Strategic Equality Policy

Cytunwyd ar ran y llywodraethwyr gan/ Agreed on behalf of the governing body by – (Enw/Name) Shan Thomas	Arwyddwyd/Signed: Shan Thomas Dyddiad/Date: September 2026
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Strategic Equality Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Artiles 3,7,16 (CRC).

Introduction and Context

This plan has been produced using guidance from a collaborative exercise between the authorities of the South West and Mid Wales Authorities' Consortium (swamwac), in partnership with officers of the Welsh Local Government Association (WLGA).

From 2nd April 2012 Schools are legally required to develop and publish Equality Objectives and a Strategic Equality Plan (SEP). SEPs must include equality objectives and explain how the school will achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their SEPs, schools need to ensure that their plans reflect the principles of relevance and proportionality. When considering capacity and resources, Ysgol Gynradd Gorslas takes direction from authority-wide, regional or national research and engagement exercises. We endeavour to link our equality objectives to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. We have built on our existing work which ensures questions of equality and fairness are considered in the mainstream of activities.

Ysgol Gynradd Gorslas has shared the work within the cluster in the interests of consistency of approach and to minimise the differences of approach.

There are current policies that have existed for a number of years at YGG Gorslas:

1. Equal Opportunities
2. Race Equality
3. Disability Equality Duty

These policies will remain as supporting material for the Strategic Equality Plan as they continue to provide excellent guidance and demonstrate much good practice that is already in existence in the Ysgol Gynradd Gorslas context. Whilst schools' current responsibilities to prepare Disability Equality and Race Equality schemes are revoked, the requirement to prepare a Disability Access Plan (Accessibility Plan) remains and ours is included in Appendix 4

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1. Our Distinctive Character, priorities and Aims

1.1 School values

At YGG Gorslas, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Please see School Vision and Aims – Appendix 1

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying, racism and stereotypes and creating an environment which champions respect for all. At YGG Gorslas, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

YGG Gorslas is a fully inclusive school where all people are respected and are taught tolerance of others. The school is proud of its diversity and celebrate this at every opportunity. It provides a happy, safe, caring, stimulating environment for our children. Pupils' behaviour is excellent.

The promotion of a healthy lifestyle and pupil well-being is a vital part of our school ethos, promoted through our PSE and Healthy Schools work. Pupil participation is very important and is focussed through our UNICEF Rights Respecting Schools project, which along with the development of our Connecting Classrooms and Comenius projects promote ESDGC.

Within our staffing structure we have recently invested in developing teams of staff who can provide the appropriate and specific support needed to address the safeguarding and well being of all our pupils.

1.3 Mainstreaming equality into policy and practice

We aim to:

- ensure mutual respect for all pupils and staff, positive self images and a positive attitude to the multicultural society in which we live.
  ensure that all pupils and staff have equality of opportunity within the school.

- develop in all pupils and staff an awareness of and commitment against racism, sexism and classism. Positive action will be taken against such attitudes.
- root the curriculum in the child's experience, relating his/her cultural experiences to those on offer at the school.
- nurture amongst all staff and pupils an awareness of all cultural diversities reflected in the school community.

On to class practice, we will endeavour to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- create an ethos in which pupils and staff feel valued and secure;

- remove or minimising barriers to learning, so that all pupils can achieve;
- ensure that our teaching takes into account the learning needs of all pupils through our schemes of work, lesson planning and setting challenging targets;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils
- make clear to our pupils what constitutes aggressive and racist behaviour;
- identify clear procedures for dealing quickly with incidents
- make pupils and staff confident to challenge discrimination.
- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge discriminatory behaviour or prejudice through our School Prospectus, Governors' Annual Report to Parents, newsletters to parents and displays of work;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education.

Tackling Discrimination

"A racist incident is any incident which is perceived to be racist by the victim or any other person".

The school records, monitors and reports on all racial incidents. Any incident of discrimination is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil/person who is the victim;
- implement non confrontational, restorative practices
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils/adults, tell them why it is wrong;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the class diary. N.B. an racist incidence need to be reported to the Local Authority via the official notification form (see Appendix 5).
- Head teacher, deputy head teacher and/or SMT must be informed of the action taken;
- inform both sets of parents, if appropriate.

