

**St Thomas More Catholic Primary School**  
**Equality Policy**

**1 Introduction**

- 1.1 This Single Equality Scheme for Saint Thomas More Catholic Primary School provides a format for addressing the statutory duties of the Equality Act 2010. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.
- 1.2 The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.
- 1.3 This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-
- Disability;
  - Gender;
  - Race;
  - Religion and belief;
  - Sexual orientation;
  - Gender reassignment;
  - Maternity and pregnancy
- 1.4 This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families). As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-
- Age;
  - Being married or in a civil partnership
- 1.5 This Scheme sets out:
- information about our school and the local area;
  - our plans to meet our general and specific duties;
  - how we will promote community cohesion within the school;
  - how we have involved people in the development of this scheme;
  - what consultation has taken place;
  - what our plans are to gather and use information;
  - how we intend to ensure our policies are fair;
  - how we will report on our progress;
  - who is responsible for making our scheme a reality; and
  - an action plan addressing our equality priorities
- 1.6 This scheme is reviewed every three years and is reported on annually.

**1.7 Aims of the single equality scheme**

- To articulate the school's commitment to equality which permeates all school policies and practices

## **2) Purpose of the Equality Scheme**

- 2.1 To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected.
- 2.2 To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation.
- 2.3 To comply with statutory duties under equalities legislation in one document.
- 2.4 This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.
- 2.5 This Equality Scheme sets out how the school will:
  - eliminate discrimination (see appendix 2);
  - eliminate harassment or victimisation related to any aspect of social identity or diversity;
  - promote equality of opportunity;
  - promote positive attitudes to all aspects of social identity and diversity;
  - encourage participation by disabled people and people representing different aspects of social identity in public life;
  - take steps to take account of difference even where that involves treating some people more favourably than others;
  - take proportionate action to address the disadvantage faced by particular groups of pupils.

## **3 Planning to eliminate discrimination and promote equality of opportunity**

- 3.1 This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An action plan accompanies this Equality Scheme which identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need (see appendix 3).
- 3.2 We will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. This data will be assessed across our core provisions as a school. This will include the following functions:
  - admissions;
  - attendance;
  - attainment;
  - exclusions;
  - prejudice related incidents

## **4 Addressing Prejudice Related Incidents**

- 4.1 This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent

any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

- 4.2 The scheme encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.
- 4.3 This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:
- increasing the extent to which disabled pupils can participate in the school curriculum;
  - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

## **5 Monitor, review and reporting**

- 5.1 The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors. Equality objectives have been identified through consultation with key stakeholders. It is available in different formats and in different languages on request to the school office.
- 5.2 Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.
- 5.3 This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed.

## **6 Publication**

- 6.1 This action plan is understood and implemented by all staff and is available. We will ensure that the whole school community is aware of the Single Equality scheme and our published equality information and equality objectives by publishing them on the school website.

## **7 Breaches**

- 7.1 Breaches to this statement will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

## **8) St Thomas More Catholic Primary School Aims**

- 8.1 Our school will be a place where:
- every member of the school community is valued and encouraged to develop their God-given potential;
  - a worshipping community nurtures and supports each child in their journey of faith;
  - home, school and parish work together in partnership;

- every child matters;
- every child has the opportunity to become a thinker, leader, organiser, communicator, explorer, inventor, creator and artist;
- the line between learning and fun is invisible;
- every child is encouraged to be a successful learner, confident individual and responsible citizen;
- friendships are made forever;
- children build skills for learning and life;
- a growth mindset prevails with an attitude of, “I can but not yet” rather than “can’t and won’t”.

## **9) Equality Objectives 2016-19**

9.1 Our objectives will detail how we ensure equality is applied to:

- Advance equality of opportunity by narrowing the gap and ensuring good progress for pupils in identified target groups: free school meals, English as an additional language; special educational needs and disabilities.
- Advance equality of opportunity by working in conjunction with the Minority Group Support Service (MGSS) to support children and families who have English as an Additional Language (EAL).
- Improve outcomes for pupils with diagnosed and undiagnosed conditions including Autistic Spectrum Disorder (ASD).

## **10) Indicators of progress towards meeting objectives**

- 10.1 Half-termly and annual data analysis will show increased progress of specific groups of targeted pupils.
- 10.2 Children with EAL will have improved access to the curriculum with improved outcomes.
- 10.3 Children who are exhibiting concerning behaviour will have a Pastoral Learning Plan in place to support them in agreement with parents and carers which will be reviewed termly.

## **11 School Vision and Values**

11.1 The school’s vision and values statement, ‘Learn and Grow as God’s Holy People’, reflects the school’s ambition for all its pupils and has been developed with the whole community. All aspects of school life are underpinned by the core values of the Gospel and the distinctive Catholic nature of the school is guided by the principles of enabling all children and adults to learn and grow as God’s Holy People. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils’ diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils. At the heart of all that we do a focus on the improvement of standards, progress and attainment has been central. Through the use of the Early Years Pupil Premium, Pupil Premium funding, PE funding

and Overseas Grant funding, we aim to narrow the gap and diminish the difference where barriers are identified.

