



Co-op Academy
Delius

Equalities Policy

This policy was adopted by the Governing Body in
October 2017

This policy is due for review in March 2020

Legal Framework

1. The Governing Body welcomes our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objective which show how we plan to tackle particular inequalities, and reduce or remove them.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. The Equalities named governor is Sally Birkbeck

Guiding Principles

5. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

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

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys.
- gay people as well as straight.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys and people of no gender
- gay people as well as straight.
- people who are undergoing or have undergone gender reassignment

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles.

Ethos and Organisation

We ensure the principles listed apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties.

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travelers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles.
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

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

Monitoring and review

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

In particular we collect, analyse and use data in relation to achievement and progress, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.

The model statement takes into account guidance issued by several other local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.

The list of principles are adapted slightly from material in *Equality Impact Analysis: a workbook*, the most recent version of which was published by the Department for Education in April 2012.

The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information and evidence (principle 8) and to formulate and publish specific and measurable objectives (principle 9).

Please note: a much shorter version of this model statement is available at <http://www.insted.co.uk/short-statement.pdf>.

Delius Equality Information and Objectives (Public Sector Equality Duty)

Our School Commitment on Equality and Community Cohesion

We are committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, happy learning environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise some pupils and staff require extra support to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

The Governing Body welcomes our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objective which show how we plan to tackle particular inequalities, and reduce or remove them.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school (5.10.17) 136 pupils on role, and 131.2 Full Time Equivalent (FTE).This will be updated each year.

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected

characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment and discrimination.

Disability

The Equality Act defines disability as when a person 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.'

Number of pupils with disabilities: 136

The vast majority of children have a statement of SEND or an EHCP.

A minority are on assessment placements.

The primary need of the pupils are:

- 26% Autism
- 26% Severe Learning Difficulty Disability (SLD)
- 48% Profound and multiple learning disability /difficulty (PMLD), 1% Physical Disability /difficulty (1 pupil) ,which includes some children with Multisensory, visual, hearing or physical impairment,
- Many have behavioural needs and 33% have a Behaviour Support Plan.
- 52% of pupils have 1 or more medical care plans, 35% have at least one, and one child has 17.
- 26% of the pupils have epilepsy, of which 19% have rescue medication.
- 16 % of the pupils have a gastrostomy and 4.5% have other kinds of medical feeds.
- 2 pupils have individual health care staff to support their access to school and emergency care.
- 3 pupils have a Limitation of Treatment Agreement (LOTA in place , including 1 pupil with a palliative care plan as well; 1 pupil with the LOTA attached to 'standard' care plans, and 1 pupil with an Advanced Care Plan

Race

This includes colour, nationality and ethnic and national origins.

- 55% Pakistani
- 17% are white English,
- 9% Asian and any other ethnic groups including White 19% comprise 14 other ethnic groups.
- Families speak 12 different languages, of which 35% speak English and 26% Punjabi.

Sex/Gender

- There are more boys, almost twice as many : 91 (67%) to girls 45 (33%)

Information on other groups of pupils

- 30% are classed as disadvantaged children (children in receipt of Pupil Premium)
- Looked after children: 2
- Adopted children: 0
- Armed Forces: 0

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Part 2: Our main equality challenges

This is a summary of what we are most concerned about.

Sex/Gender

Throughout the school, there are more boys than girls. The majority of the staff in school are female.

Strategies and interventions in place to tackle concerns about inequalities resulting from sex/gender include:

- When considering class groupings, we intentionally put together girls and boys within peer groups to ensure both same and different sex/gender friendships are supported. Where this is not appropriate, classes work together to enable same and different sex/gender peer groups to be established, and at times such as lunch times, lunch time and after school clubs, playtimes, and streamed subjects such as phonics or joint activities such as swimming , etc
- We will monitor the attainment of all our pupils by gender.
- We set targets to improve the attainment and rates of progress.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subjects and real life contexts are avoided.
- When looking at staffing, we consider class groupings so that children who may need positive male or female staff role models are grouped in classes where male/female staff are available.
- We are mindful of both pupils' parents and staff's views about same /different gender for hygiene, changing for PE and swimming, etc and other personal support.

Race

Our largest % of pupils are from Pakistani backgrounds. We have staff in school, including our Parental Involvement Officer/ HLTA, a senior leader , a teacher , Special Needs teaching assistants and members of the Business Support Team ,including the Pupil administrator who speak and write Punjabi/Urdu etc. They work well in communicating effectively with parents and carers in a range of circumstances.

These parents (mainly Mums) access our literacy, beauty, swimming classes for parents. More Dads also from Pakistani backgrounds access Engaging Family events, such as discos.

Our parent governors (3) comprise 2 from Pakistani and 1 white British backgrounds, which is a fair representation of our population: 2 are female and 1 is male and they represent 2 PMLD/VI and 1 SLD cohort.

A small but increasing number of our pupils are from Eastern European and /or Roma/gypsy ethnic groups.

