



THE REACH FREE SCHOOL

Equality Scheme

1. Monitoring and Review

This scheme will be reviewed annually by the Curriculum and Community Committee.

Created: January 2013

Revised: November 2022

Ratified by the Governing Body: October 2013

Date of Last Review: November 2023

Date of Next Review: November 2024

| Change History | Date | Change(s) Made | Change Author | EDI ¹ |
|----------------|------------|--|---------------|------------------|
| V1.11 | Nov 2023 | Policy reviewed, minor changes to the wording of sections of the policy, but no overall material changes. | RBO | Yes |
| V1.10 | Nov 2022 | Policy reviewed - Changes to the Equality Objectives in section 6 and roles in 3.5.4. | RBO | Yes |
| V1.9 | Nov 2021 | Policy reviewed - minor changes to section 3.8 to encapsulate all identifying genders. | SHO | |
| V1.8 | March 2021 | Additions to sections focusing on the school's purpose, teaching and learning, and terminology when referencing the protected characteristics | SHO | |
| V1.7 | | Updated wording in sections 3.7 and 3.8.3 and the link to the Equality Objectives in 6.6. | RBO | |
| V1.6 | | Updated the link to the action plan in 6.6 | RBO | |
| V1.5 | | Minor amendments to the wording of the policy and added Equality Objectives to section 6. Linked the Equality Objectives Action Plan to section 6.6. | RBO | |
| V1.4 | | Minor updates to sections 3.5.3 and 3.5.4 to reflect current working practices and added 6.4 to clarify when the Headteacher reports to the Governing Body | RBO | |
| V1.3 | | Minor amendments to the wording of the policy | RBO | |
| V1.2 | | Minor amendments to the wording of the policy | RBO | |
| V1.1 | | Minor amendments to the wording of the policy | RBO | |
| V1.0 | | Policy created | NSI | |

2. Purpose:

2.1 At The Reach Free School we believe equality is treating everyone with equal dignity and worth, while at the same time, valuing their characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

2.2 The Reach Free School understands that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people, can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

2.3 We will work with all our partners, staff, pupils, parents, guardians and carers to challenge discriminatory barriers which limit what people can do and can be.

2.4 The achievement of pupils will be monitored by race, gender and disability and we will use

¹ Any changes or revisions to the policy have considered equality, diversity and inclusion.

this data to support pupils, raise standards and work towards closing gaps.

2.5 The Reach Free School will undertake periodic reviews of the curriculum to ensure opportunities to understand issues relating to race, disability and gender are offered across departments.

3. Principles:

In fulfilling the legal obligations outlined further on in this scheme, we at The Reach Free School are guided by seven principles.

3.1.1: All members of the school and the wider community are of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances;
- whichever their gender and sexual orientation;
- whatever their age.

3.1.2: We recognise and respect diversity.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, as well as in the kinds of barriers and disadvantages 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 and sexual orientation so that the different needs and experiences of children, young people and adults, are recognised;
- age
- religion

3.1.3: 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 socio-economic circumstances, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment;
- Positive intergenerational attitudes and relationships.

3.1.4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values.

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance;

- whichever their gender and sexual orientation;
- whatever their age.

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

In addition to avoiding or minimising possible negative impacts, 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 and socio-economic backgrounds;
- girls and boys, women and men;
- heterosexual, lesbian, gay, bisexual, pansexual, agender, questioning, pangender, cisgender and transgender people;
- people of different age (where appropriate).

3.1.6: We consult widely.

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We seek to involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious and socio-economic backgrounds;
- both women and men, and girls and boys;
- heterosexual, lesbian, gay, bisexual, pansexual, agender, questioning, pangender, cisgender and transgender people;
- people of different age.

3.1.7: We feel that the community 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 the public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds;
- both women and men, girls and boys;
- lesbian, gay, bisexual, pansexual, agender, questioning, pangender, cisgender and transgender;
- people of different ages and between generations.