## **12 School Context**

- 12.1 Saint Thomas More Catholic Primary School is situated two miles from the inner city of Coventry.
- 12.2 Being a Catholic school, serving a broad Parish boundary the school serves a community that is economically diverse.
- 12.3 The school has changed over recent years reflecting significant changes in those children attending from within the catchment area and the wider area of the city.
- 12.4 Saint Thomas More Catholic School is a larger than average primary school with 448 pupils on roll (Raiseonline, Autumn 2016). The school is housed in a new building (completed August 2014) following five years in temporary buildings. The last Ofsted in 2012 judged the school as good, with an RE inspection in 2015 providing an outstanding judgement.
- 12.5 There have been a number of significant changes in key personnel over the past 12 months, including:
- A new headteacher from September 2016 (new to the school although not new to headship having led schools in London);
  - A new deputy headteacher from June 2016;
  - Departure of the school business manager in April 2016;
  - A new Chair of Governors from July 2016 following the departure of the previous chair.
- 12.6 The leadership team for 2016-17 is:
- Headteacher;
  - Deputy headteacher;
  - SEND Co;
  - 4 leaders of learning (EYFS, KS1, LKS2, UKS2)
- 12.7 The school has a changing demography; now with greater deprivation, higher intake of minority groups and an increasing number of pupils having English as an additional language.
- 12.8 Gender** ~ The school has a high number of female pupils – 51.3% compared with 49% National. Cohorts of years 4 and 5 are over two thirds female.
- 12.9 Free School Meals (FSM)** ~ Although currently 22% overall, 3% below national (25%), the school profile trend shows an increase over a three-year period, whereas the national percentage is decreasing. The cohorts of years 5 and 6 have one third of each year group accessing FSM: 5-6% above national.
- 12.10 Minority Ethnic Groups** ~ The majority of pupils are of White British ethnicity (60%) but this has decreased by 3% compared with 2015. Every year group is composed of over one third of pupils from a minority ethnic group with some year groups having almost 50% make-up; eg Year 5 = 45%, closely followed by Years 2 and 3 with 43%. The National percentage is 31.6%

**12.11 First Language not English** ~ Most year groups have a quarter of their composition being pupils whose first language is not English; 23% overall, which is 3% above national. Percentage of children with English as a first language is 4.7% below national.

**12.12 School Deprivation Indicator** ~ The three year national trend has decreased from 0.24% to 0.21% with the school being 0.17%. However, the margin of difference has narrowed from -0.8% to -0.4% showing a current higher level of need, with our school trend over the last three years showing a rise.

**12.13 SEND** ~ School SEN Support at 7.4% is 4.7% below the national (12.1%). However, the school's year 5 cohort has 13.3% SEN Support, well above national. The school currently has 3 children with Educational Health and Care Plans, which 0.6% of school total. However, there are further applications currently being considered, should increase the number to 5, therefore 1% of the school total.

**12.14 Attendance** ~ school absence at 3.9% is just below national (4.0%) for all pupils. FSM pupils, a target group, have the highest absence. Persistent absence at 2.2% is below the national (2.7%) Again FSM pupils are the highest group. There is some transience in the school population, largely due to the close proximity of the Jaguar car plant and the fixed-term nature of employment contracts there.

12.15 The school has achieved the Basic Skills Quality Mark 2016, ECO Schools Award – ECO flag.

12.16 The school networks with the schools in the Unity hub and works in partnership with Coventry Catholic Schools and the Birmingham Archdiocese. It is a partner with Newman and Warwick Universities and an active strategic partner in the Blue Sky Teaching School Alliance.

### **13 Through training the school prepares well for the equality and diversity agenda.**

13.1 Examples of this are seen through:

- Attendance at Inclusion Conference
- Termly SEN planning meetings with outside agencies including Learning and Wellbeing Support Service (LAWSS), Educational Psychologist and Communication and Interaction, including Autism, Support Service (CIASS).
- CAF training
- Termly provision meetings to discuss the needs of all pupils, updating of Provision Wall
- Termly pupil progress meetings.
- Specialist training on supporting pupils with various needs e.g. dyslexia, ASD, Speech and Language difficulties.
- Training to screen children using “Speechlink” and “Wellcomm”
- Behaviour & Attendance conference
- Community Cohesion and school linking
- Recognising and dealing with bullying incidents
- Sessions with the School Nurse Service - Epipen training, Asthma, Diabetes and Epilepsy awareness
- Dealing with Racist incidents
- Monitoring of budget and progress of children who qualify for Pupil Premium