1.4 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for all and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;

2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
    a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
    b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
    c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our SEP and Equality Objectives are set in the light of:

- The regional equality objectives identified in **Appendix 2,**
- views expressed by our school council and governing body related to equality,
- issues arising as a result of our analysis of our pupil data, e.g. attainment data of boys v. girls,
- Identifying children who are MAT and providing for their needs.

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards;
- narrow the attainment gap in outcomes for children and young people;
- improve outcomes as described within the Children and Young People Plan (CYPP);
- promote community cohesion
- maximize the potential of all individuals using the appropriate data available including:
    A) FORMAL ASSESSMENTS
    B) FORMAT ASSESSMENT INFORMATION
    C) UTILIZING THE EXPERTISE OF EXTERNAL PROFESSIONALS TO ASSIST IN THE RAISING OF STANDARDS

Our School Equality Objectives are set out in Section 5 (page 10) AND Appendix 4

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to disabled people, and also strive to make communications inclusive for parents, carers and pupils;
- ensures that no pupil is discriminated against whilst in our school.

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Management Team (SMT)

The SMT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives,
- ensuring that all appointments' panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating any incidents of bullying, harassment or discrimination in accordance to the Authority's and school's policies
- ensuring that all staff are aware of PROCEDURES TO MAXIMISE OPPORTUNITIES TO ENHANCE PROFESSIONAL DEVELOPMENT.
-

2.3 Staff – teaching and non-teaching

The school regards equality as a responsibility for all. Every member of staff contributes to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP;
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- challenging any incidents of prejudice, and record any serious incidents as prescribed in the LA and school's policies, e.g. reporting of racial incidents;
- supporting the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents
- HAVE UPTO DATE TRAINING AS TO ISSUES RELATING TO E SAFETY. (PLEASE SEE E SAFETY POLICY)

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following feedback from meetings and questionnaires. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- pupil attainment and progress data relating to different groups;
- children views actively sought through the School Council, Eco-committee/club Pupil Questionnaires and incorporated in a way that values their contribution
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue.

- sports and activities choices of all groups

3.3 Engagement

The school involves all stakeholders (children, staff, parents/carers, governors and other users of the school), as appropriate in relation to all equalities duties. All stakeholders are consulted through formal and informal means. This information is used to inform the governing Body as to actions needed to be taken to improve areas related to equality regardless of ethnicity, gender or religion. Children with English as an additional language account for 7% of the school community. Care is taken to ensure they are not disadvantaged due to language or ethnic barriers, and the school often engages the support of the LA EMLA service using interpreters, translations and different information formats when appropriate and possible.

At YGG Gorslas consultation regarding all the required protected characteristics includes:

• Discussions and feedback from the Senior Leadership Team, Governing Body and Pupils through the School Council and other Pupil participation groups.

• Feedback from all members of the YGG Gorslas Community through posting the Plan on the School Website and inviting comments through a school newsletter

• Pro actively seeking the views of people with protected characteristics.

A variety of communication forms are used to inform stakeholders of issues that need to be addressed. These include letters home, texts to parents, emails.

In practice this involves*:*

- A weekly staff meeting and whereby staff have the opportunity to consult and share ideas and concerns with our Senior Management Team.
- Staff annual Performance Management Reviews which provides an opportunity to negotiate and discuss professional development with their team leader.
- A Termly Governing Body meetings that facilitate consultation between the head teacher and Governors.
- Parent meetings and parent consultations are undertaken at least twice annually. Parents are given a time scale and some allocated dates and make an appointment with the teacher and associated staff (where appropriate). This allows for flexibility to meet needs of all parents. The school operates an 'open door' policy whereby parents can come into school to speak to a member of staff without the need to wait for an appointment. An appointment can be scheduled if required.
- The school accessing the LA EMLA Service for support with language and communication barriers faced by parents and their children whose home language is not English
- The school regularly consulting with parents via a parent suggestion box, PTA meetings, open door policy and questionnaires/surveys.
- The school's website encouraging parents, pupils, governors and the community to contact the school with any issues, concerns, ideas or suggestions.
- Concert and event invites containing the paragraph 'Please contact the school if you have any specific requirements and wherever possible will endeavour to meet your needs.'
- The School Council is one way pupils at YGG Gorslas have a voice about what happens in our school. Our School Council meets on a monthly basis and discusses issues related to national, local and school priorities, actions ideas. Representatives consult with and feed back to, pupils in their class.