4. Legal Duties

4.1 We welcome our duties under the Race Relations Act 1976, as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Equality Act 2010.

4.2 We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

4.3 We recognise that these four sets of 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.

4.4 Summaries of our legal obligations under the three main equality strands of disability,

ethnicity and gender are outlined below:

- Equality Strands
- Disability Equality
- The Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, places a general duty on public authorities to promote disability equality.
- General Duty
- Specific Duty

4.4.1 General Duty

The duty requires public authorities to:

- promote equality of opportunity between disabled persons and other persons
- eliminate unlawful discrimination
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled people more favourably.

4.4.2 Specific Duties

The specific duties relating to policy development and service delivery require public authorities, in the case of the school, the Governing Body, to:

- produce and publish a disability equality scheme (DES) demonstrating how they intend to fulfill their general and specific duties
- involve disabled people in the development of the scheme
- explain the methods they use for assessing the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality for disabled persons
- assess and consult on the likely impact of proposed policies on the promotion of disability equality
- monitor policies for any adverse impact on the promotion of disability equality
- publish the results of these assessments, consultation and monitoring
- produce an annual report on the implementation of the Equality Scheme

4.5 The standard procedures and processes of The Reach Free School – disability

4.5.1 Our Special Educational Needs and Disabilities policy is in place to ensure that any pupil with a special educational need has that need identified and addressed. It is the objective of the Governing Body to ensure that all pupils have access to a broad and balanced curriculum; including the National Curriculum and that this curriculum is appropriately differentiated to meet the needs of all pupils.

4.5.2 Before pupils join The Reach Free School in year 7, staff visit the major feeder primary schools in order to meet all pupils, particularly those with Special Educational Needs and their teachers. If it is felt that it would be beneficial, pupils are invited to visit and tour the school campus separately from their peers. These procedures aid the transition from primary to secondary school.

4.5.3 Transition to secondary school can be difficult for many pupils and The Reach Free School has learnt many lessons from the Primary School setup. For example, all pupils in year 7 have a home room, a classroom base where the vast majority of their learning takes place. Pupils then move to specialist, practical areas for lessons such as Science, Enterprise and Creative Arts. Each class has an Assistant Teacher who takes the role of the Form Teacher and accompanies the

pupils to all lessons. The Assistant Teacher knows the needs of all pupils in their classes and is therefore able to ensure that teachers plan for all pupils' individual needs.

4.5.4 When pupils join The Reach Free School, the transition team consisting of the Transition Lead, Special Educational Needs Coordinator and Head of Attendance and Safeguarding ensure that all relevant information relating to special educational needs is received from the pupil's previous school. This is then reassessed in the light of the new context.

4.5.5 Pupils with special educational needs who are supported within the class have their progress recorded on a lesson-by-lesson basis by the Assistant Teacher. Their progress is monitored and reviewed regularly by the subject teacher, the Assistant Teacher and the Special Educational Needs Coordinator. Pupils who are supported out of class on a one-to-one basis have their progress monitored by the Special Educational Needs Coordinator on a regular basis. Pupils who are supported out of class in small groups have their progress assessed at the beginning and end of the intervention that they receive.

4.5.6 Pupils with special educational needs are enabled to access a balanced and broadly based curriculum (including the National Curriculum) because all lessons and homework activities are differentiated. Teachers plan lessons to include a variety of learning styles and multi-sensory approaches to enable all pupils to participate to their full potential.

4.6. The General Duty

The general duty requires public authorities to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

4.6.1 Specific Duties

The specific duties relating to policy development and service delivery are to do with the content of a race equality scheme (RES). Schemes should set out a Governing Body's functions and policies, or proposed policies that are assessed as relevant to the general duty to promote ethnicity and equality and should set out a Governing Body's arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- monitoring its policies for any adverse impact on the promotion of race equality
- publishing the results of such assessments and consultation
- ensuring public access to information about the services that it provides
- training staff in connection with the general and specific duties
- reviewing the scheme every three years.

