

Equality Objectives Statement

Name of Academy:



SEATHORNE
PRIMARY
ACADEMY



Greenwood Academies Trust

Date: January 2024

Author: Mr. Matthew Wood





Background

(1) A public authority must, in the exercise of its functions, have due regard to the need to—

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b) take 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) encourage 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.

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) tackle prejudice, and

(b) promote understanding.



(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

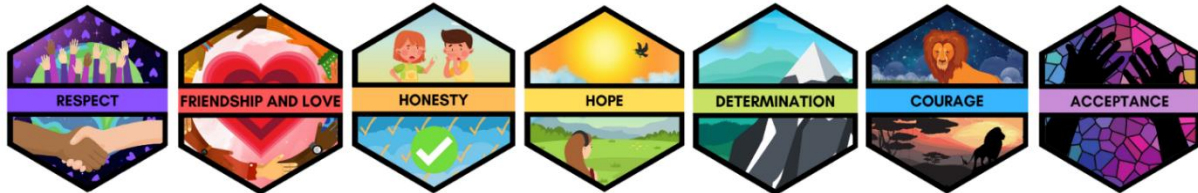
(7) The relevant protected characteristics are—

- *age;*
- *disability;*
- *gender reassignment;*
- *pregnancy and maternity;*
- *race;*
- *religion or belief;*
- *sex;*
- *sexual orientation.*

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. However, data about employees will not need to be published where a public authority has fewer than 150 employees. This means that for the great majority of schools, only pupil-related data will need to be published. Schools are not required to collect any statistical data which they do not already collect routinely.

Part A- Information which demonstrates how we are complying with the Public Sector Equality Duty for our Pupils and our People (Annual review of information)

- Date last reviewed: August 2023
- All of the work which demonstrates our compliance is underpinned by Our Seathorne Values:



Age

- We carry out enhanced support transition visits for our new intake into Nursery (FS1) and Reception (FS2) and our vulnerable year 6 pupils (aged 10 and 11) to their secondary placements.
- We also identify vulnerable children in each year group which require individual or small group transition support to next class.
- Secondary colleagues are invited to the annual review or pastoral support plan reviews for year 6 pupils transitioning to their school.
- A range of pastoral support is provided to all pupils who require it. Internal support is delivered by our Inclusion Team alongside external sessions led by the MHST, WTT, BOSS and Healthy Minds as appropriate.

Our curriculum also supports this protected characteristic in several ways. For example:

- Representations of varying ages in small world figures are available across continuous provision in EYFS.
- In Computing, children revisit Online Safety and revisit the discussion around age-appropriate apps and games.
- In PSHE, children revisit the idea of responsibilities and how these change as we grow older. This links closely to our RSE and Science curriculums as children learn about the life cycles of animals including humans.
- Year 5 learn about 'Hidden Figures', linked to their science and history learning, and specifically how accomplishments can be achieved at any age.
- Year 6 learn about how children were affected in WWII and how they had to mature sooner.
- Our Reading Curriculum maps out a progressive sequence of the "No Outsiders" book list. This builds on children's understanding relating to the EDI Framework – this includes a book called "The Truth about Old People" which helps children recognise and challenge a stereotype, supporting them to develop strategies and approaches to use if they hear/see someone being discriminatory.

Disability

- Specialist training for staff is provided to ensure that the team have a range of specialist knowledge, reflecting the emerging needs and disabilities within our context. This includes an advanced understanding of ASD, ADHD, anaphylaxis, asthma and First Aid. This is supported by WTT and BOSS as appropriate.
- In making reasonable adjustments to support pupils with Dyslexia, we have invested in Clicker 8. Software that be implemented where needed. MS training regarding Immersive Reader functionality is also revisited and implemented where there is need.
- We work with local schools where pupils with SEND have the same opportunity to take part in sports events and competitions. Pupils with SEND also participate in the annual Panathlon events, this is usually a bowling event at the local pier in Skegness.
- A room dedicated to supporting sensory needs has been set up for sensory circuits. Children with sensory needs have regular timetabled slots to use this space.
- The Sensory Bus has visited each week during Term 2 and children with sensory needs have also had timetabled slots to use this resource. The lending library of resources from the Sensory Bus are also being accessed to sustain support post visits.
- Health Care Plans for children with medical needs are in place and reviewed annually or as needs arise.



