

# Shamblehurst Primary School

## Equality Statement 2022



**Approved by:** Anna Jones **Date:** 21/10/2021

**Last reviewed on:** 19.10.22

**Next review due by:** 20/10/2024



### **'Together We Can'**

#### **Our Vision**

In order to discover the brilliance in everyone we are committed to achieve:

- A happy and healthy community
- An engaged and accountable community
- A compassionate and kind community
- An inclusive community of lifelong learners
- A community of empathetic and curious critical thinkers
- A community that celebrates diversity
- A community of Global Citizens

#### **Our Values**

- Respect
- Pride
- Curiosity
- Courage



|        |    |    |    |        |        |        |       |       |       |        |       |
|--------|----|----|----|--------|--------|--------|-------|-------|-------|--------|-------|
| Year R | 60 | 27 | 33 | 3.33   | 1.67%  | 1.67%  |       |       |       | 1.67%  | 1.67% |
| Year1  | 60 | 31 | 29 | 20%    |        | 6.67%  |       | 1.67% |       | 21.67% |       |
| Year 2 | 58 | 32 | 26 | 18.97% | 5.17%  | 8.62%  |       |       |       | 13.79% | 5%    |
| Year 3 | 60 | 34 | 26 | 31.67% | 3.33%  | 18.33% | 1.67% | 1.67% |       | 20%    | 1.67% |
| Year 4 | 89 | 43 | 46 | 26.97% | 11.24% | 14.61% |       | 1.12% |       | 17.97% | 1.67% |
| Year 5 | 60 | 27 | 33 | 11.67% | 5%     | 5%     | 1.67% |       | 1.67% | 13.33% |       |
| Year 6 | 90 | 41 | 49 | 26.67% | 14.44% | 14.44% |       |       | 2.22% | 16.77% | 6%    |

### Ethnicity October 2021

|              | White and Asian | Chinese | White and Black Caribbean | White and Black African | Indian | Any other ethnic group | Any other white | Any other mixed | White British |
|--------------|-----------------|---------|---------------------------|-------------------------|--------|------------------------|-----------------|-----------------|---------------|
| R            |                 |         |                           |                         |        |                        |                 |                 | 100%          |
| 1            |                 | 1.67%   | 3.33%                     |                         | 3.33%  | 1.67%                  | 1.67%           | 1.67%           | 86.66%        |
| 2            |                 |         |                           | 1.72%                   | 5.17%  |                        | 1.72%           | 5.17%           | 86.22%        |
| 3            |                 | 1.67%   | 1.67%                     | 1.67%                   | 1.67%  | 5%                     | 1.67%           | 1.67%           | 85%           |
| 4            | 1.12%           | 1.12%   |                           |                         | 5.64%  | 1.12%                  | 4.49%           | 1.12%           | 85.39%        |
| 5            |                 | 1.67%   | 1.67%                     | 1.67%                   | 3.33%  | 1.67%                  |                 | 3.33%           | 86.66%        |
| 6            |                 | 2.22%   |                           | 7.77%                   | 1.11%  | 1.11%                  | 5.55%           | 4.44%           | 77.78%        |
| Whole School | 0.20%           | 1.26%   | 0.84%                     | 2.10%                   | 2.94%  | 1.26%                  | 2.52%           | 3.56%           | 85.32%        |

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognize that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents and that our commitment to equality and diversity is a fundamental part of our drive towards excellence and underpins our promotion of British Values.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.in relation

### **National and Legal Context**

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of gender reassignment, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff and Governors).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

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

### **Principles**

To fulfill our legal obligations, we are guided by a number of principles

### **1. All pupils, families and staff are of equal value.**

We see all current and potential pupils, their parents and carers, staff, governors and volunteers as of equal value:

- Whether or not they are disabled
  - Whether or not they have additional educational needs (Special Educational Needs, SEND)
  - Whatever their ethnicity, culture, national origin or national status
  - Whatever their gender and gender identity
  - Whatever their religious and non-religious affiliation or faith background
  - Whatever their sexual orientation
  - Whatever their marital status
  - Whether they are currently pregnant or have recently given birth
  - Whatever their age
  - Whether or not they have a connections with the Forces community
  - Whether or not they have refugee/asylum status
  - Whether or not they are in temporary or permanent accommodation
  - Whether or not English is their first language.
- **2. We recognise and respect difference.**

We recognise that treating people equally does not necessarily involve treating them all the same.