The specific duties covering a Governing Body's role as an employer are to:

- monitor by ethnicity the numbers of staff in post and the applicants for employment, training and promotion.
- monitor by ethnicity the numbers of staff who receive training; benefit or suffer detriment as a result of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures; cease employment
- report and publish annually the results of staff monitoring, and actions taken towards the achievement of overall ethnicity equality objectives.

4.7 The standard procedures and processes of The Reach Free School – race

The definition of race includes colour, nationality, and ethnic or national origins.

We believe that:

- All individuals are of equal worth and all have a part to play in the community;
- No pupil shall be denied access to any of the opportunities on the grounds of race;
- We will promote opportunities for the mutual sharing of cultures;
- Multicultural education should be at the heart of the curriculum for all the above reasons and also in order to prepare pupils for life in a multicultural society;
- We must, and do, act against any discriminatory attitude or practice;
- Racist comments and incidents, however small, must never go unchallenged or ignored, but must be dealt with immediately;
- Graffiti must be removed as soon as possible;
- Complaints by pupils of racist behaviour must always be taken seriously and acted on;
- All incidents of racism must be reported through the usual channels;
- We encourage the parents, guardians and carers of all pupils to meet staff and to visit the school. In the absence of interpreters, we are glad to accept the help of pupils or family members;
- The uniforms are designed to allow alternatives acceptable to different cultural and religious groups;
- Bilingualism is a positive asset. It should be seen and used as such;
- Displays will reflect the diversity of the world community, as well as that of our local community;
- The curriculum, as delivered through faculties will acknowledge, value and, where appropriate, use the diversity of the pupils' cultural backgrounds;
- In selecting materials for use in lessons, we shall use positive racial and cultural images and wherever possible avoid negative images;
- Where unsuitable material has to be used, challenge the negative or stereotyped images;
- The school curriculum, House Assemblies, REACH Time, the school's PSHE programme, will include opportunities to explore the cultural backgrounds and practices of all pupils;
- Religious Education reflects the religious and cultural diversity of the world community;
- In assemblies we use positive role models and acknowledge festivals from a variety of cultures;
- We encourage the inviting of visitors from a wide range of backgrounds, to help foster the multicultural environment.

4.8 Gender Equality

4.8.1 The General Duty

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between all identifying genders

4.8.2 Specific Duties

The specific duties relating to policy development and service delivery require public authorities, in the case of the school, the Governing Body, to:

- produce and publish a gender equality scheme (GES) showing how they will meet the general and specific duties and setting out their gender equality objectives;
- gather and use information on how their policies and practices affect gender equality;
- assess the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality between women and men;

- consult stakeholders in the development of the scheme;
- assess functions and policies, or proposed policies, which are relevant to gender equality.
- implement the actions set out in the scheme within three years.
- review the scheme every three years.

The specific duties covering a Governing Body's role as an employer are to:

- consider the need to have objectives that address the causes of any differences between the pay of all identifying genders that are related to their sex
- gather and use information on how its policies and functions affect gender equality in the workforce.

4.8.3 The standard procedures and processes of The Reach Free School – gender

We pride ourselves in our promotion of equal opportunities and aspirations for pupils, both academically and beyond in their future careers. Our REACH Time (PSHE) programme includes the delivery and discussion surrounding gender stereotypes and discrimination in the world of work and wider society. PSHE also includes the delivery of Relationship and Sex Education to ensure that all pupils have appropriate knowledge of gender issues from all perspectives.

5. Community Cohesion

5.1 All schools have a duty to contribute to 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.

5.2 The Reach Free School makes this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to enrich their understanding of community and diversity.

5.3 We recognise that a school's community is defined in four dimensions:

- the school community,
- the community within which the school is located,
- the UK community,
- the global community.