## **14) School provision**

14.1 Examples of reasonable adjustments the school makes as a matter of course:

- School newsletter is sent via parent mail or paper copies. It is also available in different font size and the school website can be translated into other languages
- Members of staff are available to sign for non hearing parents and a professional interpreter can be arranged
- School uses a communication device called Text Relay (formerly Typetalk) which is a telecommunications device for the deaf. This allows phone calls to be made which is then converted to text. The deaf person can then text their reply which is relayed back via an automated voice to the caller.
- Provision Management is in place considering the needs of every child in the school through termly provision meetings
- Staff work in conjunction with other agencies e.g. LAWSS, CIASS, Speech and Language Therapists, Educational Psychologists service, Children and Adult Mental Health Service (CAMHS), Social Care and Health to follow advice and strategies to support pupils
- Medical plans in place for pupils who require them
- Specialist supportive equipment either purchased or borrowed to support pupils e.g. sloping writing boards, cushions etc.
- Deployment of Teaching Staff, Learning Mentors and Learning Assistants to work with vulnerable pupils/groups and to improve attendance, behaviour and well being
- CAF meetings
- Provision of an interpreter from MGSS when the understanding of the English language is a barrier
- An Independent Speech and Language Therapist employed by the Governors to support with the
- development of speech and language of children within school.

## **15 Outcomes for pupils**

15.1 Outcomes for all pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils.

15.2 This process determines the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils, staff, Governors and parents/carers.

15.3 See latest School Self Evaluation and the data report (notably the Value Added data report) for all the latest information about the following:

- pupils' attainment - analysis of end of key stage results for pupils of particular groups
- the quality of particular groups of pupils' learning and the progress they make throughout the school (**Value Added data** report)
- the extent to which different groups of pupils feel safe (e.g. Incidents of prejudiced based bullying recorded) (**Pupil Questionnaire**)
- the behaviour of particular groups of pupils (e.g. exclusion data for particular groups of pupils, class behaviour logs)
- the extent to which pupils from particular groups contribute to the school and the wider community (e.g. participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of pupils)

- attendance data for all pupils and for particular groups (e.g. extended leave/mobility issues for particular groups of pupils)
- the effectiveness of the school's engagement with parents/carers of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback)

## **16 Key Findings of Ofsted Inspection Dashboard 2016**

### **16.1 Strengths:**

- The proportion of pupils that met the expected standard in phonics was above the national figure in Y1.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in Y1.

### **16.2 Weaknesses:**

- KS2 progress was significantly below average and in the lowest 10% in at least one subject for the groups: disadvantaged, disadvantaged low, SEN support middle.
- KS1 reading was well below the national figure for E+ or GD for the EYFS group: expected (GD).
- KS1 mathematics was well below the national figure for E+ or GD for the EYFS group: expected (E+, GD).
- KS1 attainment was well below the national figure for E+ or GD in at least one subject for the group: boys expected.

## **17 Roles and Responsibilities in Implementing the Single Equality Scheme**

### **17.1 The Head Teacher will:**

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies

### **17.2 The Governing Body will:**

- ensure that the school complies with all relevant equalities legislation
- recommend all governors receive up to date training in all the equalities duties

- A governor has been designated with specific responsibility for the Single Equality Scheme. The single equality governor is Dal Youssef.
- establish that the action plans arising from the scheme are part of the School Development Plan
- support the Headteacher in implementing any actions necessary
- inform and consult with parents about the scheme
- evaluate and review the action every three years
- evaluate the action plan yearly

### **17.3 The Senior Leadership Team will:**

- have general responsibility for supporting other staff in implementing this scheme
- provide a lead in the dissemination of information relating to the scheme
- identify good quality resources and CPD opportunities to support the scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the School Development Plan

## **18 People with specific responsibilities:**

### **18.1 The Inclusion Leader, SEND Co and Learning Mentors will:**

- be responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met
- gather and analyse the information on outcomes of vulnerable pupils and staff
- be responsible for monitoring the response to reported incidents of a discriminatory nature

### **18.2 The Senior Leadership Team will:**

- be responsible for ensuring the specific needs of staff members are addressed
- report racial incidents termly to the Local Authority

### **18.3 Parents/Carers will:**

- have access to the scheme;
- be encouraged to support the scheme;
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- have the right to be informed of any incident related to this scheme which could directly affect their child.

### **18.4 School Staff will:**

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- know procedures for dealing with and reporting prejudice related incidents

- ensure that those with protected characteristics are not discriminated against and are given equality of opportunity;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents/carers and the wider community.
- Provide a curriculum to address issues e.g. Circle Time, R Time, etc.

### **18.5 Pupils will:**

- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting prejudiced based bullying/incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

18.6 Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

## **19 Involvement Processes**

19.1 Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers.