We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff and parents
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff and parents may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff and parents should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

### **3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics

### **4. We observe good equalities practice in relation to staff recruitment, retention and development.**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

### **5. We aim to reduce and remove inequalities and barriers that already exist .**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

### **6. We consult and involve widely**

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed through pupil voice; for parents, this will be through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

### **7. We aim to foster greater community cohesion.**

We intend that our policies, activities and curriculum offer greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

## **8. We base our practices on sound evidence.**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

## **9. We set ourselves specific and measurable equality objectives.**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found below and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

## **10. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.**

To do this we:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender, SEND and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and SEND, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behavior or prejudice, including peer on peer abuse;
- 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;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact of learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils eg P4C, circle time. PSHE sessions weekly, a curriculum that has debate and discussion at it's heart.

### **Application of the principles within the equality duty:**

The principles outlined above will be applied and reflected in:

- Safeguarding
- Care, guidance and support
- The delivery of the school curriculum
- Our school assemblies
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Pupils' personal development, welfare and well being
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff, including safer recruitment, retention and professional development
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behavior, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

### **Addressing prejudice and prejudice-related bullying.**

Shamblehurst Primary School is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately. Staff are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the members of staff present, escalating to a class teacher/member of SLT where necessary. All incidents are reported to the head teacher and racist incidents, peer on peer abuse and homophobic bullying( including biphobia and transphobia), are reported to the governing body on a termly basis. They are also reported to the local authority.

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.



A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or groups because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults or jokes;
- Racist, sexist, homophobic or discriminatory graffiti,
- Provocative behavior such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Incitement of others to discriminate or bully due to victims race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussions;
- Attempts to recruit others to a discriminatory organizations and groups;
- Ridicule of an individual for difference eg. food, music, religion, dress etc
- Refusal to co-operate with other people on the grounds of race, gender, disability or sexual orientation.

Pupils can report incidents to any member of staff verbally or through the worry /talk box within each classroom. Incidents are dealt with swiftly.

### **Roles and responsibilities**

The governing body is responsible for ensuring that Shamblehurst Primary School complies with legislation, and that the policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Head teacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimization.

A member of the governing body is responsible for monitoring the implementation of this policy.

All staff are expected to work in accordance with the principles outlined in the policy to:

- Promote an inclusive and collaborative ethos in their practice
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons
- Support pupils in class with additional needs.
- Keep up to date with equalities legislation relevant to their work

### Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate to our pupils. It is shared with parents via our website, although a paper copy can be requested. Where needed we can translate this policy.

### Breaches of this policy.

Breaches of this policy will be dealt with in the same ways that breaches of other policies are dealt with, as determined by the head teacher and governing body.

### Monitoring and review.

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special education needs, gender, disadvantage, ethnicity, vulnerable groups, Children who have English as an additional language, including Young Carers and Children known to Children's Services.

