



# The John Hampden School Wendover

## Equality, Diversity and Inclusion Policy

At The John Hampden School Wendover we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

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

**A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1**

Our duties under the Equality Act also 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.

The Education and Inspections Act 2006 requires us to promote community cohesion and at The John Hampden School Wendover we work 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.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships Education
- Special Educational Needs
- home-school agreements

## **Our school ethos and values**

### **Our Ethos**

Our school ethos of 'Loving to Learn' is encapsulated in the following verse:

We aim to make our school the best,

A place of discovery and success.

Caring, sharing, taking turns

We learn to love, we love to learn.

We believe that children who are happy and who feel valued are in the best position to learn effectively.

Our school aims to be a secure and welcoming environment that fosters progress, achievement, aspiration and the social skills to use in a diverse community. So, we strive for rigorous academic standards and high-quality care, guidance and support.

## Our Aims

- To engender a love of learning
- To make the most of learners' potential
- To develop independent learning
- To develop skills
- To learn to value
- To learn to question
- To open up to possibility
- To provide security
- To prepare for life

## Our Values

Our school has identified seven key values which are explicitly reinforced in all areas of school life. Each term the whole school focuses on each of the values for an agreed length of time. All members of our school community look for opportunities to further our values by the example they set.

- Perseverance
- Independence
  - Belonging
- Collaboration
  - Reflection
- Good Manners
  - Respect

## Our school profile

### *Pupil Numbers*

#### *From termly school census*

	<i>Jan -22</i>	<i>May- 22</i>	<i>Oct -22</i>	<i>Jan -23</i>
Total Pupils	287	285	290	293
Nursery & Reception	108	107	115	118
Year 1	89	90	84	86
Year 2	90	88	91	89

### *Staffing*

#### *Workforce Census Nov 22*

	<i>Headcount</i>	<i>Full Time Equivalent</i>
Teachers	15	13
Teaching Assistants	18	13.43
Support Staff	14	5.6

<i>Ratio of pupils to teachers</i>	22.5
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## Pupil Premium Funding Allocation 2021-2022

Allocations are based on pupils on roll at school on the October 2020 School Census

Number of pupils eligible for the Deprivation (FSME) Pupil Premium	Deprivation (FSME) Pupil Premium Allocation for 2022-2023	Number of pupils eligible for the Service Child Pupil Premium	Service Child Pupil Premium Allocation for 2022-2023	Number of pupils eligible for the Post-LAC Pupil Premium	Post-LAC Pupil Premium Allocation for 2022-2023
11	£14,795	22	£6,820	2	£4,690

## Pupil Premium Funding Allocation 2022-2023

Allocations are based on pupils on roll at school on the October 2020 School Census

Number of pupils eligible for the Deprivation (FSME) Pupil Premium	Deprivation (FSME) Pupil Premium Allocation for 2022-2023	Number of pupils eligible for the Service Child Pupil Premium	Service Child Pupil Premium Allocation for 2022-2023	Number of pupils eligible for the Post-LAC Pupil Premium	Post-LAC Pupil Premium Allocation for 2022-2023
12	£16,620	24	£7,680	2	£4,820

CONTEXTUAL DATA 21/22	Sch	Bucks	Diff*
Number on Roll	287	45298	N/A
% Free School Meals	4.8	13.2	-8.38
% First Lang. not English	2.8	18.1	-15.29
% Special Educ. Needs	3.8	13.5	-9.70
% EHC Plan (prev. Statement)	1.0	2.5	-1.50
% Minority Ethnic	11.8	36.4	-24.59
% Authorised Absence <sup>1</sup>	2.32	2.71	-0.39
% Unauthorised Absence <sup>1</sup>	0.02	0.69	-0.67
% Permanent Exclusions <sup>2</sup>	0.00	0.00	N/A
% Fixed Exclusions <sup>2</sup>	0.00	1.04	N/A

<sup>1</sup> Absence data for the 2020/21 academic year is for 3 terms (Aut 20, Spr 21, Sum 21)

<sup>2</sup> Exclusions data is for 3 terms ( Aut 20, Spr 21, Sum 21).

## Fulfilling our public sector equality duty

### How we eliminate discrimination, harassment and victimisation:

The John Hampden School Wendover does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures is referenced in the Anti-bullying policy and Behaviour & Self-Regulation policies.
- The Buckinghamshire Anti-Harassment & Anti-bullying policy (April 2020) outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff
- The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

## **How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:**

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our pupil population in terms of:
  - Progress and attainment
  - Admissions
  - Attendance
  - Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that pupils' work is differentiated appropriately, and that the curriculum is accessible to all pupils.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and pupils, including those who transition during their time at the school.