- We support staff members with disabilities or additional needs through making reasonable adjustments to their work environments or working arrangements.
- Families with children with additional needs are supported by our Inclusion Team and may be directed to support with external agencies such as ESCO. Health Teams are involved with TACs and to support families when needed and GP involvement is requested to support with any arising concerns for children (with parents agreement).
- We support the Immunisations programmes for children of primary school age.
- Our Family Welfare Officer supports our identified Young Carers and their families. Young Carers referrals are made as needs arise.

Our curriculum also supports this protected characteristic in several ways. For example:

- Our Curriculum Intent is underpinned by the Seathorne Values – values which have been chosen to support our contextual needs and help prepare our pupils for their futures in Modern Britain. These include our overarching value of Respect, linking to FBV, and Acceptance.
- School assembly themes are planned to revisit the Seathorne Values, and also include the importance of role models and representation of those with physical and learning needs. Assembly themes are further supported through our curriculum partner: Picture News, which always highlights links to FBV, Protected Characteristics and the UN Rights of a Child.
- Our Reading Curriculum maps out a progressive sequence of the “No Outsiders” book list. This builds on children’s understanding relating to the EDI Framework – it includes discussions of treating others with respect, regardless of ability/disability. These books prioritise the celebration and acceptance of differences and the importance of inclusion for all.
- Our PSHE/RSE curriculum also revisits key themes in this area: Year 5 are taught about inclusion and acceptance in the unit ‘A World without Judgement’ and Year 6 are taught about respect for others through characteristics which make us different.

Gender re-assignment

- As part of our RSE curriculum, pupils learn about identity and how this can be different for individuals.
- We respect how individuals within our school community choose to identity. Current DfE guidance, including drafts for consultations (e.g. Gender Questioning Children Dec 2023), are shared with staff and are used to support and guide the school’s approaches in this area.
- Pastoral support is offered to pupils and families through inclusion team and where necessary, including through referrals to external agencies if appropriate such as MHST. It is important that parents are not excluded from discussions where children have requested to “socially transition”.
- The Attend programme could be used to support pupils who had been identified as having attendance issues relating to concerns in this area.

Our curriculum also supports this protected characteristic in several ways. For example:

- Our curriculum approach facilitates opportunity to discuss gender re-assignment and acceptance around this topic.
- Our Reading Curriculum maps out a progressive sequence of the “No Outsiders” book list. This builds on children’s understanding relating to the EDI Framework – in Year 6, they look at “Introducing Teddy”, and learn to show acceptance through a wonderful tale of a teddy bear who comes out as trans halfway through the story. All of Teddy’s friends accept her as Tilly, no one questions, and this is the focus of the learning. In Year 3/4, they look at “Julian Is A Mermaid” which also shows acceptance through the story of a small boy wanting to be a mermaid. The key to the story is Nan’s attitude to her grandson; the reader is led to believe she is going to tell him off for dressing up, but instead she supports and help him.

Marriage and Civil Partnership

- As part of home-school communication, the school uses the term “parents and carers” to acknowledge different family arrangements.
- Our Inclusion Team includes a Family Welfare Officer, a designated person who can support families in numerous ways. This can include: Benefit Advice, referrals to external agencies such to support with Domestic Abuse (Eden Lincs), Alcohol and drug agencies.
- Our Family Welfare Officer will also support with Financial Advice/requesting of Food Parcels when separations occur, and family responsibilities become financially imbalanced.
- If families are in receipt of TAC support, staff involved will consider the network of support, regardless of what this looks like.
- A parents list kept on record so that separated parent gets a copy of Pupil’s Reports and other documents regarding their children.



- A RED List is maintained in the office where restrictions are in place regarding collection of a child (for various reasons, e.g.: Legal – court orders etc, Social Care).
- All children also have safe handover passwords for pickups to ensure they are always collected safely by the designated person if this isn't a parent or carer.