### Appendix A –

Our recent Key S 2 data has been analyzed and is as follows:

#### SATS results

|     |              |           |                  |
|-----|--------------|-----------|------------------|
| ALL | Shamblehurst | Hampshire | National results |
|-----|--------------|-----------|------------------|

|              |              |               |               |
|--------------|--------------|---------------|---------------|
| Reading      | 82% (35.4%)  | 75.2%(28.45)  | 74.5%(27.4%)  |
| Writing      | 79% (19.1%%) | 69.1% (14.4%) | 69.5% (12.8%) |
| Maths        | 76.4% (17%)  | 71.8%         | 71.4%         |
| Grammar      | 81% (26%)    | 72.2          | 72.5%         |
| Combined RWM | 65% (5.6%)   | 57.7%         | 59%(7%)       |

| PP Key Stage 2 | Shamblehurst Disadvantaged | Hampshire Disadvantaged | National Disadvantaged |
|----------------|----------------------------|-------------------------|------------------------|
| Reading        | 74% (11%)                  | 58%                     | 62%                    |
| Writing        | 59% (3.7%)                 | 51%                     | 55%                    |
| Maths          | 56% (3.7%)                 | 52%                     | 56%                    |
| Grammar        | 70.3%(3.1%)                | 53%                     | 59%                    |
| Combined RWM   | 44%                        | 36%                     | 43%                    |

## Key Stage 2 SEND

|                  |                           |                        |                       |                                 |                |               |
|------------------|---------------------------|------------------------|-----------------------|---------------------------------|----------------|---------------|
| SEND Key Stage 2 | Shamblehurst SEND SUPPORT | Hampshire SEND Support | National SEND Support | Shamblehurst EHCP<br>7 children | Hampshire EHCP | National EHCp |
|------------------|---------------------------|------------------------|-----------------------|---------------------------------|----------------|---------------|

|              |       |               |               |       |      |     |
|--------------|-------|---------------|---------------|-------|------|-----|
| 14 children  |       | Disadvantaged | Disadvantaged |       |      |     |
| Reading      | 71.4% | 39%           | 44%           | 28.5% | 17%  | 16% |
| Writing      | 42.8% | 25%           | 30%           | 14.2% | 11%  | 11% |
| Maths        | 64.2% | 35%           | 40%           | 28.5% | 15%  | 15% |
| Grammar      | 64.2% | 29%           | 36%           | 28.5% | 15%  | 15% |
| Combined RWM | 35.7% | 16.4%         | 21%           | 14%   | 7.8% | 7%  |

We also track children who have English as an additional language, Young Carers and those children supported by Children's Services or Looked After.

Attendance data for 21-22

|                         |       |
|-------------------------|-------|
| While School Attendance | 94.52 |
| Pp Attendance           | 92.48 |
| SEND attendance         | 92.89 |
| EAL Attendance          | 95.08 |
| PA PP Attendance        | 84.23 |
| PA Non-PP Attendance    | 87.53 |
| PA SEND attendance      | 82.36 |
| Boys Attendance         | 94.53 |
| Girls Attendance        | 94.51 |

Ethnicity correct October 2022

| Ethnicity                  | Number in school |
|----------------------------|------------------|
| Any other Asian background | 5                |
| Any other ethnic group     | 2                |

|                            |     |
|----------------------------|-----|
| Any other mixed background | 6   |
| Any other white background | 14  |
| Bangladeshi                | 2   |
| Black _ African            | 2   |
| Chinese                    | 4   |
| Gypsy/Roma                 | 1   |
| Indian                     | 10  |
| White-British              | 386 |
| White and Asian            | 1   |
| White and Black African    | 6   |
| White and Black Carribean  | 5   |