5.4 The Reach Free School understands that there are links between this duty and the duty to promote equality, although each has a distinctive focus. We recognise that our school's contribution to community cohesion should be organised under three main headings:

5.4.1. Achievement

Teaching, learning and curriculum

- helping children and young people to learn to understand others
- to value diversity whilst also promoting shared values
- to promote awareness of human rights and to apply and defend them
- to develop the skills of participation and responsible action
- promote attitudes and values that challenge racist and other discriminatory behaviour or prejudice
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability without stereotyping

5.4.2 Community

Engagement and extended services

- to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds
- build positive relations
- receive services which build positive interaction and achievement for all groups
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

5.4.3 Enjoyment

Equity and excellence

- to ensure equal opportunities for all to succeed at the highest level possible
- striving to remove barriers to access and participation in learning and wider activities
- working to eliminate variations in outcomes for different groups
- Provide opportunities for pupils to celebrate the diversity of their own and other's cultures

6. Equality Act 2010 and Other Existing Equality Legislation

The Reach Free School will also comply with and have due regard to the following equalities legislation:

6.1 Equality Act 2010

6.1.1 The Equality Act 2010 has put a single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

6.1.2 The Act protects people from discrimination on the basis of "protected characteristics" (which previously used to be called grounds). The relevant characteristics for services and public functions are:

i) Disability

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular "capacity" such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability

ii) Gender re-assignment

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process, which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

iii) Pregnancy and maternity

Pregnancy and maternity is not a protected characteristic for the purposes of the school's provisions, but it is covered by other requirements which means that schools are prohibited from restricting access to education or employment on the grounds of pregnancy and maternity status

iv) Race

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

v) Religion or belief

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

Faith schools and educational institutions with a religious ethos may in some limited circumstances favour a pupil or pupils because of their religion.

vi) Sex

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy in the same circumstances. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

vii) Sexual orientation

Everyone is protected from being treated worse because of sexual orientation whether they are straight, gay, lesbian, pansexual, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

viii) Age

Under the schools provisions of the Act, age is excluded from the list of protected characteristics unless it is applicable to staff.

7. Equality Objectives 2022 - 2025

7.1 To utilise 4Matrix data to reduce the attainment gap for disadvantaged groups achieving a 5+ in English and Maths from 4% to 40%.

7.2 To reduce the number of discriminatory incidents by educating pupils about equity after an incident.

7.3 To ensure the school curriculum, resources and displays reflect the school demographic and the wider population.

7.4 Respond to any patterns or trends that show disparity between different races at Key Stage 4. Termly data reviews of progress & scores will be carried out to identify groups. The intervention will include mentoring, Targeted Academic Support Programme (TASP), additional subject materials, and regular communication with parents.

7.6 See the Equality Objectives [here](#) for how these will be implemented

8. Roles and Responsibilities

8.1 The Reach Free School Governing Body, supported by the staff, is responsible for ensuring the implementation of this scheme.

8.2 The Headteacher retains overall responsibility for ensuring that the scheme is adhered to.

8.3 Every 12 months there will be a report on staff equality and diversity to the Governing Body.

8.4 At every full Governing Body meeting the Headteacher will report on pupil equality and diversity.

8.5 All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

8.6 The school will consider alternative arrangements to ensure accessibility for all pupils, carers and potential pupils dependent on their individual needs.

9. Monitoring and Review

9.1 Commitment to review

The Reach Free School Equality Scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes, as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

9.2 Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, a summary document will be presented to the Governing Body and made available on request. We will also make available on request, the results of a full scheme review every three years – in which we will make proposals for future action.

