Argyle Primary School

A WHOLE SCHOOL EQUALITY POLICY

2026-2027

Introduction

Argyle is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.

Our approach to equality is based on the following 7 key principles

1. **All learners are 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 and whatever their sexual orientation.

2. **We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. **We observe good equalities practice for our staff**. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential

7. **We work to raise standards for all pupils, but especially for the most vulnerable**. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also "protected characteristics" but are not part of
the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations
Appendix 2 shows the school's Equality Objectives in an Equality Action Plan

Development of the policy

This policy was developed in consultation with pupils, staff, governors and parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school.

In developing the model policy, The London Borough of Camden consulted with the Refugee Forum in Camden and Camden KIDS Company to ensure that their perspective of equalities issues was included.

The policy takes account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2016, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our
responsibilities under the Equality Act are also included in our school development plan, self evaluation review, the school prospectus, school web site and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the ways in which we comply with this are found in our recruitment policy.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We 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 take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity though the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Exclusions and Attendance

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

There is guidance in the Behaviour and Motivation Policy and Staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age- appropriate literacy and number skills.

We collect, analyse and publish data:
on the school population by gender and ethnicity;
on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
by year group – in terms of ethnicity, gender and proficiency in English;
on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

We publish an analysis of standards reached by different groups at the end of each key stage:

Disadvantaged pupils (those eligible for Pupil Premium Funding) compared to non-disadvantaged peers
Disadvantaged pupils (those eligible for Pupil Premium Funding) compared to disadvantaged nationally
Bangladeshi
Black African – Congolese and Somali
White British
SEND all
SEND EHCP
Boys
Girls

- We also collect, analyse and use data in relation to attendance and exclusions of different groups;
- This data can be found in the Equality Data Analysis on the school's website. We also provide paper copies in the school office;
- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, hearing impaired or Gypsy Roma Traveller pupil joins our school;
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able";
- We use a range of teaching strategies that ensures we meet the needs of all pupils;
- We provide support to pupils at risk of underachieving;
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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, for example:

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

- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We are also implementing an Accessibility Plan 2017-20 designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

Positive Action
We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

- We include the contribution of different cultures to world history
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors and the curriculum;
- We include Equalities matters in our Newsletters to parents and carers.

Other ways we address equality issues

- We maintain records of all training relating to equalities
- Our monitoring records include evaluations of aspects of equalities
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent- consultation meeting
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality Data Analyses which inform our discussions about the Equality Objectives.

Our Equality Objectives for 2025-2027 are:

1) **to reduce the attainment gaps between disadvantaged pupils and other pupils where they exist.**
2) **To continue to increase the participation of disadvantaged pupils in wider school opportunities – extracurricular activities, peripatetic music lessons; educational visits etc.**
3) **To improve the attendance of: Bangladeshi pupils; Disadvantaged pupils; Pupils with SEND; so that the attendance of these groups is in line with other groups.**
4) **To explore a range of strategies to support parents who might not automatically engage in school activities to engage.**

We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our school development plan.

Monitoring and reviewing objectives
We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body
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.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Leadership team
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-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

Teaching and Support Staff
All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example,
  in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

Visitors
All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Key contacts

Staff responsible for equalities: Jemima Wade
Lead governor: Mark Chesher (Chair)

Equal Opportunities for staff

- This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- 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.

Monitoring and Reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- as paper copies in the school office
- On our staff Google Drive
- on display for visitors, including parents and carers

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those
on behaviour, anti-bullying and special educational needs.

Revised date	Agreed by governors - date	Next review date
March 2026	26.3.26	Autumn 2027

APPENDIX ONE
Check list for school staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible to pupils, staff and visitors to the school – including the acoustic environment
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information

- The Governing Body is increasingly representative of the community it serves and procedures for the election of parent governors are open to candidates and voters who are disabled.