**Shamblehurst Primary School Equality Action Plan October 2021-October 2024– Appendix B**

**Reviewed September 2022- targets to remain ongoing as relevant and have been impacted by Covid pandemic**

|                               | Priority   | Actions   | Lead responsibility   | Timescale   | Expected Outcomes  | Assessment  |
|-------------------------------|--|---|---|---|--|---|
| <b>Disadvantaged</b>          | Ensure children in receipt of the pupil premium achieve in line with their peers, with a focus on reading in the first instance. | <p>Ensure the Little Wandle Reading and phonics programme meets the needs of all learners.</p> <p>Ensure that children who begin to fall behind are quickly identified and caught up.</p> <p>Ensure children in receipt of PP have full access to our curriculum and gain the cultural capital needed to achieve highly in the next stage of their educational journey.</p> <p>*Pupil conferencing</p>  | <p>*JB</p> <p>*SM</p> <p>*EYFS team</p> <p>*Year 1 and 2 teachers</p> | <p><b>Progress from starting points July 2021 by July 2022.</b></p> <p><b>Review July 2023</b></p> <p><b>Aligned with PP strategy</b></p> | <p>*All children can read by the time they leave Key Stage One, unless complex SEND impacts on this.</p> <p>*Teaching of early and reading and phonics is exceptionally strong</p> <p>*Children in Year one achieve at least 90% + in the phonics screening check</p>  | <p>Review September 2022</p> <p>Data indicates that our children in receipt of the pupil premium have outperformed Hampshire children and National data in their Key Stage 2 SATS, yet a gap still persists between non-PP and PP and therefore this will remain a target.</p> <p>At Key Stage One this was also the case, with 58% of PP children achieving an ARE judgement. However, this was still a 22% gap between non-PP and pp.</p> <p>In phonics 75% of non-PP children achieved the PSC, with only 50% of Pp. 2 out of the 3 PP children retaking the PSC in year 2 passed.</p> <p>Closing the gap between our vulnerable children and those without vulnerability remains a school improvement focus.</p> <p>Little Wandle has been very effective and I taught well. EYFS data is very strong at 80% GLD and 82% PP GLD.</p> <p>We have now invested in buying Phase 5 books for our Junior children, so that the books are more age appropriate.</p> |
| <b>SEND</b>                   | Ensure children who have SEND make at least good progress.   | <p>*Data indicates that children with identified SEND make at least good progress from their starting points.</p> <p>*Pupil conferencing indicates that children with SEND are able to talk about their learning and can articulate what they have learnt.</p> <p>*SEND team continue to challenge and support staff so that children with SEND get the very best provision we can offer. SEND team ensure resources for children with SEND are high quality and fit for purpose.</p> <p>*Leaders know what the daily experience of children with SEND is on our school and consistently evaluate and try to improve this provision.</p> <p>*Ensure the lowest 20% of each class have adjustments to ensure they can access our curriculum.</p> | <p>*SEND team</p> <p>*All staff</p>                                   | <p>October 21- July 2022 then review</p> <p>Review July 23</p>  | <p>*All children with SEND make good progress from their starting points.</p> <p>*Data is forensically monitored</p> <p>*Lesson observation indicate exemplary practice throughout the school</p> <p>*Consistency on teaching and learning mean that all children get a great deal.</p> <p>*Day in the life monitoring of SEND children confirms they have access to a broad and full curriculum and make good progress.</p> <p>*Pupil conferencing shows children with SEND are able to talk about their learning and the curriculum.</p> | <p>See table above for Key Stage 2 data.</p> <p>At Key stage 2 children at SEND support achieved higher outcomes than Hampshire and National data. This was also the case with children with EHCPs.</p> <p>Pupil monitoring, shows that children with SEND receive a good deal however, we need to make this 100% consistent throughout the school by continuing to develop our staff expertise in teaching and learning. Our work on metacognition is vital for this and remains a School improvement focus.</p> <p>SEND team are stretched with dealing with children with trauma related behaviours.</p> <p>Behaviour lead having ongoing training delivered by Primary Support Services.</p> <p>Staff meeting this term focussed on autism in girls and a new girls only group has been set up to support these girls , with a focus on self-identity.</p>  |
| <b>Equality and diversity</b> | Ensure our school reflects and represents  | Our curriculum offers all children the opportunity to think deeply and to question their world.   | All staff<br>Key Stage leaders and                                    | ongoing   | *School achieves Global neighbours Silver award.   | <p>Review September 2022</p> <p>Our curriculum is back on track after the Pandemic, with visitors and visits enhancing our curriculum offer. We hope to achieve</p>   |

