?

- staff
- language used to further equal opportunities
- the curriculum
- learning goals set/appropriate
- resources used to reinforce positive issues of equal opportunities
 - o teacher effectiveness
 - o the quality of learning
 - o effective communication
 - o review and planning
 - o diagnostic testing
 - o coherence and cohesion of policy and practice

What is evaluation for?

Time Factor:

- on-going by individuals
- where incidents would suggest that the policy is not being effective
- for specific purposes e.g. in response to directives formally by the LA etc.
- by governors, at intervals, for review or specific purposes

Appendices

- Appendix 1 Strategies for differentiation
- Appendix 2 Code of Practice for dealing with racial incidents

Policy Review:

Every two years or earlier where required and to involve all staff (teaching and non-teaching) as well as the school community and governors.



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Appendix 1: Inclusion in Curriculum Subjects

ENGLISH

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

Teachers have to: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

QFT	Strategies to include all learners
<ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning - High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence 	<ul style="list-style-type: none"> -Parallel activities -Modified objectives -Pre and post teach -Learning in small chunks -When teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video -Devices to promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help. -Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate -Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer. -Approach English concepts at a level of understanding that is appropriate, eg phonics taught at the level the child is at. -Film and video are powerful tools to support English learning, particularly in relation to storytelling and the study of literature. -Use visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing. -When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama -In reading comprehension activities, ask pupils to illustrate the story setting; draw the main character and annotate with notes on the features and views of the character. -Summarise sequences of events through mind maps, spider plans, role-play, drama etc. Use symbols, pictures, puppets etc to support understanding of character, setting and story events. <p>Additional adults:</p> <ul style="list-style-type: none"> -are clear about the lesson objectives -know the sequence of the lesson & understand the lesson content -know how to break tasks into more manageable chunks -are provided with key questions to encourage formative assessment, and -where appropriate, are familiar with any ICT used to support pupils.
<p>Physical Adaptions</p> <ul style="list-style-type: none"> -Low arousal environments -Make available a range of accessible materials including, for example: -Chunky pencils -Different coloured crayons -Individual whiteboards and pens for writing in different contexts -Pencil grips for pupils who need them, and -Cordless/tracker ball mouse for pupils with mobility difficulties. 	<p>Interventions</p> <ul style="list-style-type: none"> -Pre and post teach -Phonics Catch Up / Lightning Squad / First Steps to Phonics -Precision teaching -Speech and language therapy -Paired Reading -Reciprocal Reading -Typing
<p>Assessment</p> <ul style="list-style-type: none"> -Where pupils use alternative communication systems, judgements should be made against the level descriptions for speaking and listening. It will be necessary to note any demands that are not met, such as the awareness and use of standard English -For pupils with disabilities who are unable to write by hand, the handwriting requirement of the writing attainment target will not be applicable -For pupils using tactile methods, the assessment of reading will be through the use of materials of equivalent demand presented in the appropriate medium. 	<p>Other things to Consider</p> <p>Make sure pupils are well prepared for visits and trips to the library. Preparation can include using photographs and videos so that pupils are not worried about unfamiliar situations. Some pupils with more significant learning disabilities may not yet have the ability to analyse language, but can be helped to form and express their own views independently through modelling and practice.</p>



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History

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

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QFT	Strategies to include all learners
<ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning - High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence 	<ul style="list-style-type: none"> -Parallel activities -Modified objectives -Use of devices or software to support recording -Pre and post teach -Learning in small chunks -When teaching, visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video for recording - Alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording, and to promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help. -Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate -Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer. -Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries. <p>Additional adults: Are clear about the lesson objectives; know the sequence of the lesson " understand the lesson content; Know how to break tasks into more manageable chunks; Are provided with key questions to encourage formative assessment; Where appropriate, are familiar with any ICT used to support pupils.</p>
Physical Adaptions	Interventions
Environments with reduced sensory stimuli Consider trip venues	Pre and post teach
Assessment	Other things to Consider
Use mind maps and other visual devices to help pupils see patterns and relationships. In relation to learning aims, revisiting a mind map of the same area of learning, say after three weeks of studying a history topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included.	Make sure pupils are well prepared for visits and trips. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.