Our curriculum also supports this protected characteristic in several ways. For example:

- KS1 look at marriage and civil partnership during their Christianity unit in RE. They also look at family trees in History where couples may have new partners. They also learn how families are characterised by love and care for each other in their PSHE units.
- LKS2 build on their understanding of marriage and civil partnership in their PSHE unit on relationships.
- UKS2 learn about different family types and respect for all family units and relationships as equal in PSHE/RSE units.
- Our Reading Curriculum maps out a progressive sequence of the "No Outsiders" book list. This builds on children's understanding relating to the EDI Framework – in our EYFS, they look at "The Family Book" to help them understand that all families are different. This books shows children that there are many different types of family. Other books revisit this theme including titles such as "Mommy, Mama and Me" KS1, "The Great Book of Families" LKS2 and "Aalfred and Aalbert" UKS2.

Pregnancy & Maternity

- We work with Maternity and Health Visiting Teams who are supporting our families.
- We support parents who are struggling with hospital appointments or the attendance of older children as a result of a new baby arriving into the family.
- We support pupils in preparing for new siblings through support for parents or class teachers, links are made and revisited to our PSHE curriculum.

Our curriculum also supports this protected characteristic in several ways. For example:

- Nursery children regularly have talk time throughout their day about people in their lives who may be pregnant. All children have access to "Listening Ears" or members of the Inclusion Team to have pastoral conversations about pregnant mothers of children in their year group when the matter arises.
- Year 5 learn about human life cycles in Science
- Year 6 learn about starting families through the PSHE/RSE unit about conception including IVF, surrogacy and adoption
- As part of our RSE curriculum, conception and pregnancy are taught by staff and we seek external support/training is sourced when/where needed.
- As part of our 1Decision programme, KS2 children develop their understanding of growing and changing
- We follow our Trust Human Resources advice and procedures for employees' regarding pregnancy and maternity/paternity rights, health and wellbeing. Everyone is respected, whatever their family or personal circumstances. This includes treatment for IVF, provision for breastfeeding and adoption leave.

Race

- We have adopted the 'No Outsiders' scheme which focusses on the theme 'All different, All welcome' through texts and pictures as discussion points for class and assemblies.
- Assemblies regularly revisit the Seathorne Values of Respect, Friendship and Love and Acceptance. During Anti-Bullying week we make a pledge that Discrimination – in any regard – is not tolerated at Seathorne.
- Occurrences of Racial incidents are monitored as appropriate and followed up in a timely way. Ensuring that victims and perpetrators understand the severity of such an incident.
- Our Family Welfare Officer can offer bespoke support in regards to race. For example, one child was distressed that her hair could not be managed easily, and a specialist hairdresser sought for family and links made.

Our curriculum also supports this protected characteristic in several ways. For example:

- All classes ensure diversity of race through their displays, activities and materials presented. This includes the provision of dolls, small world figures and display in the EYFS learning environments.
- Our curriculum provides many opportunities to have discussions about diversity and race. have also had discussions in PSHE about diversity and race.
- UKS2 also learn about race diversity through multi-cultural texts and in history, covering topics such as discrimination through segregation and the impact this had on people's lives at the time and how some figures stood for justice and overcame discriminatory practices.
- Our Reading Curriculum maps out a progressive sequence of the "No Outsiders" book list. This builds on children's understanding relating to the EDI Framework – it includes discussions of treating others with respect, regardless of race. Books such as "Mixed" support children in their responses to racist behaviour which follows on from learning through



“Along Came a Different” and “Red: A Crayon’s Story”. These stories provide opportunity to discuss attitudes towards race and racism.

Religion or Belief

- We support all pupils and staff in following their religious views and practices. Part of this is authorisation for religious observation, trips for celebrations in line with our Attendance Policies.
- We carry out ongoing review of the whole school RE curriculum to ensure that children have a deeper understanding of people of different religions and beliefs.
- Assembly Themes make links to religious festivals, celebrations and special days e.g. Lincolnshire Day, St. George’s Day, Hannukah and Epiphany.

Our curriculum also supports this protected characteristic in several ways. For example:

- We follow the Lincolnshire Agreed Syllabus which ensures a range of learning about different religions and beliefs, cultures and communities.
- In line with the Lincolnshire Agreed Syllabus, Years 1-6 have learned about the main religions; key beliefs and respect for these. These studies have been reflected in displays and key events throughout the year.
- EYFS have a range of resources available which celebrate and raise awareness around different religions and beliefs along with corresponding displays.