|                   |  |  |                               |   |   |   |
|-------------------|--|--|-------------------------------|---|---|---|
|                   | our community, our country and our world.  | <p>There is a global element to our curriculum.</p> <p>Enquiry planning reflects and celebrates diversity and difference.</p> <p>Reading books throughout the school are high quality, age appropriate and reflect different cultures and life experiences.</p> <p>Assemblies celebrate equality and diversity.</p> <p>PSHE (SCARF) enables children to think, discuss and evaluate their own actions and those of others.</p> <p>P4C supports the curriculum in offering children opportunities to debate, discuss and unpick issues</p> <p>Concepts within the curriculum support the children's understanding of diversity, equality, difference, democracy etc</p> <p>Teachers continue to plan exciting and inspiring enquiry questions , with high quality authentic outcomes.</p> | SEND team through assemblies. |   | <p>*PSHE is a strength of the school and children report how these lessons shape their ideas, opinions and impact on their lives.</p> <p>*High quality assemblies reflect diversity, equality and differences – our school community accepts and celebrates these.</p> <p>*There is a culture within our school that any prejudicial language or behaviour is not tolerated.</p> <p>*Rich learning opportunities within curriculum</p> <p>*Visitors and visits inspire and challenge –</p> <p>Chris Lubbe (Jan 2022) Aaron Phipps</p> | <p>Sliver status in Global Neighbours during the 22-23 academic year.</p> <p>Assemblies celebrate diversity and equality – highlighting our different strengths, backgrounds and challenging stereotypes.</p> <p>We work with school library service to ensure our reading books within the library celebrate diversity and equality, we have mapped out the books we use for English lessons and P4C/RE, and are committed to using texts that reflect our community.</p> <p>P4C further enhances our curriculum and provide opportunities for the children to think deeply and really explore challenging issues.</p> <p>Children can explain what a concept is and how it supports their learning.</p> <p>SCARF PSHE teaching is well delivered(monitored) and explores relevant and challenging issues that children are dealing with in their everyday lives.</p> <p>We have an Online worry box</p> |
| <b>All groups</b> | To ensure all children attend school and are therefore are not at a disadvantaged.         | To monitor attendance data and offer support to identified groups and pupils.  | RW<br>AJ                      | Weekly monitoring<br><br>Review July 2022 | <p>*Attendance data is monitored weekly</p> <p>*Prompt support put in place to address poor attendance</p> <p>*Attendance for all identified groups is high and above national averages</p>   | <p>September 2022</p> <p>Shamblehurst data was above National for the last academic year – but lower than the 97% we aspire to. Attendance lead monitors persistently absent children . Focus now on ensuring those children who are deemed severely persistently absence, or at risk of being, are picked up earlier and support put in place.</p> <p>We endured high levels of absence, in particular in the Autumn and Spring terms with Covid, as well as chicken pox in years 2 and 3.</p>   |
| <b>All groups</b> | Ensure staff feel confident in responding to use of prejudice related language through CPD | <p>*Lead member of SLT/DSL to attend HIAS training on challenging and responding effectively to prejudicial language.(8.2.22)</p> <p>*Anti-bullying week focusses on respectful relationships and protected characteristics at an age appropriate level.</p> <p>*Lead staff member to cascade training to staff and governors, parents and pupils.</p>   | AJ<br>DSLs<br>All staff       | Ongoing<br><br>Review July 2022           | <p>*Prejudicial related incident, including peer on peer abuse is dealt with effectively and immediately.</p> <p>*There is a culture that this is not tolerated in our school</p> <p>*Whole school training – Spring 2022</p> <p>*CPD ongoing</p> <p>*Assemblies reinforce culture of the school in terms of prejudicial behaviours and language</p>  | <p>September 2022</p> <p>Form is used across the school and includes child and child abuse. Return sent to County Sept 2022</p> <p>All incidences are followed up with parents.</p> <p>Staff received further training on the use of this form Sept 22. All have a copy</p> <p>Assemblies have been held on consent and the equalities duty.</p> <p>PSHE monitoring.</p>  |