19.2 This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents/carers of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;

## **20 Mechanisms for involvement**

20.1 At this school the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and action plan:

- School council
- Class council meetings
- Circle time/SEAL/PSHE curriculum

- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Pupil questionnaires

20.2 At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of their appraisal.

20.3 At this school the following mechanisms will ensure the views of **parents/carers and the community** inform the Equality Scheme and action plan:

Views of parents to be attained through the following channels and any further channels as appropriate:

- Parents are encouraged to tell us if there are any adjustments we need to make to help them support their child, for example: letters in large font, letters in different languages, wheelchair access, explaining things over the phone, signing, using an interpreter, texting to non hearing via Text Relay
- Feedback through the Governing Body meetings
- Parent questionnaire
- Parent Forum with focused theme
- Achievement For All Structured Conversations

20.4 The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

## **21 Action Planning**

21.1 This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

21.2 The action plan that identifies the equality objectives for the school arising from this scheme has:

- clear allocation of responsibility
- clear allocation of resources, human and financial
- clear timescales
- expected outcomes and performance criteria
- specified dates for review

21.3 The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form
- discussions with the Coventry Improvement Partner
- Support through the Unity Cluster.

## Equality Legislation

### Appendix 1

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

### Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000  
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007  
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007  
The Act sets out that it is unlawful for schools to discriminate against a person:
  - a) in the terms on which it offers to admit him/her as a pupil;
  - b) by refusing to accept an application to admit him/her as a pupil, or
  - c) where he/she is a pupil of the establishment:
    - i) in the way in which it affords him/her access to any benefit, facility or service,
    - ii) by refusing him/her access to a benefit, facility or service,
    - iii) by excluding him/her from the establishment,
    - iv) by subjecting him/her to any other detriment.
- SEND Code of Practice 2014. (0 – 25 years Introduction xiii and xiv) This states:  
SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.  
Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

- Disability Discrimination Act (DDA) 1995/2005  
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.  
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:  
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

## **Appendix 2**

### **1 What is discrimination?**

The Equality Act 2010 consolidates existing law into a single legal framework and while many of the concepts of discrimination remain the same as in previous equality legislation there are some areas that were not previously covered. This appendix describes the various types of discrimination and how they apply to the school's provisions.

### **2 Direct discrimination**

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic. So a very basic example would be refusing to admit a child to a school as a pupil because of their race, for example because they are Roma.

It is not possible to justify direct discrimination, so it will always be unlawful. There are however exceptions to the school's provisions that allow, for example, single-sex schools to only admit pupils of one sex without this being unlawful direct discrimination.

In order for someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. So a gay pupil cannot claim that excluding them for fighting is direct discrimination on grounds of sexual orientation unless they can show that a heterosexual or bisexual pupil would not be excluded for fighting. A pupil does not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently. There is no need for someone claiming direct discrimination because of racial segregation or pregnancy or maternity to find a person to compare themselves to:

- Racial segregation is deliberately separating people by race or colour or ethnic or national origin and will always be unlawful direct discrimination.
- To claim pregnancy or maternity discrimination a female pupil must show that she has been treated unfavourably because of her pregnancy or maternity and does not have to compare her treatment to the treatment of someone who was not pregnant or a new mother.

It is not direct discrimination against a male pupil to offer a female pupil special treatment in connection with her pregnancy or childbirth.

It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably. For example:

- A female pupil is actively discouraged from undertaking a course in engineering by a teacher who tells her this is an unsuitable area of study for a female. This would be direct discrimination on the grounds of sex.
- A pupil with Asperger's Syndrome can sometimes act in a disruptive manner in class. The school does not take disciplinary action, but uses agreed strategies to manage his behaviour. A non-disabled pupil who is also disruptive in class is punished for his behaviour. This difference in treatment would not be direct discrimination against the non-disabled pupil.

### **3 Discrimination based on association**

Direct discrimination also occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity).

This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

#### **4 Discrimination based on perception**

Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic.

#### **5 Discrimination because of pregnancy and maternity**

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

#### **6 Paternity Leave**

To ensure that paternity leave of 1 or 2 weeks, or shared parental leave in the case of adoption, is made available to those eligible to receive it.

#### **7 Indirect discrimination**

7.1 Indirect discrimination occurs when you apply a provision, criterion or practice in the same way for all pupils or a particular pupil group, such as A-level physics students, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage. It doesn't matter that you did not intend to disadvantage the pupils with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such pupils compared with pupils who do not share that characteristic.

'Disadvantage' is not defined in the Act but a rule of thumb is that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion.

7.2 'Provision', 'criterion' or 'practice' are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit)
- the way that education, or access to any benefit, service or facility is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way.

They may be written out formally or they may just have developed as the school worked out the best way of achieving what it wanted to do.

7.3 Indirect discrimination will occur if the following four conditions are met:

1. You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
2. The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
3. The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
4. You cannot show that the provision criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.

5. For example:

A school requires male pupils to wear a cap as part of the school uniform. Although this requirement is applied equally to all pupils, it has the effect of excluding Sikh boys whose religion requires them to wear a turban. This would be indirect discrimination based on religion and belief as it is unlikely that the school would be able to justify this action.