4. Equality Impact Assessment

An EIA is basically a way of looking at what we do as a school to ensure our policies and proposals do not discriminate against people on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage & civil partnership
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation
- Welsh language

The purpose of an EIA is to identify any potential risks of unlawful discrimination and opportunities to promote equality. They also support the outcome of delivering excellence in terms of meeting the needs of all. We endeavour to undertake EIAs on all our policies and proposals.

5. Objectives and Action Plans

Our chosen Equality Objectives will endeavour to make sure that;

- strategies that ensure all gender have the ability to succeed
- Access to the curriculum is an entitlement for all pupils
- ensure no pupils are disadvantaged in accessing the school
- Improve access to information (e.g. parents of LAC, or on child protection register)

We have action plans covering all relevant protected characteristics (Appendix 3). These describe how we are taking action to fulfil both the general and specific duties.

At any time our Equality Objectives will be based on some or all of the following areas as appropriate:

1. Attendance
2. Attainment
3. Pupil Participation
4. Additional Learning Needs
5. Bullying & Behaviour
6. Stereotyping

Our action plans are cross referenced with the School Development Plan which ensures that they are checked, monitored and evaluated systematically. The school evaluates the effectiveness of the SEP on a biannual basis or sooner should legislation or information change, through the governing body and with Estyn when the school is inspected.

6. Publication and reporting

We will available from the school office. The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected will be used solely for the purpose of analyzing trends by protected characteristic in performance, take -up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for our Equality Objectives
- undertaking an annual review of progress against our Equality Objectives..

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Appendix 1

SCHOOL AIMS

The school's mission statement:

'Nid da lle gellir gwell'

Our vision is:

'*To create a safe, caring and stimulating ethos where children interact with each other and staff in a challenging learning environment. We want all our children to develop a positive attitude to learning by providing an enquiry based approach, empowering pupils in acquiring the knowledge and skills required to reach their full potential and be able to make an active contribution to an ever changing technological, diverse society'.*

We believe that education should be an enjoyable, continuous process with strong home/school links providing that vital continuity.

To achieve these we aim:

- ✓ To develop the whole child –intellectually, emotionally, socially, physically, morally and spiritually
- ✓ To cultivate a climate of success for all children, celebrating all of their achievements in all aspects of their lives.
- ✓ To involve our pupils in the learning process and empower them to participate in all aspects of school life.
- ✓ To help learners to become confident, self-reliant, self-respecting and responsible global citizens who will make a positive contribution to society.
- ✓ To develop in all individuals the capacity to work both collaboratively and independently and also the ability to determine the appropriate method for the task.
- ✓ To develop a personal moral code, sensitive to the needs of others.
- ✓ To actively seek to raise all standards and be part of an on-going self evaluation process.
- ✓ To promote equality of opportunity and respect for all irrespective of race, gender, ability or religion. The school has an equal opportunities and anti-racist policy which all staff adhere to. This can be viewed on request.
- ✓ To preserve and develop our own cultural identity within Wales, while at the same time promoting an understanding of, and a respect for other cultures locally and globally.
- ✓ To provide regular physical education lessons within school time and to offer, when possible, after school sporting activities which would include team and co-operative games.
- ✓ To promote a healthy lifestyle (we are proud of the fact that we are accredited as a Healthy School).
- ✓ To raise students' awareness of sustainable development issues thought classroom study and community action.
- ✓ To empower our pupils by becoming literate, numerate and technologically able to function effectively in an ever-changing Twenty-first Century

APPENDIX 1

Regional Equality Objectives - South West and Mid Wales Authorities Consortium (swamwac)

1. **Reduce Gaps in attainment between Boys and Girls and between other protected groups as identified in local data**

National research indicates inequalities in the levels of attainment between genders, ethnicities and between disabled people and non-disabled people. Boys, black, Bangladeshi and Pakistani pupils and disabled children all perform poorly on average compared to other groups.