Sex

- All staff have undertaken training to help them identify and challenge child-on-child abuse. Staff have reviewed ‘what if’ scenarios and modelled how they would support children in responding appropriately and safely.
- Staff training included discussion around consent and how we teach that within our 1Decision and PSHE curriculum.
- Classes have been promoting women as role models in history and through text choices – for example, Mary Anning and women in WW2. This is also supported through books/characters from history and current events that are shared in assemblies.
- Children are encouraged to participate in activities regardless of any gender stereotypes attached.
- Sanitary provision in school for menstruation including spare products where needed. Open discussion with pupils through curriculum or when need arises. Communication is maintained with parents when questions or worries arise. Provision is made for RSE modules starting from Y3 on ‘Puberty’ if the individual needs arise, for all other year groups from Y5.
- If age-appropriate, children take part in mixed-team sport tournaments.

Our curriculum also supports this protected characteristic in several ways. For example:

- In relation to careers, ambitions and employability throughout our school, gendered stereotypes are challenged.
- Year 5 learn about biological facts associated with ‘male’ and ‘female’.
- Year 6 have discussion which challenge gender bias or stereotypes as need arises with wider curriculum including PSHE, History and Science.
- Our Reading Curriculum maps out a progressive sequence of the “No Outsiders” book list. This builds on children’s understanding relating to the EDI Framework – it includes discussions of treating others with respect, regardless of sex. Early learning is supported through books such as “You Choose”, “Elmer” and “How to be a Lion” which empower children to develop their idea of self and build their self-esteem and self-confidence without sex being a barrier.

Sexual Orientation

- Pastoral support given to pupils and families for children showing emerging feelings and questions sexual orientation
- Year 5 and 6 have had discussions through delivery of PSHE units support understanding and promoting understanding, and equality and challenging stereotypes
- Staff have zero tolerance approach to discriminatory language surrounding sexual orientation.

Our curriculum also supports this protected characteristic in several ways. For example:

- Our Reading Curriculum maps out a progressive sequence of the “No Outsiders” book list. This builds on children’s understanding relating to the EDI Framework – it includes discussions of treating others with respect, regardless of sexual orientation.
- We hold an annual “Just Like Us” day in the summer term which supports the LGBT+ young people’s charity. This coincides with our closer look at the Seathorne Value of Acceptance.



Part B- Statistical data (annual review of data)

- Date last reviewed: January 2024
- This information below should be based upon information readily available in your academy. For achievement in GAT (national performance measures, where appropriate) this is usually for end of EYFS (GLD), end of Key Stage 1, 2, 4 and 5
- For attendance and exclusions in GAT this is usually broken down by year group

Cohort Profile

	2023		Comparison
	School	National	
Number on Roll	271		
Male %	45.0		
Female %	55.0		
Ever 6%	49.6	25.9	Well above average
% minority ethnic backgrounds	16.6	37.4	Below average
SEND EHCP %	3.3	2.5	Above average
SEND Support %	18.1	13.5	Above average
English as an Additional Language (EAL) %	9.6	22.0	Below average
Stability	83.1		

Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Nursery 1	8	2	6	1	0	1	0	0	0.2%
Nursery 2	21	10	11	3	10	11	1	0	0.1%
Reception	41	16	25	8	18	16	6	1	8.4%
Year 1	24	15	9	0	16	14	5	1	6.7%
Year 2	42	18	24	1	15	20	8	2	6.0%
Year 3	36	16	20	5	11	16	4	2	4.9%
Year 4	34	18	16	1	11	18	8	0	6.4%
Year 5	25	13	12	3	11	15	4	2	9.9%
Year 6	40	14	26	4	19	21	13	1	5.3%

SEND and non-SEND information

End of EYFS 2023

Percentage of Pupils who achieved the expected standard	SEND Pupils	Non-SEND Pupils
GLD (Good Level of Development)	0%	82%

Phonics in KS1 2023

Percentage of Pupils who achieved the expected standard	SEND Pupils	Non-SEND Pupils
End of Y1	17%	83%