9.3 Commitment to action

| The Governing Body will: | |
|---------------------------------|--|
| Policy Development | <ul style="list-style-type: none"> ▪ Provide leadership and drive for the development and regular review of the school's equality scheme and other policies. |
| Policy Implementation | <ul style="list-style-type: none"> ▪ Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies; ▪ Highlight good practice and promote it throughout the school and wider community. |
| Behaviour | <ul style="list-style-type: none"> ▪ Provide appropriate role models for all managers, staff and pupils; ▪ Congratulate examples of good practice from the school and among individual managers, staff and pupils; ▪ Ensure a consistent response to incidents, e.g. bullying cases and racist incidents. |
| Public Sector Duties | <ul style="list-style-type: none"> ▪ Ensure that the school carries out the letter and the spirit of its statutory duties (and ensuring the provision of 'returns' to the Department for Education and local authority). |

| The Headteacher and senior staff will: | |
|---|---|
| Policy Development | <ul style="list-style-type: none"> ▪ Initiate and oversee the development and regular review of equality policies and procedures; ▪ Consult pupils, staff and stakeholders in the development and review of the policies. |

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|-----------------------|---|
| Policy Implementation | <ul style="list-style-type: none"> ▪ Ensure the effective communication of the policies to all pupils, staff and stakeholders; ▪ Ensure that the Headteacher and staff are trained as necessary to carry out the policies; ▪ Oversee the effective implementation of the policies; |
| Behaviour | <ul style="list-style-type: none"> ▪ Provide appropriate role models for all managers, staff and pupils; ▪ Highlight good practice from departments, individual managers, staff and pupils; ▪ Provide mechanisms for the sharing of good practice; ▪ Ensure a consistent response to incidents, e.g. bullying cases and racist incidents. |
| Public Sector Duties | <ul style="list-style-type: none"> ▪ Ensure that the school carries out its statutory duties effectively. |

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|------------------------------|---|
| The Headteacher will: | |
| Policy Development | <ul style="list-style-type: none"> ▪ Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard. |
| Policy Implementation | <ul style="list-style-type: none"> ▪ Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary; ▪ Be accountable for the behaviour of the staff team, individual members of staff and pupils; ▪ Use informal and formal procedures as necessary to deal with 'difficult' situations. |
| Behaviour | <ul style="list-style-type: none"> ▪ Behave in accordance with the school's policies, leading by example; ▪ Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary). |
| Public Sector Duties | <ul style="list-style-type: none"> ▪ Contribute to managing the implementation of the school's equality scheme. |

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| All staff: teaching and non-teaching will: | |
| Policy Development | <ul style="list-style-type: none"> ▪ Contribute to consultations and reviews ▪ Raise issues with line managers, which could contribute to policy review and development. |
| Policy Implementation | <ul style="list-style-type: none"> ▪ Maintain awareness of the school's current equality policy and procedures; ▪ Implement the policy as it applies to staff and pupils |
| Behaviour | <ul style="list-style-type: none"> ▪ Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme; ▪ Provide a consistent response to incidents, e.g. bullying cases and racist incidents. |
| Public Sector Duties | <ul style="list-style-type: none"> ▪ Contribute to the implementation of the school's equality scheme. |

10. Stakeholder Consultation

The Reach Free School is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact on the wider community. We have involved a number of staff, pupils and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

11. Impact Assessment

11.1 The Reach Free School policies will be equality impact assessed with regard to disability, gender and race at the time of review.

11.2 We have a number of school policies which all aid in our evaluation of the impact of our Equality Scheme including:

- Admissions
- Attendance
- Preventing and tackling bullying
- English as an additional language
- Special educational needs and disability
- Physical activity
- Child protection
- Citizenship
- Collective worship

All policies are reviewed regularly and ratified by the Governing Body. They are also all held on the shared staff drive for easy access.

11.3 Our examination analysis and tracking procedures break down progress and attainment for many different groups of pupils including:

- EAL
- Gender
- Ethnic minority groups
- Travellers
- Children Looked After
- Free School Meals/Pupil Premium

From this, interventions are identified and actioned for the above groups. However, as an inclusive school, we aim to provide interventions for all pupils.