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Geography

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<p>Physical Adaptions</p> <ul style="list-style-type: none"> Environments with reduced sensory stimuli Consider trip venues 	<p>Interventions</p> <ul style="list-style-type: none"> Pre and post teach
<p>Assessment</p> <p>Use mind maps and other visual devices to help pupils see patterns and relationships. in relation to learning aims Revisiting a mind map of the same area of learning, say after three weeks of studying a geography topic, can be a good way of assessing – through the added 'branches' of the map – how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included.</p>	<p>Other things to Consider</p> <p>Make sure pupils are well prepared for visits and trips. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.</p> <p>Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. Make use of pupils' own digital presentations – eg of a visit or field trip – so that everyone can contribute.</p>



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Music

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These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

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<p>Physical Adaptions</p> <p>Provide access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills. Make sure pupils are physically able to play the instruments they are asked to play. Percussion instruments can be adapted for pupils with physical disabilities. Handbells are readily available.</p> <p>Consider use of noise cancelling headphones to reduce volume.</p> <p>It is desirable for pupils to come together in group music-making activities, such as singing and playing together, but some pupils with SEN and/or disabilities may get more satisfaction from individual practical work, composing activities and using ICT.</p>	<p>Interventions</p> <p>Pre and post teach</p>
<p>Assessment</p> <p>Pupils who are unable to use their voices to communicate may be unable to complete the requirements of the programmes of study or attainment target relating to singing. In these circumstances, teachers should provide opportunities for pupils to develop strength in depth in other aspects of the programmes of study. When a judgement against level descriptions is required, assessment of progress should discount those aspects that relate to singing.</p>	<p>Other things to Consider</p>



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RE

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

Teachers have to: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

<p>QFT</p> <ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning -High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence 	<p>Strategies to include all learners</p> <ul style="list-style-type: none"> -Parallel activities -Modified objectives -Use of devices or software to support recording -Pre and post teach -Learning in small chunks -When teaching, visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video -For recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording -Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries. <p>Additional adults: Are clear about the lesson objectives; Know the sequence of the lesson; Understand the lesson content and know how to break tasks into more manageable chunks; Are provided with key questions to encourage formative assessment; Where appropriate, are familiar with any ICT used to support pupils.</p>
<p>Physical Adaptors</p> <p>Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.</p>	<p>Interventions</p> <p>Pre and post teach</p>
<p>Assessment</p> <p>When assessing pupils, you need to plan carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.</p>	<p>Other things to Consider</p> <p>Make sure pupils are well prepared for visits, particularly to different places of worship. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.</p> <p>The acceptance that others have different views and that they have a right to hold and express them can present barriers for younger pupils and those with behavioural, emotional and social difficulties (BESD) or an autistic spectrum disorder (ASD).</p> <p>Many of these barriers can be removed by using multi-sensory approaches, e.g. through drama and role-play, visits to places of worship, or sharing special meals.</p> <p>Learning about religion can present barriers for pupils with complex needs because of the abstract concepts involved. For example, some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy.</p> <p>Drama, role-play, games and simulations, can develop understanding of such concepts. Use of good-quality artefacts allows pupils to understand aspects of the different faiths.</p> <p>Artefacts can be used to develop pupils' observation skills and use of language. Pupil-made videos or digital camera presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for pupils for whom writing presents barriers.</p>



EQUALITIES INFORMATION & OBJECTIVES STATEMENT (including disability and gender)