## **8 What is a 'proportionate means of achieving a legitimate aim'?**

To be legitimate the aim of the provision, criterion or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of school education, examples of legitimate aims might include:

- Maintaining academic and other standards.
- Ensuring the health and safety and welfare of pupils.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim.

Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into account as part of the school's justification, if there are other good reasons for adopting the chosen practice.

The more serious the disadvantage caused by the discriminatory provision, criterion or practice, the more convincing the justification must be.

In a case involving disability, if you have not complied with your duty to make relevant reasonable adjustments it will be difficult for you to show that the treatment was proportionate.

## **9 Discrimination arising from disability**

9.1 Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment.

Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else.

9.2 Discrimination arising from disability will occur if the following three conditions are met:

- you treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
- this treatment is because of something connected with the disabled pupil's disability (which could be the result, effect or outcome of that disability) such as an inability to walk unaided or disability-related behaviour, and
- you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'. This is explained above.

For example:

A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre putting on a production of a play she is currently studying in English, because the building is not wheelchair accessible. The pupil and her parents are aware that the play is also on at a theatre in a neighbouring city which is accessible but the school does not investigate this option. This is likely to be discrimination arising from a disability.

## **10 Knowledge of disability**

If you can show that you

- did not know that the disabled pupil had the disability in question, and
- could not reasonably have been expected to know that the disabled pupil had the disability

then the unfavourable treatment would not amount to unlawful discrimination arising from disability.

If your agent (someone who undertakes tasks on your behalf) or employee knows of a pupil's disability, you will not usually be able to claim that you do not know of the disability.

For example:

A pupil tells the school secretary that she has diabetes and that she needs to carry biscuits to eat when her blood sugar levels fall. A teacher has no information about her disability and refuses to allow pupils to bring food into the classroom. The pupil has a hypoglycaemic attack. In this case, the school is unlikely to be able to argue that it did not know about her condition.

## **11 Relevance of reasonable adjustments**

By acting quickly to identify and put in place reasonable adjustments for disabled pupils, you can often avoid discrimination arising from disability, although there may be cases where an adjustment is unrelated to the unfavourable treatment in question.

If you fail to make an appropriate reasonable adjustment, it is likely to be very difficult for you to argue that unfavourable treatment is justified.

## **12 Reasonable adjustments**

The reasonable adjustments duty was first introduced under the Disability Discrimination Act 1995 and now, under the Equality Act, has been extended to cover the provision by a school of auxiliary aids and services. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.

This duty sits alongside your duties and those of local authorities under Part 4 of the Education Act 1996. In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage (see below) and so there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them. The level of support a pupil is receiving under Part 4 of the Education Act 1996 is one of the factors to be taken into account when you consider what it would be reasonable for you to have to do.

### **12.1 What is the reasonable adjustments duty?**

You are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage

You owe this duty to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:

- deciding who is offered admission as a pupil

- the provision of education
- access to any benefit, service or facility.

The duty does not require you to make reasonable adjustments to avoid the disadvantage caused by physical features as this is covered by the planning duties.

You cannot justify a failure to make a reasonable adjustment; where the duty arises, the issue will be whether or not to make the adjustment is 'reasonable' and this is an objective question for the tribunals to ultimately determine.

The duty is an anticipatory and continuing one that you owe to disabled pupils generally, regardless of whether you know that a particular pupil is disabled or whether you currently have any disabled pupils. You should not wait until an individual disabled pupil approaches you before you consider how to meet the duty. Instead you should plan ahead for the reasonable adjustments you may need to make, regardless of whether you currently have any disabled pupils. By anticipating the need for an adjustment you will be best placed to help disabled pupils who come to your school. You are not expected to anticipate the needs of every prospective pupil but you are required to think about and take reasonable and proportionate steps to overcome barriers that may impede pupils with different kinds of disabilities. For example, while it may be appropriate for you to provide large print for a pupil with a visual impairment, you would not be expected to have Braille devices standing ready.

### **12.2 What is a substantial disadvantage?**

A disadvantage that is more than minor or trivial is called a 'substantial disadvantage'. The level of disadvantage created by a lack of reasonable adjustments is measured in comparison with what the position would be if the disabled pupil in question did not have a disability.

You will need to take into account a number of factors when considering whether or not the disadvantage is substantial such as:

- the time and effort that might need to be expended by a disabled child
- the inconvenience, indignity or discomfort a disabled child might suffer
- the loss of opportunity, or the diminished progress a disabled child might make in comparison with his or her peers who are not disabled.

For example:

A deaf pupil is advised by the work experience coordinator that it would be better for her to remain at school rather than go on work experience as it might be 'too difficult' for her to manage. The school does not take any steps to help her find a placement and she misses the opportunity taken by the rest of her classmates. This would be a substantial disadvantage.

