

<u>Objective</u>	<u>Success Criteria</u>
<p>Staff diversity – To ensure the staff make-up reflects the diversity of the pupil backgrounds.</p>	<ul style="list-style-type: none"> • Addison pupils come from a rich range of backgrounds, both in religion and cultural terms. To achieve this objective we plan to: Advertise nationally i.e. TES to recruit from a wide pool of prospective candidates. • Staffing that reflects the diversity of the pupils’ background • Leadership roles should reflect the diversity of the school • Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap, and report on this to the staffing and pay sub-committee of the governing board.
<p>Pupil participation – To ensure all groups of pupils are represented within school clubs.</p>	<ul style="list-style-type: none"> • Governor to meet with DHT on a termly basis to discuss representation of groups in after school clubs • Termly Registers identify range of pupils participating within school events and clubs • Monitor routinely by SLT to ensure equitability of school groups represented
<p>Achievement – To ensure all pupils and groups of pupils make progress and fulfil potential academically.</p> <p>Narrow any attainment gaps – specifically related to EAL & SEND.</p>	<ul style="list-style-type: none"> • Tracking analysis will identify any differences between performance and outcomes for groups of pupils • Implement interventions to help overcome any differences in performance i.e. booster classes, additional tutoring etc... • Additional support will be effective in accelerating progress – evidenced by start and end points i.e. subject achievement reports • Pupil attainment and progress tracked individually & in groups to ensure equity of performance. This will be presented to the Curriculum & Achievement committee
<p>Anti-bullying – Ensure pupils are free from prejudiced based bullying.</p>	<ul style="list-style-type: none"> • Bullying incidences - analysis of incidents • Programme of PSHE reviewed in school to ensure effective and relevant • Termly contribution of school council and whole school about bullying, school rules and rewards • Behaviour in and around school monitored routinely and procedures evaluated for effectiveness

<p>Resources – Ensure all resources used to support learning are equality conscious and support the school policy.</p>	<ul style="list-style-type: none"> • Appropriate reading material / resources will be available that promotes positively and supports learning of different groups within the school and wider community: e.g. gender, race, SEND etc...
<p>Training – Provide appropriate CPD opportunities for all staff & governors to increase awareness.</p>	<ul style="list-style-type: none"> • Staff to access relevant training and career development as appropriate – identified through performance management for individuals, but whole school for wider issues
<p>Accessibility plan – routine review and respond to necessary adjustments.</p>	<ul style="list-style-type: none"> • Governors ensure that the accessibility plan in place and effective
<p>Well-being – Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.</p>	<ul style="list-style-type: none"> • This is to show our commitment to supporting all staff, from all backgrounds, that we listen and offer support when requests are made or are needed.
<p>Safer recruitment – Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.</p>	<ul style="list-style-type: none"> • Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Performance Indicators

- a) Equal Opportunities built into all curriculum planning.
- b) Staff should feel that they are able to discuss any issues regarding equal opportunities with senior management, governors and in meetings, and that their concerns will be listened to sensitively and the requisite action will be taken.
- c) Children should feel that their concerns will be listened to in a sensitive way and that the requisite action will be taken.
- d) Parents and the community feel that they are partners with the school and have a positive role to play in the education of the children.
- e) The environment of the school will reflect its multicultural nature.
- f) The school will publish an Equality action plan and review this annually to address any areas of weakness in relation to the Act.

For information:**What are protected characteristics?**

Protected characteristics are the nine groups protected under the Equality Act 2010.

They are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Age - A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

Disability - A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment - The process of transitioning from one gender to another.

Marriage and civil partnership - Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race - Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief - Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex - A man or a woman.

Sexual orientation - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Equality Act - Find out more about the Equality Act 2010, which provides the legal framework to tackle disadvantage and discrimination.