## **How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:**

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our pupils to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carers helpers etc.
- Our Behaviour & Self-Regulation policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our School Council, governing body and staff team

- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

## **Responsibilities**

**The governing body** is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, 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
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

**The head teacher and senior leadership team** are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

**All staff** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

**All parents/carers** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

**All visitors** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality, Diversity and Inclusion Policy

**All pupils** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

## **Equality Objectives and Action Plan**

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

- Pupil admissions
- Pupil attendance
- Pupil performance/achievement
- Behaviour consequences for pupils
- Pupil rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes these objectives on the school website and reviews them every four years.

The school identifies any equality training needs within our staff through individual performance management discussions. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

***Our current Equality Objectives and Action Plan are attached as Appendix 2***

## **Equality Impact Assessments**

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair

and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

***A template for conducting equality impact assessments is attached as Appendix 3***

### **Breaches of this policy**

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

*Ratified by the governing body ..... Accepted on ..... Due for review on .....*



## Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> <li>• they have a particular protected characteristic</li> <li>• someone thinks they have that protected characteristic (discrimination by perception)</li> <li>• they are connected to someone with that protected characteristic (discrimination by association)</li> </ul> <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information <a href="#">here</a> .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> <li>• changing provisions, criteria or practices</li> <li>• changing or removing a physical feature or providing a reasonable alternative way to avoid that feature</li> <li>• providing auxiliary aids</li> </ul>
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.

Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> <li>• making a claim or complaint of discrimination</li> <li>• helping someone else to make a claim by giving evidence or information</li> </ul> <p>Or because they intend to do so.</p>

## Appendix 2: Equality Objectives and Action Plan 2021-2025

Objectives	Actions	Staff member	Success criteria
To promote cultural and diversity awareness and understanding through a rich range of experiences both in and beyond the school	Through stakeholder feedback develop an understanding of what support is needed for marginalised groups by: <ul style="list-style-type: none"> <li>Getting their insight</li> <li>Listening to their experiences</li> <li>Involving them in the process of creating a safe culture for all pupils and staff</li> <li>engage with a range of local organisations and communities so that we can learn how best to support all pupils and their families</li> </ul>	SLT	There is a clear understanding of who the marginalised groups at JHSW are and systems in place to gain their feedback and an understanding of the support we are able to provide for them.
	Promote diversity through visual wall art/displays in our corridors, stairwells, school hall and reception area, ensuring the images we use, the facts and figures we feature and the famous faces we showcase.	SLT All Teaching staff	The displays within JHSW, the images on the school website, presentations we give and the curriculum choices we make all promote diversity.
	Ensure our planning and resourcing provides opportunities for the school to reflect the vibrant and diverse nature of our pupils and their families.  Provide opportunities for pupils to explore their identity and explicitly value a sense of belonging.	SLT All Teaching staff	Pupil's well-being and progress is impacted by the positive representation of the vibrant and diverse nature of our pupils and their families within the school.  The JHSW Value of Belonging is explicitly reinforced on a regular basis.
	Consider diverse representation when discussing and referring to: <ul style="list-style-type: none"> <li>sports heroes</li> <li>historical figures</li> <li>political leaders</li> <li>musicians and actors</li> <li>activists</li> <li>celebrities</li> </ul>	SLT All Teaching staff	Plans for teaching and learning about famous people/role models are representative of a diverse range of backgrounds, ethnicities, orientations, identities and abilities.  Teaching staff are confident to seek support from outside agencies to promote diversity and inclusion.