End of Key Stage 1 2023

Percentage of Pupils who achieved the expected standard	SEND Pupils	Non-SEND Pupils
Reading	20%	69%
Writing	10%	72%
Mathematics	40%	72%
Combined (R/W/M)	10%	63%

End of Key Stage 2 2023



Percentage of Pupils who achieved the expected standard	SEND Pupils	Non-SEND Pupils
Reading	21%	77%
Writing	7%	88%
Mathematics	0%	81%
Combined (R/W/M)	0%	69%

Boys and Girls

End of EYFS 2023

Percentage of Pupils who achieved the expected standard	Boys	Girls
GLD (Good Level of Development)	50%	80%

Phonics in KS1 2023

Percentage of Pupils who achieved the expected standard	Boys	Girls
End of Y1	67%	67%

End of Key Stage 1 2023

Percentage of Pupils who achieved the expected standard	Boys	Girls
Reading	56%	58%
Writing	50%	63%
Mathematics	67%	63%
Combined (R/W/M)	44%	54%

End of Key Stage 2 2023

Percentage of Pupils who achieved the expected standard	Boys	Girls
Reading	50%	62%
Writing	50%	65%
Mathematics	50%	54%
Combined (R/W/M)	43%	46%

Disadvantaged and non-disadvantaged

End of EYFS 2023

Percentage of Pupils who achieved the expected standard	Disadvantaged	Non-Disadvantaged
GLD (Good Level of Development)	75%	64%

Phonics in KS1 2023

Percentage of Pupils who achieved the expected standard	Disadvantaged	Non-Disadvantaged
End of Y1	79%	50%

End of Key Stage 1 2023

Percentage of Pupils who achieved the expected standard	Disadvantaged	Non-Disadvantaged
Reading	40%	73%
Writing	45%	68%
Mathematics	50%	77%
Combined (R/W/M)	30%	68%

End of Key Stage 2 2023

Percentage of Pupils who achieved the expected standard	Disadvantaged	Non-Disadvantaged
Reading	45%	72%
Writing	45%	78%
Mathematics	32%	78%
Combined (R/W/M)	27%	76%

White British and other groups

End of EYFS 2023

Percentage of Pupils who achieved the expected standard	White British	Other Groups
GLD (Good Level of Development)	63%	82%

Phonics in KS1 2023

Percentage of Pupils who achieved the expected standard	White British	Other Groups
End of Y1	67%	n/a

End of Key Stage 1 2023

Percentage of Pupils who achieved the expected standard	White British	Other Groups
Reading	53%	100%
Writing	53%	100%
Mathematics	61%	100%
Combined (R/W/M)	45%	100%

End of Key Stage 2 2023

Percentage of Pupils who achieved the expected standard	White British	Other Groups
Reading	56%	63%
Writing	63%	50%
Mathematics	53%	50%
Combined (R/W/M)	44%	50%

Attendance and Persistent Absence

Attendance	21/22	22/23
All	93.0%	93.6%
Male	93.2%	94.2%
Female	92.8%	93.1%
PP	92.3%	92.6%
Non-PP	93.7%	94.8%
Non-SEND	93.6%	94.4%
SEND	91.2%	93.3%
EHCP	92.3%	80.2%

PA	21/22	22/23
All	23.6%	17.1%
Male	23.3%	15.8%
Female	23.7%	18.3%
PP	27.7%	20.4%
Non-PP	18.6%	13.7%
Non-SEND	17.7%	14.5%
SEND	39.1%	23.3%
EHCP	33.3%	37.5%

Part C- Equality Objectives (4-yearly priorities)

- Readily available data/information within your academy should be used to help shape these
- Date objectives set: August 2022, Revisited August 2023