### **13 The duty to change a provision, criterion or practice**

These terms are not defined but in general they relate to how the education and other benefits, facilities and services are provided and cover all of your arrangements, policies, procedures and activities.

Where a provision, criterion or practice places disabled pupils at a substantial disadvantage in accessing education and any benefit, facility or service, you must take such steps as it is reasonable to take in all the circumstances to ensure the provision, criterion or practice no longer has such an effect. This might mean waiving a criterion or abandoning a practice altogether but often will involve just an extension of the flexibility and individual approach that most schools already show to their pupils.

For example:

A school has been allocated three places for students to represent the school at a national youth conference on the environment. The school decides to hold a debate on the topic to select the three pupils who will attend the conference. This places a pupil with a nervous system disorder at a significant

disadvantage as he has trouble communicating verbally. The school modifies the criteria to enable that pupil to submit his views and ideas on the issue in writing. This is likely to be a reasonable adjustment to the school's practice.

#### **14 When is it reasonable for a school to have to make adjustments?**

A useful starting point when determining what a reasonable adjustment might be is to consider how to ensure that disabled pupils can be involved in every aspect of school life. Often effective and practical adjustments involve little or no cost or disruption.

For example:

- A teacher always addresses the class facing forward to ensure that a pupil with hearing difficulties is able to lip-read. This is an example of a simple reasonable adjustment.
- A primary school introduces a playground buddy system and a friendship bench which creates a supportive and friendly place for disabled pupils during breaks. This is an example of an effective but easy reasonable adjustment.

Where disabled pupils are placed at a substantial disadvantage by a provision, criterion or practice or the absence of an auxiliary aid, you must consider whether any reasonable adjustment can be made to overcome that disadvantage.

You should not expect disabled pupils to suggest adjustments but if they do you should consider whether those adjustments would help to overcome the disadvantage and whether the suggestions are reasonable. It is good practice for schools to work with pupils and their parents in determining what reasonable adjustments can be made.

##### **a. Harassment**

15.1 There are three types of harassment which are unlawful under the Equality Act:

- Harassment related to a relevant protected characteristic.
- Sexual harassment.
- Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex.

15.2 The relevant protected characteristics for the school's provisions are:

- Disability.
- Race.
- Sex.

15.3 Pregnancy and maternity are not protected directly under the harassment provisions, however, unwanted behaviour (as described below) will amount to harassment related to sex.

#### **16 Harassment related to a protected characteristic**

Harassment occurs when you engage in unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- violating a pupil's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil.

The word 'unwanted' means 'unwelcome' or 'uninvited'. It is not necessary for the pupil to say that they object to the behaviour for it to be unwanted.

In this context 'related to' has a broad meaning and includes situations where the pupil who is on the receiving end of the unwanted behaviour does not have the protected characteristic himself or herself, provided there is a connection between the behaviour and a protected characteristic.

This would also include situations where the pupil is associated with someone who has a protected characteristic, or is wrongly perceived as having a particular protected characteristic.

For example:

A pupil from an Irish Traveller background overhears a teacher making racial slurs about gypsy and traveller people stating their site should be shut down and they were 'trouble'. This would constitute harassment related to a protected characteristic (race).

The definition of harassment as described above does not apply to the protected characteristics of gender reassignment, sexual orientation or religion or belief in relation to schools. However, where unwanted conduct related to any of these protected characteristics results in a pupil suffering disadvantage that would constitute direct discrimination.

For example:

During a PSHE (personal, social, health and economic education) lesson, a teacher describes homosexuality as 'unnatural' and 'depraved' and states he will only be covering heterosexual relationships in the lesson. A bisexual pupil in the class is upset and offended by these comments. This may be unlawful direct discrimination on the grounds of sexual orientation.

## **17 Sexual harassment**

Sexual harassment occurs when you engage in unwanted behaviour which is of a sexual nature and which has the purpose or effect of:

- violating a pupil's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil.

'Of a sexual nature' can cover verbal, non-verbal or physical conduct including unwelcome sexual advances, inappropriate touching, forms of sexual assault, sexual jokes, displaying pornographic photographs or drawings, or sending emails with material of a sexual nature.

For example:

A sixth form female pupil is asked intimate questions about her personal life and subjected to sexual innuendos by her teacher. This would be sexual harassment.

## **18 Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex**

It is unlawful to treat a pupil less favourably because they either submit to, or reject, sexual harassment or harassment related to their sex.

## **19 Victimisation**

19.1 Victimisation is defined in the Act as:

Treating someone badly because they have done a 'protected act' (or because the school believes that a person has done or is going to do a protected act).

19.2 There are additional victimisation provisions for schools which extend the protection to pupils who are victimised because their parent or sibling has carried out a protected act.

19.3 A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

19.4 If you do treat a pupil less favourably because they have taken such action then this will be unlawful victimisation. There must be a link between what the pupil (or parent or sibling) did and your treatment of them.