Strategies and interventions in place to tackle concerns about inequalities resulting from race include:

- increase number of staff from ethnic minority groups.
- increased use of interpreter service, school staff and the new to English Hub in our feeder secondary school and academy partner, particularly in Eastern European languages and Bengali.
- recruitment of a Hungarian employee to specifically be a translator
- website and virtual learning environment with translation services
- monitor progress by race, with targets set to improve rates of progress
- targeting families who are not White British or Pakistani to attend Engaging Families activities
- increased use of multilingual signage, letters etc

Disability

All of the pupils in our school have varying degrees of disability. There is an increase in the proportion of pupils with complex medical conditions. A number of staff have disabilities and we make reasonable adjustments to support both children and adults.

Strategies and interventions in place to tackle concerns about inequalities resulting from disability include:

- ensuring staffing and resources enables all groups of pupils to make progress at least in line with expectations.
- streaming pupil groups according to ability and disability for different lessons.
- all children regardless of disability access all parts of the curriculum including community education.
- relevant training appropriate to increasing medical ,physical, communication and behavioural needs.
- all attainment is monitored by disability, with targets set both realistic and challenging to improve rates of progress
- ensuring equality for staff with disability, including risk assessment to provide reasonable adjustments that are required.

Religion or Belief

Due to religion/belief, some families do not want their female children supported during toileting or personal care by male staff. Similarly some staff feel they can only offer same sex support in such circumstances. Staff may express they cannot go in the pool to support swimming due to their belief. Staff may feel they cannot take part in Relationships and Sex Education (RSE). Some parents/carers feel RSE is not

appropriate for their children. Time off for religious observance for staff and pupils during term time.

Strategies and interventions in place to tackle concerns about inequalities resulting from religion or belief include:

- discussion with parents and class staffing as such to enable personal care to be carried out by female staff.
- discussion with staff about what is expected and what is a reasonable adjustment to ensure pupils receive their curriculum entitlements and care needs
- discussion with parents and carers about what RSE comprises and how it supports children's safeguarding, independence, education and development, and the statutory component of the science curriculum. Curriculum resources, delivery, including by school nurses, and programmes of study can be shared, to reassure families of the content and approach.
- time off for religious observance is supported in line with our policy based on BMDC guidance and by closing for 'little' and 'big' Eid again in line with BMDC Holiday schedules which are based on a Christian calendar, by using occasional days and /or days from the long summer holiday.
- when Governing body sets holiday dates, consideration is taken of impact of staff absence on staff and pupils.
- Eid dates are predictable but still can be different according to different Mosques and may fall over not just one or two dates but three or four. A consensus is taken from Muslim parents as to the most likely date. Eid dates can be changed, with due notice for all parents and staff.

Sexual orientation and Gender Reassignment

Strategies and interventions in place to tackle concerns about inequalities resulting from sexual orientation and gender reassignment include:

- sexual orientation or gender reassignment is not a factor that causes inequalities.
- discussions around the issues, what the school can do to positively support their children or employment, etc will be held with individual parents/carers and /or staff.
- discussions around the issues , and what the law requires and the school expects will be held with staff or other pupils and their families , as required □ awareness raising CPD will be offered for families and staff

Pregnancy or maternity, paternity

Strategies and interventions in place to tackle concerns about inequalities resulting from pregnancy or maternity and paternity include:

- risk assessment for member of staff which may include change of role, or reasonable adjustments in school for time of pregnancy if required
- time off for maternity linked appointments in line with Bradford LA leave of absence policy.
- 'keeping in touch days' will be encouraged for both maternity and paternity leave

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010. The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies or minutes of meetings.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

How we are meeting the aims of the general sector equality duty

- we are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- we take steps (reasonable adjustments) to ensure that different groups of pupils and staff are not put at a disadvantage compared to other groups.
- when governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- we try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- we have a school behaviour policy, anti-bullying policy and care and control policy that records all incidents as outlined in our policies. We rigorously monitor and apply the relevant sanctions and support and keep parents informed.
- we also have information on anti bullying within our safeguarding & child protection and behaviour policies that set out how we will eradicate bullying in school.
- we deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.
- our special educational needs information report outlines the provision the school makes for pupils with special educational needs.
- we have an accessibility plan that sets out the steps we will take to make the school accessible to all pupils as far as is reasonably possible.
- our admission arrangements are in line with Bradford LA policy for admitting pupils with special educational needs.
- our complaints procedure sets out how we deal with any complaints relating to the school and is published on the school's shared drive for staff, book and is on the school website for parents.
- a pupil complaints procedure is available in school.
- we aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- we have procedures for addressing staff discipline, conduct and grievances.

- all staff are encouraged to follow the school's Confidential Reporting Code for Employees (whistle blowing policy) at all times.
- we have a staff code of conduct that is published on the shared drive for staff and is on the school website for parents.
- we involve learners, their families, staff and governors in the changes and improvements we make and consult them on issues affecting them.
- the school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of religious and cultural festivals in assemblies and through a well-planned and rounded programme for PSD /PSHCE
- the curriculum supports all pupils to understand, respect and value difference and diversity.
- we provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- we ensure that the curriculum challenges racism and stereotypes
- we organise special events for all our community to take part in
- the curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain. We promote British Values.
- all staff receive training on promoting equality for all.