PSHE

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

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<p>QFT</p> <ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning -High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence -Recognise that the language of science may be challenging for many pupils – for example: 	<p>Strategies to include all learners</p> <ul style="list-style-type: none"> -Parallel activities -Modified objectives -Use of devices or software to support recording -Pre and post teach -Learning in small chunks -When teaching, visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video -Plan the demonstration area so that it is clearly laid out, uncluttered and gives all pupils a clear view. -For recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording -Use mind maps to help pupils see patterns and relationships. <p>Additional adults:</p> <ul style="list-style-type: none"> Are clear about the lesson objectives; Know the sequence of the lesson and understand the lesson content; Know how to break tasks into more manageable chunks; Are provided with key questions to encourage formative assessment; Where appropriate, are familiar with any ICT used to support pupils Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils. Introduce the concept of risk and taking on new challenges safely. Set a 'draw and write' activity (pupils draw a picture and write a sentence of explanation, or an adult mediates their writing) in response to the prompt, – and allow flexibility in the timing of activities.
<p>Physical Adaptions</p> <p>Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.</p>	<p>Interventions</p> <p>Pre and post teach</p> <p>Reaching of Social Skills –including Lego therapy, social communication group, Sulp and Emotional Regulation Support – group and 1:1.</p> <p>Choice points</p>
<p>Assessment</p> <p>Similarly, when assessing pupils, you need to plan carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary. For example, to compensate for a lack of first-hand experiences, organise a range of activities such as exploring issues using puppets, toys, play and storytelling.</p>	<p>Other things to Consider</p> <p>Many pupils will not have had positive attachments to a primary carer in their childhood. Some may have had experiences of abuse. Effective PSHE and citizenship will recognise these experiences, make sure discussions do not create barriers by making stereotypical or inappropriate assumptions about home situations, and support pupils in participating and in managing their relationships, emotions and personal decisions.</p>



EQUALITIES INFORMATION & OBJECTIVES STATEMENT (including disability and gender)

PE

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

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These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

<p>QFT</p> <ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning -High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence -Recognise that the language of science may be challenging for many pupils – for example: 	<p>Strategies to include all learners</p> <ul style="list-style-type: none"> -Parallel activities -Modified objectives -Use of devices or software to support recording -Pre and post teach -Learning in small chunks -Plan the demonstration area so that it is clearly laid out, uncluttered and gives all pupils a clear view. -Some pupils will need tasks to be broken down into smaller sets of instructions. For example, give the first instruction, then once that is completed give more information – rather than presenting all the task requirements in one instruction. -Some pupils (e.g. pupils with an autistic spectrum disorder) struggle with rule changes during activities. Consideration and support may be required if tasks have to be modified or adapted part-way thro <p>Additional adults: Are clear about the lesson objectives; Know the sequence of the lesson and understand the lesson content; Know how to break tasks into more manageable chunks; Are provided with key questions to encourage formative assessment; Where appropriate, are familiar with any ICT used to support pupils.</p>
<p>Physical Adaptions</p> <p>Balls with bells Rest breaks Alternative activities Make sure the changing facilities are accessible. You may need to consider alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids Orienteering trails may need the use of sound, touch or different colours to help some pupils with navigation. Consider what clothing is required for expeditions or camps for pupils who have limited mobility or sensation.</p>	<p>Interventions</p> <p>Pre and post teach Physical Literacy Born to Move Fine Motor Skills (Active Hands)</p>
<p>Assessment</p> <p>Some pupils who are unable to use equipment and materials, including pupils with visual or hearing impairments, may not be able to achieve certain objectives. alternative activities, make your judgements against the level objectives in the context of the activities they are doing.</p>	<p>Other things to Consider</p> <p>Some pupils will require careful management of their physical regime to allow for their specific medical conditions. In some games, using different zones can create safe playing areas or areas where pupils can be matched by ability – see appendix A. Make sure pupils are well prepared for visits – e.g. to sports events, festivals, swimming pools and sports centres. This can include using photographs, videos, objects etc so that pupils are not worried about unfamiliar situations. Ask pupils what they feel about the support they receive from others in PE lessons, for example from a teaching assistant or from a fellow pupil acting as a feeder, pusher or collector.</p>



EQUALITIES INFORMATION & OBJECTIVES STATEMENT (including disability and gender)

MFL

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

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These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