The less favourable treatment does not need to be linked to a protected characteristic.

For example:

A teacher shouts at a pupil because he thinks she intends to support another pupil's sexual harassment claim. This would amount to victimisation.

## **20 Who is not protected?**

A pupil who in bad faith gives false information or evidence (that is, that they knew was false) or makes an allegation that was false and given in bad faith would not be protected against victimisation. The original complaint/claim would not be affected providing it was not made in bad faith.

For example:

A pupil at an independent school with a grudge against his teacher knowingly gives false evidence in another pupil's discrimination claim against the school. He is subsequently excluded from the school for supporting the claim. This treatment could not amount to victimisation because his evidence was untrue and given in bad faith.

## **21 Victimisation for actions of parents or siblings**

You must not treat a pupil less favourably because of something their parent(s) or sibling has done in relation to the making of a complaint of discrimination.

A parent of a pupil complains to the school that her daughter is suffering sex discrimination by not being allowed to participate in a metalwork class. If the daughter is treated less favourably as result of the complaint this would be unlawful victimisation.

This applies to a child in relation to whom the parent(s) were making a complaint in relation to and also to any other children who are pupils at the school. This also applies if a parent supports a teacher's complaint against the school under Part 5 of the Act.

If the information or evidence was false and given in bad faith (that is, the parent/sibling knew it was false) or the allegation was false and given in bad faith then this protection for the pupil will still apply, provided that the pupil did not act in bad faith.

For example:

A pupil makes a complaint against his school claiming that he has suffered discrimination by a member of staff because of his sexual orientation. The pupil's younger brother, at the same school, is protected against any less favourable treatment by the school because of this complaint, even if it is later found out that the older brother was not acting in good faith.

There must be a link between what the parent(s) or their child has done and you treating the child/sibling badly.

The child who is being treated badly does not need to have any of the protected characteristics.

The fact that a complaint/claim is not upheld does not mean that it was made in bad faith.

## **22 Obligations to former pupils**

Even after a person has left your school you must not discriminate against them or harass or victimise them. This only applies if the discrimination or harassment arises out of and is closely connected to their previous relationship with you and would have been unlawful if they were still a pupil. For example, if an ex-pupil asks for a reference from the school it would be unlawful for the reference to be unflattering because of a protected characteristic of the ex-pupil, or because they at one time brought or supported a discrimination complaint against the school.

This obligation to former pupils would include the duty to make reasonable adjustments for disabled former pupils if they continue to be at a substantial disadvantage in comparison to former pupils without a disability. This obligation only applies if the substantial disadvantage arises out of and is closely connected with them having been a pupil.

For example:

A school sends an annual newsletter to former pupils and one former pupil who has a visual impairment requests that it is sent to him by email rather than in hard copy. The school does not provide him with an electronic copy. This is likely to be an unlawful failure to make a reasonable adjustment.

If someone believes that they are being discriminated against after they have stopped studying with you, they can take the same steps to have things put right as if they were still a pupil. These steps are explained in Section 6.

## **23 When are you responsible for what other people do?**

### **23.1 Liability for employees and agents**

As an employer you are legally responsible for acts of discrimination, harassment and victimisation carried out by your employees in the course of employment or by people who take action for you (agents).

It does not matter whether you knew about or approved of those acts.

However, if you can show that you took all reasonable steps to prevent your employees or agents from acting unlawfully, you will not be held legally responsible.

It is important that you take steps to make sure your employees and agents understand that they must not discriminate against pupils, or harass them or victimise them, and that they understand your duties in relation to making reasonable adjustments for disabled pupils.



## **24 Personal liability of your employees and agents**

An employee (of a school) is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. However, an employee is not personally liable in relation to disability discrimination in schools.

For example, a teaching assistant racially discriminated against pupil. The school is able to show that it took all reasonable steps to prevent the harassment and therefore was not liable. The pupil can still make a claim of discrimination against the teaching assistant.

However, if this was a case of discrimination on the grounds of disability, the pupil would not be able to make a claim against the teaching assistant because the personal liability provisions do not cover disability discrimination in schools.

If the relationship is one of a person paying for someone else to take action for them and someone taking action for them (their 'agent') rather than employer and employee, the agent is personally responsible in the same circumstances.

Employees or agents will still be responsible for their acts of discrimination, harassment or victimisation even if they did not know their actions were against the law.

But there is an exception to this. An employee or agent will not be responsible if their employer or principal has told them that there is nothing wrong with what they are doing and he or she reasonably believes this to be true.

It is a criminal offence, punishable by a fine of up to £5,000, for an employer or principal to make a false statement in order to try to get an employee or agent to carry out an unlawful act.

## **25 Instructing and causing discrimination**

As a school you must not instruct, cause or induce someone to discriminate against, harass or victimise another person, or to attempt to do so.

Both the person who receives the instruction and the intended victim will have a claim against whoever gave the instructions. This applies whether or not the instruction is carried out, provided the recipient or intended victim suffers loss or harm as a result.