	<ul style="list-style-type: none"> <li>specialists in subjects like Science, Art, Maths and Literacy</li> </ul> <p>Ensure aspirational role models that are championed are representative of all backgrounds, ethnicities, orientations, identities and abilities.</p>		
To monitor and promote the involvement of all pupils in the extra-curricular/enrichment activities within the school, including opportunities to take leadership responsibility	Experiment with a range of different activities and seek feedback from stakeholders to ensure the activities meet the needs of the school community	SLT Club leaders	The range of extra-curricular activities and enrichment activities on offer are well attended and are representative of feedback about what our stake-holders value and enjoy.
	Explore the support available from local businesses to allow us to run a range of extra-curricular/enrichment activities	SLT	External providers are welcomed and provide additional extra-curricular/enrichment activities and experiences that enhance the taught and hidden curriculum.
	Provide opportunities for pupils at all ages and stages and across the school to experience leadership through the development of a range of monitor/leadership roles throughout the school	All teachers	Each class and each year group provide opportunities for pupils to take on roles of responsibility/leadership tasks within the classroom to enhance day-to-day running and organisation. Pupils are given the opportunity to take on monitor roles or other roles of responsibility that impact positively across the school. Pupils well-being and self-esteem is boosted by the opportunity to contribute positively within the school environment.
	Encourage teachers to run extra-curricular/enrichment activities they enjoy or show a particular talent for.	All Teachers	Teachers are encouraged to run clubs/enrichment opportunities within the school so pupils can access a wide range of activities. Clubs are run by adults who are positive role models and advocates for their chosen activities.
To increase the level and quality of parental engagement thereby reducing or removing inequalities in <b>pupil's access to home support</b> by extending a targeted offer of support to foster good relationships between the school and those who have protected characteristics, including those listed in the Equality Act, and those who do not	<p>1: Parenting</p> <ul style="list-style-type: none"> <li>For attendance issues, use direct letters or face to face discussions</li> <li>Use PP services funding to employ a nurture support co-ordinator who provides pastoral support for service/vulnerable children and their families</li> <li>Transition programme including new pupils having several visits to school followed up by inviting parents in within the first few weeks of the new school year to see what the children are doing</li> </ul>	SLT	<p>All parents/carers have the opportunity to engage with the work of the school.</p> <p>All parents/carers feel welcomed into the school.</p> <p>All parents/carers feel happy and confident to approach the school with any concerns or worries</p> <p>All parents/carers are helped to support learning at home.</p> <p>There are open channels of communication between home and school.</p> <p>All parents/carers have the opportunity to attend events held at the school.</p> <p>All parents/carers can access the information being disseminated by the school.</p>

	<ul style="list-style-type: none"> <li>Regular opportunities for parents to come into school during the year to see the work their children have been completing</li> </ul>		<p>All parents/carers who wish to are able to volunteer in the school in some way.</p> <p>All parents/carers feel the school encourages and responds their feedback.</p> <p>All parents/carers feel the school is friendly and supportive.</p> <p>The Friends of Jon Hampden (PTA) is a successful organisation that helps to support the school community.</p>
	<p>2: Communicating</p> <ul style="list-style-type: none"> <li>Sharing information in a range of ways – <b>fortnightly newsletter</b>, <b>What's App</b>, 1-1 conversations with individual families, notices around school, parent rep in each class</li> <li>Website with the facility to translate content into various languages</li> <li>Open-door policy and ready access to senior leadership team on a daily basis</li> <li>Senior leadership regularly visible on the school gate</li> <li>Curriculum information sessions open to all parents</li> <li>Targeted session for hard-to-reach parents</li> <li>Open afternoons to see the school at work and play</li> <li>Specific invitations to certain parents to meet <b>the headteacher and deputy at parents' evening</b></li> <li><b>Combining parents' evenings</b> or other celebratory events with other information sessions</li> <li>Quick responses and constant dialogues to enquiries and problems</li> <li>Teachers contact parents directly if they have not <b>made appointments for parents' evening</b></li> <li>Weekly celebration assembly</li> <li>Active PTA to instil a sense of being part of the school community</li> <li>Children being dropped and collected from the classroom door to enable personal contact with staff — reaching out informally and forming a relationship from the beginning of each school year</li> </ul>	SLT All Teachers	
	3: Volunteering		