APPENDIX 2

Equalities Monitoring Sept 2025

In school disadvantaged gaps – starting points 2025

FSM gap comparison (+ FSM, - Non FSM

Reading		
Year Group	% of pupils at age expec	% of pupils at greater d
1	-15%	14%
2	-14%	-24%
3	5%	17%
4	10%	4%
5	-10%	41%
6	-19%	-23%

FSM gap comparison (+ FSM, - Non FSM

Maths		
Year Group	% of pupils at age expected or above	% of pupils at greater depth
1	-15%	16%
2	-14%	-41%
3	-4%	-9%
4	-3%	-20%
5	-14%	16%
6	-25%	-42%

FSM gap comparison (+ FSM, - Non FSM

Writing		
Year Group	% of pupils at age expected or above	% of pupils at greater depth
1	-50	-8
2	-27	-31
3	1	14
4	1	0
5	-13	24
6	-25	1

FSM gap comparison (+ FSM, - Non FSM

EGPS		
Year Group	% of pupils at age expected or above	% of pupils at greater depth
1	-28%	5%
2	-13%	-38%
3	14%	5%
4	-12%	1%
5	-14%	26%
6	-19%	-35%

Attainment of groups compared to national KS2 Expected Standard (2025)

Group	No of ch	R		W		M	
		Argyle	National	Argyle	National	Argyle	National
Bangladeshi	9	100	80	100	80	100	82
Black African	9	100	76	100	74	89	75
Somali	9	100	76	100	74	89	75
Congolese	0	N/A	NA	N/A	NA	N/A	NA
White British	0	N/A	NA	N/A	NA	N/A	NA
Disadv	16	81	63	75	58	75	61
SEND - all	6	60	42	40	32	40	40
SEND EHCP	1	0	20	0	13	0	18
Boys	8	100	72	88	66	88	75
Girls	19	84	78	84	78	84	73

Appendix 3

EQUALITY ACTION PLAN (including accessibility plan) September 2024- 2026

Public Sector Equality Duty	**Objectives**	**Actions and Success Criteria**	**Evaluation**
Eliminate discrimination, harassment and victimization	Ensure that staff team understand the possible impact of unconscious bias.	Investigate high quality training for staff and governors. Ensure that staff team and governors is offered training on equalities and unconscious biases. Continue to build discussions of equalities issues into values assemblies and ensure that calendar of special events is inclusive of all stakeholders.	BM + 1 to attend Camden Race Equity Leadership and System Improvement Programme (CRELSIP). 4 part course – 2 full days and 2 half days

<table>
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<td>Advance equality of opportunity between different groups</td>
<td>Reduce in school attainment gaps between disadvantaged pupils and all other pupils.

Equalities Monitoring July 2024
In school disadvantaged gaps

<table>
<tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr>
<tr><td>Yr</td><td>July 24</td><td>July 24</td><td>July 24</td></tr>
<tr><td>2</td><td>+17</td><td>+28</td><td>+16</td></tr>
<tr><td>3</td><td>-7</td><td>-9</td><td>+7</td></tr>
<tr><td>4</td><td>-23</td><td>-9</td><td>-28</td></tr>
<tr><td>5</td><td>0</td><td>-16</td><td>-23</td></tr>
<tr><td>6</td><td>-9</td><td>-9</td><td>-2</td></tr>
</table>

Continue to monitor attainment of groups so that no negative trends of consistent gaps emerge and there is no pattern of consistent underachievement.</td>
<td>See SIP</td>
<td>Equalities Monitoring July 2025
In school disadvantaged gaps

<table>
<tr><td>Yr</td><td>Reading</td><td>Writing</td><td>Maths</td></tr>
<tr><td>1</td><td>-15</td><td>-50</td><td>-15</td></tr>
<tr><td>2</td><td>-14</td><td>-27</td><td>-14</td></tr>
<tr><td>3</td><td>5</td><td>1</td><td>-4</td></tr>
<tr><td>4</td><td>10</td><td>1</td><td>-3</td></tr>
<tr><td>5</td><td>-10</td><td>-13</td><td>-14</td></tr>
<tr><td>6</td><td>-19</td><td>-25</td><td>-25</td></tr>
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Analysis
Compared to the end of the previous year, there is evidence that 7/15 measured gaps have reduced. Gaps have been most successfully reduced in yrs 3,4 & 5.