QFT	Strategies to include all learners
<ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning -High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence 	<ul style="list-style-type: none"> -Parallel activities -Modified objectives -Use of devices or software to support recording -Pre and post teach -Learning in small chunks -Reinforce words and phrases with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures -Use symbols and audio recordings to associate a word and an object -Record themselves or others responding to spoken and written language in different ways -Film, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. Back up these approaches with songs, chants and repeated practice of social language learning. -When teaching, visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video -For recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording -Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate -Predictive text can encourage pupils to use a more extensive vocabulary and attempt 'difficult' spellings. It can be enhanced by using subject-specific dictionaries. <p>Additional adults: Are clear about the lesson objectives; Know the sequence of the lesson & understand the lesson content; Know how to break tasks into more manageable chunks; Are provided with key questions to encourage formative assessment; Where appropriate, are familiar with any ICT used to support pupils.</p>
Physical Adaptions	Interventions
Low arousal environments Consider trip venues Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer.	Pre and post teach
Assessment	Other things to Consider
Pupils who are unable to communicate orally may be unable to complete the requirements of the attainment target relating to speaking. Pupils with hearing impairment may be unable to complete the requirements of the objectives relating to listening and responding. When judgements against objectives are required, assessment of progress should discount these aspects."	In modern foreign languages, pupils need to learn key vocabulary. Highlighting this vocabulary can help all pupils, especially those with dyslexia or moderate learning difficulties. For example: when writing up nouns in a language where the article changes according to gender, use different colours. Pupils may enjoy creating a storyline or 'story maps' (a story to go with a map, or vice versa) to bring an area to life and link modern foreign languages with literacy. Take care with the use of idiom.



EQUALITIES INFORMATION & OBJECTIVES STATEMENT (including disability and gender)

Art

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

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These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

QFT	Strategies to include all learners
<ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning -High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence 	<ul style="list-style-type: none"> -Parallel activities -Modified objectives -Use of devices or software to support recording -Pre and post teach <p>When teaching, visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video</p> <ul style="list-style-type: none"> -For recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording -To promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help. -Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate -Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. -Use real objects related to the topic – e.g. for a project on the built/made environment, pupils might explore the properties of bricks, pebbles, stones, gravel, wood, hessian, bubble wrap, metal and plastic, which they can touch, see and smell. <p>Additional adults: Are clear about the lesson objectives; Know the sequence of the lesson & understand the lesson content; Know how to break tasks into more manageable chunks; Are provided with key questions to encourage formative assessment; Where appropriate, are familiar with any ICT used to support pupils.</p>
<p>Physical Adaptions</p> <p>Make tasks accessible through pupils using, where appropriate: specialist equipment, e.g. specialist scissors and cutting tools generic aids, e.g. frames or adhesives to hold down pupils' work to surfaces. Provide a range of drawing aids such as grids, templates and viewfinders for transcription.</p>	<p>Interventions</p> <p>Pre and post teach</p>
<p>Assessment</p> <p>Pupils who are visually impaired may be unable to complete the objectives relating to the visual aspects of art and design. Teachers should provide materials, equipment and resources for pupils to develop strength in depth by making a tactile response.</p>	<p>Other things to Consider</p> <p>Make sure pupils are well prepared for visits and trips. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.</p> <p>Allow pupils to explore environments or activities that could be dangerous – e.g. using software that simulates tesserae work in mosaic technique</p> <p>Capture images or processes and replay them at different speeds and at different magnifications to support pupils' knowledge, understanding and skills in practical work</p> <p>Teaching assistants should give feedback on how well pupils use tools and materials. This is important for more complex tasks that require fine discrimination and manipulation (e.g. measuring or cutting accurately).</p>



EQUALITIES INFORMATION & OBJECTIVES STATEMENT (including disability and gender)

DI

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

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These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