	<ul style="list-style-type: none"> <li>• Opportunity for parents to join the Governing Board</li> <li>• Opportunity for parents to engage with the Friends of John Hampden (PTA)</li> <li>• Opportunity for parents to volunteer in school e.g. hearing readers</li> </ul>		
	4: Family learning <ul style="list-style-type: none"> <li>• Expectation for parents to support their child by hearing them read their school reading book each day</li> <li>• KS1 homework sent home each fortnight</li> <li>• EYFS activities to complete at home</li> <li>• Inviting parents in to share lessons with their children</li> <li>• <b>Weekly 'What we are learning' sheets added to the school website</b></li> </ul>	SLT All Teachers	
	5: Decision-making <ul style="list-style-type: none"> <li>• parent governors</li> <li>• PTA</li> <li>• Parental contributions to the school development plan</li> <li>• Home-school agreement</li> <li>• Parent questionnaires and surveys</li> </ul>	SLT	
	6: Collaborating with the community <ul style="list-style-type: none"> <li>• Invitations to events where children are performing in and outside school</li> <li>• Refreshments and food at events such as fairs or concerts</li> <li>• <b>Various timings for meetings, parents' evening etc</b></li> <li>• School reception area friendly and accessible</li> <li>• Pupil-led events bring in parents/carers</li> <li>• Range of activities to try and meet the interests of everyone</li> <li>• Grandparents and parents/carers have positive times to come into school, eg invitations, help in school</li> </ul>	SLT All Teachers <b>FJH</b>	

	<ul style="list-style-type: none"> <li>• Family events on a wide range of topics – fun ways of getting parents and children involved together, e.g. disco, fayres, Halloween/Easter Trails</li> <li>• Links with the local pre-schools</li> <li>• Friendly meet-the-teacher/induction meetings at the start of the school year</li> <li>• Welcome Cheese &amp; Wine evening for new parents</li> <li>• Buddy system (parents from the community who are eager to come into school round up parents who want to come in but are not at ease or confident enough to come alone)</li> </ul>		
	7: Remote involvement <ul style="list-style-type: none"> <li>• email messaging alerts</li> <li>• Use of website for information</li> <li>• Voting systems</li> <li>• Online questionnaires</li> <li>• Resources on the virtual learning environment (VLE) as part of remote learning</li> </ul>	SLT Admin staff	
To narrow the attainment gap between all groups of pupils in reading, writing and maths by the end of KS1; especially boys and girls, pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children, pupils from Service families and pupils from different heritage groups	1. Recognise the deeply compound nature of the issue of narrowing the gap and develop a sophisticated response to allow leaders and teachers to see below the surface and respond intelligently to the unique challenges experienced by JHSW and individual pupils.  Identify the wide range of barriers to learning in specific subjects for individuals who are under-performing and identify and respond to common trends as well as unique circumstances.	SLT Teaching staff	Staff use agreed systems to identify the barriers to learning for individuals and groups and react to their findings to provide the relevant support.
	2. Facilitate outstanding, quality-first teaching based on understanding pupils' <b>needs and personalising</b> approaches rather than relying on generic data to drive interventions.	SLT Teaching staff	Pupils at JHSW will receive quality first teaching to meet their needs and will engage in interventions that enhance the quality of their learning.

	Invest in teachers as much as in the pupils and ensure they are motivated and well supported to teach well and manage behaviour effectively in order for their pupils to have the chance of achieving.		Teachers feel motivated and well supported to deliver high quality learning experiences and to manage pupil behaviour effectively.
	3. Train staff to identify the reasons behind problems, not just the problems themselves through open and honest communication with pupils, families, support staff and external agencies	SLT Teaching staff	Teaching staff develop and utilise good relationships with parents/carers and external agencies to support and overcome problems/barriers experienced by individual pupils
	4. Ensure the ethos, aims and values of the school are prominent and underpin the work of the school so pupils and families have a clear understanding of what <i>it means to 'Love to Learn'</i> at JHSW so our pupils have the tools to be successful at the beginning of their educational journey.	SLT Teaching staff	The ethos, aims and values of the school are prominent and underpin the work of the school
	5. Use the data collected and collated in JHSW, as well as externally produced data, to underpin work on closing the attainment gap. Ensure spending strategies and approaches to supporting individual pupils are based on relevant and up to date data.  Identify trends in disadvantaged pupil performance and provide the benchmarks against which changes can be measured.	SLT Teaching staff	Data collected and collated in JHSW, as well as externally produced data, underpins work on closing the attainment gap.  Spending strategies and approaches to supporting individual pupils are based on relevant and up to date data.  Trends and benchmarking are used to measure improvements.
	6. Create systems that have a long-term effect, improving things within three to five years.  Ensure issues/trends faced by disadvantaged pupils, have been thought about and analysed carefully, before putting concrete strategies in place.	SLT	There is a long-term strategy in place to narrow the attainment gap between all groups of pupils in reading, writing and maths by the end of KS1; especially boys and girls, pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children, pupils from Service families and pupils from different heritage groups



Last updated (date) .....

By .....

## Appendix 3: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	