Part 4: Consultation and engagement

How we foster good relations and promote community cohesion:

The school promotes the spiritual, moral, social and cultural development of all pupils.

- the curriculum supports all pupils to understand, respect and value difference and diversity.
- we celebrate the lives of disabled people and of different groups and promote equality.
- we ensure that the curriculum presents positive images of different groups of people
- we tackle prejudice and any incidents of bullying ensure that all pupils are aware that everyone in school is different, and that all have qualities to offer.
- the support of charitable projects meeting the needs of the diverse communities
- we have a strong programme of educational visits, which is planned to engage the pupils in a wide range of community, cultural and religious activities.
- our pupils are well known in the community and these educational visits actively support community cohesion
- our campus inclusion is strength of the school and supports SMSC development fosters good relations, promotes smooth transitions into mainstream and into specialist provision and actively promotes community cohesion
- we celebrate pupil attendance with classes, pupils and parents half termly

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

'The large number of parents who arrived to speak to the inspection team was clear evidence of your strong relationship with the local community. Ofsted 01/03/17

Our main activities for consulting and engaging are:

- 2x Weekly meetings with staff and daily staff briefings
- suggestion box for staff, develop one for parents and carers
- parent/carer meetings : EHCP, annual reviews, Meet the Team Day in Autumn term, end of year consultations in the summer term
- a strong programme of Engaging Families activities , based on their feedback
- surveys, questionnaires, including Parent View, and formal consultations both by school and the Governing Body
- continuous development of the school website Initial visits for new families joining the school.
- 'Stay and Play' in the last half of the summer term for new nursery children
- a selection of policies are available on the school's website
- the Head teacher will be available to discuss the policy with individual parents, staff, and governors.
- an open door policy
- classes/CPD for parents :based on feedback extensive and pertinent CPD for staff
- induction, visits and 'shadowing' for staff if at all possible

Part 5: Consideration of equality issues when making decisions

- ensure that all the curriculum areas make the best possible use of all that is on offer from a cultural and ethnic prospective in our local area.
- our curriculum provides opportunities for all pupils to enjoy the experiences of working and living in a multi-cultural community
- to continue to promote collaboration between the different groups and celebrate difference.
- we ensure we respond and monitor any sexist bullying or sexual harassment in line with the school policies.
- we encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- male and female parents and carers are involved in the work of the school and contribute to their children's learning and progress (eg clubs, fayres ,Engaging Families events, Friends of Delius etc)
- encourage and promote more parental/carer involvement in Friends of Delius
- consideration of the effect that Academisation might have on equalities

Part 6: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

Ensure that all pupils irrespective of their disability achieve and progress as best they can through realistic and challenging targets set. Where any one group is not achieving as well as the other the School Improvement Plan (SIP) will address clear targets for that cohort.

Action

Termly data information identifies progress concerns of specific groups of pupils according to SEND, ie. SLD, ASD, PMLD, MSI
Pupil progress meetings agrees interventions and funding to narrow the gap of SEND groups.

Current Areas for development (SIP 2017-18)

1. To exceed 50% BEP in PSD for those with PMLD, MSI and HI (July 2017 data)
2. Continue to refine interventions and very challenging targets for Higher Achiever boost progress

Success Criteria/ Evidence

Vast majority of pupils regardless of SEN make at least expected progress in line with targets, with a significant proportion (50% +) making above expected progress.

1. In PSD (Personal social development) PMLD, MSI and HI pupils will achieve 50% + BEP (better than expected progress)
2. That pupils identified as high achievers (HA) meet or exceed expectations (BEP) with challenging and rigorous targets.

Equality objective 2:

1. School attendance team will closely monitor attendance according to race/ethnic group and endeavor to close any gaps
2. Ensure that all pupils irrespective of disability or medical condition are able to meet attendance targets.

Action

- Deputy head teacher to lead attendance working group (AWG) Training for staff in attendance procedures.
- Ensure attendance 'Key Actions' (a plan outlining Key actions to promote good attendance) are understood and followed effectively.
- Use of interpreter service/staff in school to ensure that families understand expectations.

- Work closely with education social worker and school nurse re attendance.

Success Criteria/ Evidence

School will endeavour to reach 97% for all pupil's attendance , and as much as is possible for those whose illnesses, conditions, hospitalisation and complex and multiple medical needs.

Equality objective 3:

Ensure that staff and Governing Body are aware of current legislation surrounding diversity, equality and promoting British values.

Action

- Assistant Head teacher takes lead on promoting this objective within the PSD/PHSCE curriculum
- Training for staff and governors
- The values in modern Britain across the school are promoted as part of a rounded SMSC and PSHCE strategy.
- The Delius Charter of Rights helps to establish the school's inclusive and cohesive ethos
- Ensure the policy, expectations and legislation is understood and followed effectively.

Success Criteria/ Evidence

- Staff and governors to have good understanding of importance of promoting equality and British Values.
- Named Governors to be able to challenge equality in their areas and in their class bases.
- Governor's minutes to show evidence of 'due regard' to equality.
- Progress in PSD is strong