2. **Implement new Welsh Government Bullying Guidance and reduce Identity based bullying in schools**

The All Wales Survey of Bullying in schools (WG 2009) found a range of identity based bullying in schools across Wales. Examples include 22% of year 6 pupils had been 'bullied in a homophobic way'; 7% of year 7 pupils had been 'bullied in some way due to learning difficulties' and 3% of year 10 pupils had been 'bullied in some way due to race or ethnic origin'.

3. **Reduce gaps in levels of attendance between different protected groups as identified in local data**

Work is currently underway to improve data analysis which can identify differences in attendance trends between groups of pupils with different protected characteristics. Several reports have been commissioned nationally which examine attendance of Gypsy Traveller and Irish Traveller children. Each found that attendance was lower among these children.

4. **Reduce the number of NEETs**

Wales has a higher proportion of people who were not in education, employment or training (NEET) among the 16-24 year old group than England. Being NEET is a major disadvantage to young people.

5. **Improve access to information and physical access to schools and other learning settings for pupils, parents and staff.**

Head teachers and Governors need to be confident that all pupils can reasonably access services and are not unjustifiably disadvantaged by having any of the protected characteristics. Schools already have Disability Access Plans in place. However, schools and local authorities through the public sector equality duties need, to cater for the needs of all protected groups so the scope is wider than Disability Access Plans.

6. **Raise awareness of equality and diversity issues among Pupils, Staff and Governors.**

None statutory guidance on the Public Sector Equality Duties states that 'a listed body in Wales (including all Schools) must make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst its employees.' In the school context we wish to extend this to include pupils and Governors.

Appendix 5

Race Equality Action Plan

Policy, Leadership and Management

Good practice Indicators	Evidence of strengths	Areas for Development
The school has a written race equality policy and action plan developed together with pupils, parents, staff and the governing body.	• Written policy • Gov Body minutes • Good relations with local religious leaders	Review annually
A 'whole school' approach is taken towards developing race equality.	• Gov Body • Staff Training include TAs, dinner ladies (and EMLA staff where appropriate) • Written school policies	
There are clear procedures in place for dealing with racist incidents/complaints.	• School prospectus • Complaints policy • User friendly Parent/pupil information leaflet • Reporting racial incidents form (available in school office) • LA reporting forms	Review annually
Regular reviews and evaluations take all aspects of race equality into account and inform the practice of everyone associated with the school.	• PSE lessons • School council / peer support/peer mediation • Audit of equipment / resources • Staff meetings • Gov body meetings • Parents consultations • Planned access to interpreters	Ensure multilingual signs. Plan BTA timetable to ensure access to interpreters preferably on a daily basis. Ensure Multicultural posters, play things, reading books etc

Curriculum and Teaching

Good practice Indicators	Evidence of strengths	Areas for Development

Race equality, ethnic and cultural diversity are promoted and racism and discrimination is challenged through learning in all areas of the curriculum and through the resources and teaching methods used.	• Holocaust Day Assembly– curriculum lessons • Supporting Albanian orphanage (harvest) • All cultured and religious festivals celebrated in classes, assemblies and on displays. Also making cards etc EID, Chinese new year Divali cooking EID biscuits, welsh cakes, cawl. • Reading Scheme, library • Whole school assemblies • Classroom equipment / resources /posters / toys • PSE curriculum /P4C sessions • Curriculum lessons • Multi – sensory approach to learning, using the environment for first hand experiences, visits, guest speakers as range of teaching methods • Raising Achievement of Boys Action Research • Operation Christmas Child	Make a record of themes covered in assemblies Coordinator monitoring Annual update of schemes of work Headteacher monitoring and evaluating impact
Every effort is made to ensure that all pupils have equal access to the mainstream curriculum, by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately	Muslim girls allowed to wear T-shirts / leggings for swimming Own school PE kit Working with EMLA Teacher and BTA to support planning, delivering and evaluating lessons when appropriate	Ensure swimming baths are ware of dress code at start of each new year to avoid embarrassments Access to more bilingual resourced in class/ opportunities. To use more read home language increased
Wherever possible, steps are taken to provide experience of diversity through personal encounter with other cultures.	Children encouraged to talk about own experiences e.g.- going to Mosque (yr5)- to share knowledge with rest of class, Chinese new year. Trip to church / synagogue Y1 Celebrations of cultural events e.g. Chinese themed tuck shop, Fair Trade events International and Comenius links with schools in China, Spain, Turkey, Ireland and Poland.	