<p>QFT</p> <ul style="list-style-type: none"> -Focused lesson planning with clear objectives, identified according to needs of all pupils -Teachers knowing their pupils well and understanding the implications of SEN on learning -High levels of pupil involvement and engagement with their learning -High levels of challenge and expectations -Appropriate use of questioning, modelling and explaining -An emphasis on learning through talk and discussion -Pace of lessons adjusted to reflect how pupils are learning -Teachers providing pupils with effective feedback on learning (and vice versa!) -Pupils accepting responsibility for their own learning and work -Teachers effectively deploy additional adult support towards improving learning and increasing independence 	<p>Strategies to include all learners</p> <ul style="list-style-type: none"> -Parallel activities -Modified objectives -Use of devices or software to support recording -Pre and post teach -Learning in small chunks -When teaching, visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video -For recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording -To promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help. -Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate -Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. -Use real objects related to the topic – e.g. for a project on the built/made environment, pupils might explore the properties of bricks, pebbles, stones, gravel, wood, hessian, bubble wrap, metal and plastic, which they can touch, see and smell. <p>Additional adults: Are clear about the lesson objectives; Know the sequence of the lesson & understand the lesson content; Know how to break tasks into more manageable chunks; Are provided with key questions to encourage formative assessment; Where appropriate, are familiar with any ICT used to support pupils.</p>
<p>Physical Adaptions</p> <p>Make tasks accessible through pupils using, where appropriate: specialist equipment, e.g. specialist scissors and cutting tools generic aids, e.g. frames or adhesives to hold down pupils' work to surfaces. Provide a range of drawing aids such as grids, templates and viewfinders for transcription.</p>	<p>Interventions</p> <p>Pre and post teach</p>
<p>Assessment</p> <p>Pupils who are visually impaired may be unable to complete the objectives relating to the visual aspects of art and design. Teachers should provide materials, equipment and resources for pupils to develop strength in depth by making a tactile response.</p>	<p>Other things to Consider</p> <p>Make sure pupils are well prepared for visits and trips. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations. Allow pupils to explore environments or activities that could be dangerous – e.g. using software that simulates tesserae work in mosaic technique Capture images or processes and replay them at different speeds and at different magnifications to support pupils' knowledge, understanding and skills in practical work Teaching assistants should give feedback on how well pupils use tools and materials. This is important for more complex tasks that require fine discrimination and manipulation (e.g. measuring or cutting accurately).</p>



EQUALITIES INFORMATION & OBJECTIVES STATEMENT (including disability and gender)

APPENDIX 2

Code of Practice for dealing with Racial Incidents.

We will ensure that any complaint of racial harassment is promptly investigated and that everyone is aware of their responsibility and reporting procedures.

We will work with parents/carers, communities and other agencies to ensure that it is clearly understood that racial harassment is unacceptable.

The term "racial incident" is used here to describe all those unwanted actions by a person or a group of people directed at people of different ethnic origin which causes humiliation, offence or distress, interferes with their performance or creates an unpleasant working environment and which are motivated by racial considerations.

Racial incidents can involve:

- physical assault or threat of physical assault where colour or ethnicity appears to be the motivating force.
- name calling, insults and jokes
- graffiti
- provocative behaviour such as the wearing or displaying of racist badges or insignia on the person or clothing
- bring racist materials such as leaflets, comics or magazines onto the premises
- verbal abuse and threats (including online)
- incitement of others to behave in a racist way
- racist comments at work or in the course of discussion in lessons
- attempts to recruit pupils, students or staff to racist organisations and groups
- ridicule of cultural preferences e.g. food, music, dress, faith
- discriminatory working practices: refusing to work with or co-operate with others because of their ethnic origins, ignoring or paying undue attention to others because of their ethnic origin.

Procedures for dealing with racial incidents

All racial incidents will be recorded in a child's Individual Pupil File and the campus Deputy Headteacher must be informed.

The Headteacher will review patterns and trends. Governors will be informed termly through the Headteacher Report to Governors with all recorded incidents being fully discussed by the P&P Committee who will monitor the numbers of incidents and action taken. Governors will review policy and procedures and make recommendations if appropriate. Individual names will not be reported to Governors.

A serious incident would always be reported to parents/carers of both perpetrator(s) and victim(s).

All staff have the responsibility of enforcing this Code of Practice and need to respond promptly to any complaints, however minor they may appear. Members of staff must always make clear the attitude of the school - racial harassment of any kind is unacceptable and will be treated seriously.

In the absence of a complaint, but where a member of staff is aware or has witnessed racial harassment taking place, the matter must be reported to the Deputy Headteacher who will be responsible for taking appropriate action.

If the matter cannot be resolved or the action taken is unsatisfactory, the incident will be referred to the P&P Committee or to the full Governing Body who will determine an appropriate course of action.

If the matter remains unresolved, the Complaints Procedure will be made known to the complainant.

Dealing with outside perpetrators

Most offences that are likely to involve outsiders and that take place on site are covered by law.