It only applies where the person giving the instruction is in a legal relationship with the person receiving the instruction such as employer and employee or agent and principal.

Employment Tribunals will deal with complaints from an employee or agent who has received the instructions and the victim can make a claim in the same way as they would for any other claim under the act. So if you instruct a member of staff to discriminate against a pupil on grounds of their sex then the member of staff can make a claim to an Employment Tribunal and the pupil can make a claim to a county or sheriff court.

The Equality and Human Rights Commission can also take action for unlawful instructions to discriminate.

## **26 Aiding contraventions**

It is unlawful for you to help someone else carry out an act which you know is unlawful under the Equality Act.

However, if the person giving assistance has been told by the person he or she assists that the act is lawful and he or she reasonably believes this to be true, he or she will not be legally responsible.

It is a criminal offence, punishable by a fine of (currently) up to £5,000, to make a false statement in order to get another person's help to carry out an unlawful act under the Equality Act.

For further information visit:-

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

## Saint Thomas More Catholic Primary School – Equality Scheme Action Plan

Through its auditing process and the development of this scheme, taking account of the views of those consulted, the school governing body have identified a range of equality and cohesion priorities for action over the three years of the Scheme. These are detailed in the attached action plan.

### Action Plan

#### Objective1:

**Advance equality of opportunity by diminishing the difference and ensuring good progress for pupils in identified target groups: Free School Meals, English as an Additional Language and Special Educational Needs and Disabilities.**

Action	Resource Implications	Success Criteria	Timescale	Responsible person/report to
Half termly analysis of data to identify progress made by various groups through Assessment Data	Through Pupil Progress Meetings.	All SLT aware of progress and attainment of year groups, classes and context groups relevant to their responsibilities	Updated every half term	Class teachers to upload assessment data on to O-track and use this to analyse and create a data report for their own class SLT to report to governing body
Pupil progress meetings with records kept of performance in each group	Time for Class Teachers to meet with Head teacher, Deputy Headteacher, Phase Leaders and SENDCo for pupil progress meetings	Class teachers to have productive professional dialogue of progress/attainment of individuals and groups. Plans for intervention made All pupils making good progress	Half termly.	Class teachers to report to Head teacher
Makaton training and a whole school approach for inclusivity to meet incoming needs.	Cost of speech and language therapist to train all staff and materials to deliver.	All staff will be aware of Makaton and utilise it to communicate with specified children. Staff will be organised to deliver it across the school	Training Autumn Term 2012	Assistant Head teacher and English subject Leaders
Interventions – look at range of interventions appropriate to needs of pupils across the school. Organise the use of support staff and ensure that this is monitored, particularly following the restructure.	Deployment of support staff and resources.	Support staff will have taken ownership of a particular intervention and support children who would benefit. This will be reviewed within Pupil Progress Meetings.	Updated every half term	Inclusion leader/SENDCo with Head teacher

**Objective 2:**

**Advance equality of opportunity by working in conjunction with the Minority Group Support Service (MGSS) to support children and families who have English as an Additional Language (EAL).**

Action	Resource Implications	Success Criteria	Timescale	Responsible person/report to
Identify children with EAL and in consultation with MGSS identify those children needing additional support and/or resources to enable them to reach their potential	Head teacher to provide a commitment of time to release staff to receive training to assess and set programmes New pupil EAL grant to be used to fund increased MGSS support	Saint Thomas More will have engaged with MGSS to support children and families with EAL Families to feel better supported Children to make good progress	Ongoing	Inclusion Lead and Head teacher.

**Objective 3:**

**Improve outcomes for pupils with diagnosed and undiagnosed conditions including Autistic Spectrum Disorder (ASD).**

Action	Resource Implications	Success Criteria	Timescale	Responsible person/report to
Following discussion between class teachers and parent/carers, children who are exhibiting concerning behaviour will be observed initially by Learning Mentor or Inclusion Lead. Strategies will be agreed upon and shared with parents/carers.	At times, may need to make time available for class teachers to discuss with Learning Mentor or Inclusion Lead, or external agencies, if involved. Additional resources may be required to support. Involvement from outside agencies.	Personal Learning Plans in place shared with parent/carers reviewed and updated termly. Children have greater ability to access curriculum to improve attainment and well being. If required child will be discussed at SEN termly planning meeting and further action decided upon.	Ongoing	Learning Mentor, Inclusion Lead, SENDCo and Headteacher
Monitor the restructure in support from external agencies and the impact of this on the pupils requiring support – does it favour our pupils?	Consider whether provision meets the needs of our pupils, if not consider whether we need to work within our cluster to support these children.	Attend briefings from the Local Authority regarding the restructure. Discussions between head teacher, SENDCo, Governors and Unity Cluster.	Ongoing.	SENDCo, Head teacher, School Business Manager, Inclusion Lead.