Objective	Actions	Who	By when	Commentary of progress (yearly)
Leadership of our pupil's & people				
To ensure that all staff are increasingly familiar with the EDI and the importance of it for their work in school.	<p>To train ALL staff (and subsequent newly employed staff) in key principles of EDI.</p> <p>To establish an annual refresher of training.</p> <p>Ensure access to support for any stakeholder should be available for any discussion around discrimination, bullying and harassment.</p>	Principal	July 2023	<p>End of year 1 progress summary</p> <p>CPD for staff has been provided for "No Outsiders". Picture News also supports focus and revisit of the protected characteristics across assembly themes.</p> <p>Resources for both of these curriculum partners is shared widely or all staff to access.</p> <p>SEND M+E is carried out regularly to ensure all pupil are supported in accessing learning and in turn can make progress to the best of their ability. Data review between</p>
To ensure that all pupils, especially with those with SEND have a full range of opportunities to enable them to access learning and make progress to the best of their ability.	<p>Ensure all agreed resources and strategies are consistently in place.</p> <p>Monitor with spot checks to ensure consistency and access.</p>	SENDCo	July 2023	<p>Principal and Education Director each term evaluates on progress towards aspirational, achievable targets. Data is easily filtered to show progress being made by each vulnerable/protected group. Class teachers have growing data ownership in their ability to analyse data relating to the children they teach.</p>
Embed monitoring and analysis of pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Run termly headline reports on INSIGHT and identify those children with protected characteristics whom are not on track. Feed this information into Pupil Progress Meetings.	Principal/ Assistant Principal	July 2024	<p>End of year 2 progress summary</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>
Quality of Education for our pupils & people				
To ensure that our curriculum reflects appropriate breadth and diversity – particularly through the reading materials we make available for pupils through book families and in the themes we plan across the curriculum, designed to	<p>Audit book families to identify gaps in gender and race.</p> <p>Order books to represent a wider range of race and gender throughout the age ranges.</p> <p>Ensure protected characteristics studied are reflected in children's learning, through highlighting them on</p>	<p>English Leader</p> <p>PSHE Leader</p> <p>Class teachers</p>	<p>July 2023</p> <p>July 2024</p>	<p>End of year 1 progress summary</p> <p>"No Outsiders" book list and progression has now been built into Reading LTP. Children access at least 1 of these books each term and lessons are planned around the relevant themes and key principals of EDI. This collection of books is proudly displayed around school so they are easily accessible.</p>



challenge stereotypes in SEND and Gender roles.	LTPs for each subject and displays, where appropriate.			Ongoing review of Reading LTP ensures books that shape our curriculum reflect the contextual need of our pupils. End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
---	--	--	--	--

Personal Development of our pupils & people

Increase the active participation of children with additional needs in wider school life.	Gather pupil voice of this group to explore further options to support engagement	Class teachers and TAS SENDCo and Inclusion Team	July 2023	End of year 1 progress summary Responsibilities for pupils such as House Captains and School Councillors have been reintroduced since Covid. Plans are in place to audit engagement and representation in clubs and responsibilities in Year 2, further utilising the Provisions tools of Insight. Pupil Voice is sought as part of M+E for all leaders and used to shape future implementation. Leaders ensure all pupils are represented in these samples. End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
	Make adaptations to wider provision offer to appeal to those with additional needs. Track engagement ensuring it continues on an upward trajectory. Audit engagement in after school and lunch clubs offer and representation in Academy responsibilities i.e. school council reps and house captains, librarians. Promote and encourage further engagement.	Principal/ Assistant Principal	July 2024	

Behaviour & Attitudes of our pupils & people

To acknowledge the richness and diversity of British society and to help prepare children for their part in that society.	Establish assembly plans which regularly focus on diversity.	RE/ PSHE / Music Leaders	July 2023	End of year 1 progress summary Assembly Themes are planned in advance with consideration to religious festivals as well as local and national events and special days. These are also reviewed and updated to also support emerging needs linking to FBV, Protected Characteristics and the UN Rights of a Child. The Seathorne Values also allow us to revisit and deepen understanding on key themes and ideas that will support our pupils in their futures at this school and beyond. End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
	Embed PSHE and 1Decision. Monitor pupil understanding of diversity through gathering pupil voice. Refine PSHE/RE curriculums in light of this M+E.	Class Teachers	RE/ PSHE / Music Leaders	



Links are made with other policies and documents such as:

Good Behaviour and Discipline Policy

Site Specific Safeguarding Policy

PSHE and RSE Policy

SEND Information Report

Accessibility Plan

Medical Support for Pupils Policy