Perpetrators will therefore be reported to the Police. For offences that take place offsite the following



EQUALITIES INFORMATION & OBJECTIVES STATEMENT (including disability and gender)

procedures should be followed. Where students are on a supervised activity the protection of children is the first priority and staff should seek to ensure the following:

- Incidents that involve physical assault should be reported to the Police as soon as practical and their assistance sought
- Aggressive or provocative action should be avoided. On no account should children be encouraged to be assertive.
- Perpetrators should be clearly warned that if the behaviour continues they will be reported to the Police.
- A full report will be made to the Headteacher
- The parents/carers of children involved in the incident will be informed of the action taken
- The Headteacher will inform the Governors about the incident.



EQUALITIES INFORMATION & OBJECTIVES STATEMENT (including disability and gender)

Appendix 3 Equality Objectives & Annual Equality Information

Each year Dunkirk Primary School reviews its provision for promoting equality of opportunity.

This year's review has shown that Dunkirk's provision is very good and all people from the protected groups mentioned in the Equality Act 2010 have their needs met very well. Each year we will highlight certain areas that can be developed even further.

This year the focus will be on:

- Assessment in the wider curriculum, ensuring that there is accurate identification of gaps in learning to ensure progress for all
- E-safety programme to enable our community to recognise the dangers of inappropriate use of mobile technology and social media
- Reduce persistent absence percentage through a structured and systematic approach

This has been identified through our tracking of pupil progress, development of our subject leaders and their role within school and secure safeguarding practices and procedures.

The following plan identifies the school's key objectives and links with the new School Development Plan. This plan will be reviewed annually, with new targets agreed and published.

2023-2025 Advancing equality of opportunity involves:

- (a) removing or minimising disadvantages
- (b) taking steps to meet people's needs
- (c) encourage participation in any activity which participation by such people is disproportionately low

Our Objectives	What we are going to do about it	How do we know we have been successful
To ensure that all pupils can access the wider curriculum and make good progress	<ul style="list-style-type: none"> - Ensure each subject as clear and specific end of year expectations from R-6 which are shared with staff - Develop AfL strategies utilised by staff to ensure gaps are identified early - Ensure all staff aware of strategies to adapt their teaching to meet the needs of different groups of pupils - Clear expectations of how gaps in learning are addressed 	<ul style="list-style-type: none"> -Pupils state that they are making progress and know how teachers support them in lessons -Staff report being aware of how to support pupils in lessons, adapting their teaching to meet the needs of all -Subject leader reports show that staff are adapting lessons to meet the needs of all -Accurate assessment data shared with the next teacher
To educate and empower parents to keep pupils safe online	<ul style="list-style-type: none"> - Provide workshops with simple strategies for parents to implement - Drop in sessions for parents who would like 1:1 assistance - Regular dojo messages reminding parents of the importance of online safety 	<ul style="list-style-type: none"> -Parents report a rise in confidence in how to support their children -Parents know where to get help if they need it -Number of safeguarding incidents involving online abuse from pupils reduces



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<p>To ensure pupils understand the purpose of E-Safety, recognising the dangers of inappropriate use of mobile technology and social media</p>	<ul style="list-style-type: none"> - Ensure all staff teach the E-Safety modules of the IT curriculum - Regular assemblies explaining the importance of E-Safety - Workshops from external agencies 	<ul style="list-style-type: none"> -Pupils can explain how they keep safe online -Pupils know where to get help if needed -Number of safeguarding incidents involving online abuse from pupils reduces
<p>Identify the unique barriers which prevent some children from coming to school and find solutions to these</p>	<ul style="list-style-type: none"> - Review rewards system for attendance - New 'Dunkirk Attendance Heroes' who get extra rewards for good attendance - Introduced by assembly in school - Regular review meetings with families to identify the reasons for absence - Put strategies in place to support the family (based on individual need) - Gain support from EWO & Social Care (where appropriate) 	<ul style="list-style-type: none"> -Attendance for high profile pupils improves -School attendance over 95%
<p>Educate parents of persistent absentee pupils on the importance of education and being in school on time</p>	<ul style="list-style-type: none"> - Workshops for parents on the importance of attendance - Regular review meetings with families to identify the reasons for absence - Put strategies in place to support the family (based on individual need) - Gain support from EWO & Social Care (where appropriate) - Parent ambassadors in each year who champion attendance 	<ul style="list-style-type: none"> -Attendance for high profile pupils improves -School attendance over 95%