In terms of subjects, more gaps have been reduced in writing than reading or maths.</td>
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<td>Continue to increase the participation of disadvantaged pupils in wider school opportunities – extracurricular activities, peripatetic music lessons; educational visits etc.
Keep a particular focus on participation in clubs and peripatetic music lessons.

Participation in clubs

Autumn 2023:
70% disadvantaged

Autumn 2024:
65% disadvantaged
Catch up club: Aut 24
75% disadvantaged
Isle of Wight 2024:
50% disadvantaged
Choir
67% disadvantaged
Peripatetic music lessons
47%</td>
<td>Continue to track participation and uptake of activities for disadvantaged pupils.
Continue to subsidise financial contributions when they present a barrier to participation.</td>
<td>% Disadvantaged Pupils participating in clubs

<table><tr><td></td><td>2024</td><td>2025</td></tr><tr><td>After school clubs</td><td>65%</td><td>69%</td></tr><tr><td>Catch up club</td><td>75%</td><td>81%</td></tr><tr><td>Isle of Wight</td><td>50%</td><td>64%</td></tr></table>
The percentage of disadvantaged pupils taking part in extra-curricular activities has increased. School actively targets vulnerable families and promote participation.

No disadvantaged family has been prevented from participating for financial reasons.</td>
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<td>To continue to monitor the attendance of groups and ensure that there are no patterns of key groups consistently underperforming. Autumn/Spring 23/24

Absence monitoring of groups

<table>
<tr><th>Group</th><th>School</th><th>National</th></tr>
<tr><td></td><td>5.2</td><td>5.9</td></tr>
<tr><td>Bangladeshi</td><td>6.8</td><td>7.8</td></tr>
<tr><td>Black African</td><td>3.4</td><td>4.2</td></tr>
<tr><td>Somali</td><td>3.8</td><td>Not available</td></tr>
<tr><td>Congolese 3</td><td>4.2</td><td>Not available</td></tr>
<tr><td>White British 2</td><td>10.7</td><td>5.6</td></tr>
<tr><td>Disadvantaged</td><td>4.9</td><td>8.4</td></tr>
<tr><td>SEND - all</td><td>6.2</td><td>Not available</td></tr>
<tr><td>SEND - EHCP</td><td>9.4</td><td>9.9</td></tr>
<tr><td>Boys</td><td>6.2</td><td>6.0</td></tr>
<tr><td>Girls</td><td>4.3</td><td>5.8</td></tr>
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<td></td>
<td>Absence Monitoring of groups Autumn/Spring 24/25

<table>
<tr><th>Group</th><th>School</th><th>National</th></tr>
<tr><td>overall</td><td>5.4</td><td>5.2</td></tr>
<tr><td>Bangladeshi (106)</td><td>6.5</td><td>6.3</td></tr>
<tr><td>Black African (51)</td><td>2.9</td><td>3.3</td></tr>
<tr><td>Somali (32)</td><td>3.4</td><td>Not available</td></tr>
<tr><td>Congolese (2)</td><td>2.1</td><td>Not available</td></tr>
<tr><td>White British (3)</td><td>26.3</td><td>5.1</td></tr>
<tr><td>Disadvantaged</td><td>5.5</td><td>7.7</td></tr>
<tr><td>SEND - all</td><td>6.6</td><td>Not available</td></tr>
<tr><td>SEND - EHCP</td><td>8.3</td><td>10.1</td></tr>
<tr><td>Boys</td><td>5.6</td><td>5.4</td></tr>
<tr><td>Girls</td><td>5.3</td><td>5</td></tr>
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Foster good relations between different groups	Ensure that our parent and pupil questionnaires explicitly ask about equalities issues so that all stakeholders and groups have their voice heard. Continue to consider participation of all groups when planning community events.		
Accessibility Plan - premises	Classrooms are optimally organised to promote the participation and independence of all pupils. On-going training where necessary for awareness raising of disability issues. Plan ahead and book BSL interpreter when required so that deaf parents can access all school events.		