	Teachers and pupils visit partner schools Joint curriculum project with partner schools.	

Admission, Attendance and Discipline

Good practice Indicators	Evidence of strengths	Areas for Development
The admission processes and selection criteria are fair and equitable to pupils from all ethnic groups.	Admission form LA Policy and Practices	
The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance – making Appropriate allowance for leave of absence for religious observance.	Attendance file. EWO Project worker to work with families Celebrations observed – Staff have LOA with pay, pupils have authorised absence	See attendance action plans.
The school's procedures for discipline and behaviour management, including exclusion, are fair and applied equally to all pupils, irrespective of ethnicity.	• Discipline policy • Equal opportunities policy • Anti-Bullying Policy • Race Equality Policy • Inclusion Policy	

Personal Development, Attainment and Progress

Good practice Indicators	Evidence of strengths	Areas for Development
The school recognises and values many forms of personal and academic achievement, and all pupils	Merit assemblies Pupil tracking system	

are encouraged and enabled to reach the highest personal standards.	Participation in various community events e.g. St David's Day	
Planned and targeted support is given to address any disparities in progress or achievement that are identified through our ethnic monitoring procedures.	EAL support staff teachers and Bilingual Teaching Assistants when needed EAL tracking and assessment procedures	
Provision for pastoral care and guidance (including careers guidance) takes account of ethnic and cultural diversity, seeking to promote equality and challenge stereotyping.	Children who wish to fast during Ramadan can be given a suitable room at lunchtime for praying & fasting. School meals serve vegetarian option Equal Opportunities for staff CPD	

Attitudes and Environment

Good practice Indicators	**Evidence of strengths**	**Areas for Development**
Every care is taken to ensure that all aspects of the communal life, environment and ethos of the school promote equality, celebrate diversity and negate all forms of prejudice and discrimination.	• All curriculum policies • Admissions form • School motto • School aims • School prospectus	Promote school within the community
All incidents of racism or racial harassment are dealt with according to Swansea LA's published guidance on dealing with racist incidents.	• Reporting racial incidents forms available in Reception / office • School prospects • Pupil / parent complaint leaflets	

Parents, Governors and Community Partnership

Good practice Indicators	Evidence of strengths	Areas for Development
All the school's forms of communication with and involvement of parents and carers are designed to be inclusive and accessible to all.	• Admission form • School prospectus • Accessibility plan • Notice boards • Links with religious group leaders • Access to translators	
Community members of all ethnic groups are encouraged to participate in the life of the school, whether as governors or in other capacities. Positive steps are taken to include under-represented groups.	• Mixed race Gov body members • PTA members • Letters translated if required • Mother and Toddler group • Religious group leaders invited into school to speak to classes / lead a assembly	
Community access to school premises and facilities is equally available to all ethnic groups.	• Community group leaders regularly visit school.	

Staff Recruitment and Professional Development

Good practice Indicators	Evidence of strengths	Areas for Development / person responsible
All procedures for recruitment, selection, promotion and professional development of staff are planned and monitored to ensure equality and avoid conscious or unconscious racial discrimination.	Advertising and recruitment has equality criteria i.e. non- discriminative questions at interview	Gov Body

Staff are supported through training and management to develop their effectiveness in dealing with race equality issues.	Access to full range of CPD / Courses Mentoring/ modelling EMLA support – Teachers and BTA when needed	