



# **Guilborough Multi Academy Trust Equality Plan 2015 – 2018** including Disability Site Accessibility Plan



## Check list for Academy staff and Directors

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- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, intervention. Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the Academy provides?
- Has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in Academy life?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as PSHE and class assemblies?
- Does the Academy take part in annual events such as Black History Month, Show Racism the Red Card, and One World Week to raise awareness of issues around race, disability and gender?
- Is the Academy environment as accessible as possible to pupils, staff and visitors to the Academy? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the Academy, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?



## **GUILSBOROUGH MULTI ACADEMY TRUST Equality Plan**

<b>Policy Name</b>	<b>Equalities Plan including Disability Site Accessibility Plan</b>
<b>Committee</b>	<b>Curriculum and Student Welfare</b>
<b>Author</b>	<b>Principal</b>
<b>Statutory</b>	<b>Yes</b>

<b>Revisions / Review Cycle</b>	<b>Date Ratified</b>
<b>Annual Review</b>	<b>3<sup>rd</sup> December 2015</b>
<b>Review and update</b>	<b>June 2016</b>

- 1. Single Equality Policy Mission statement**
- 2. Mainstreaming equality into policy and practice**
- 3. Equal Opportunities for Staff**
- 4. Equality and the law**
  - a. Race**
  - b. Disability**
  - c. Gender**
  - d. Sexual orientation**
  - e. Community cohesion**
- 5. Consultation**
- 6. Roles and Responsibilities**
- 7. Tackling discrimination**
- 8. Review of progress and impact**
- 9. Publishing the plan**
- 10. Action Plan**

### **Appendices**

**Guilsborough Statistics**

**Disability Action Plan 2015-18**



## 1. Single Equality Policy Mission statement

### Equality Policy

#### Why we have developed this Equality Policy

This Equality Policy for Guilsborough Multi Academy Trust brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

#### Overall aims of our Equality Policy

The purpose of this policy is to set out the overarching principles and objectives:

- to eliminate unlawful discrimination, harassment and victimisation;
- to promote, advance equality of opportunity
- to foster good relations between groups
- to encourage participation of disabled people in the Academy community
- to promote equality of access and opportunity within our Academy and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- It explains how we aim to listen to and involve students, staff, parents and the community in achieving better outcomes for our children and young people.
- To ensure that equality and inclusive practice are embedded across all aspects of college life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.
- Issues relating to adults within the Multi Academy Trust community can be embraced under these themes and reflected in the action plan.

At Guilsborough Multi Academy Trust we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers and communities receiving services from the Academies, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the Academies feel proud of their identity and able to participate fully in Academy life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Guilsborough Multi Academy Trust we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

As a rural Multi Academy Trust we are challenged by local demographics and have lower numbers of ethnic learners and staff than many other Academies. Our focus will be to work towards developing the understanding of our students.



**Our over-riding consideration is to:**

- **Celebrate cultural diversity and show respect for all minority groups**
- **Provide a supportive, inclusive and empowering learning community for all pupils and adults.**

## **2. Mainstreaming Equality into Policy and Practice**

**As well as the specific actions set out beneath this plan, the Academy operates equality of opportunity in its day to day practice in the following ways.**

### **Teaching and learning**

**We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:**

- **Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;**
- **Monitor achievement data by ethnicity, gender and disability and action any gaps;**
- **Take account of the achievement of all pupils when planning for future learning and setting challenging targets;**
- **Ensure equality of access for all pupils and prepare them for life in a diverse society;**
- **Use materials that reflect the diversity of the Academies, population and local community in terms of race, gender and disability, without stereotyping;**
- **Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;**
- **Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;**
- **Seek to involve all parents in supporting their child's education;**
- **Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;**
- **Including teaching and classroom-based approaches appropriate for the whole Academies population, which are inclusive and reflective of our pupils.**

### **Admissions and exclusions**

**Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.**

**Exclusions will always be based on the Academy's Behaviour Policies. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.**

## **3. Equal Opportunities for Staff**

**This section deals with aspects of equal opportunities relating to staff at Guilsborough Multi Academy Trust.**

**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. However we are concerned to ensure wherever possible that the staffing of the Multi Academy Trust reflects the diversity of our community.**

## **Employer duties**

**As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.**

**Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.**

**Actions to ensure this commitment is met include:**

- **Monitoring recruitment and retention including bullying and harassment of staff;**
- **Continued professional development opportunities for all staff;**

## **4. Equality and the Law**

**There are a number of statutory duties that must be met by every Academy in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).**

**The action plan at the end of this Equality Plan outlines the actions Guilsborough Multi Academy Trust will take to meet the general duties detailed below.**

### **4a. Race Equality**

**This section of the plan reflects the general and specific duties of Academy's as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.**

**The General Race Equality Duty requires us to have due regard to the need to:**

- **Eliminate racial discrimination;**
- **Promote equality of opportunity;**
- **Promote good relations between people of different racial groups.**

**Under our specific duty we will:**

- **Prepare an Equality Plan which includes our written policy for race equality;**
- **Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;**
- **Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.**

### **4b. Disability**

**This section should be read in conjunction with the Academy's Inclusion/Special Educational Needs Policy and Disability Equality Scheme Action Plan (Accessibility Strategy.)**



## Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

## Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on Academies, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

## 4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on Academies to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.



## 4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For Academies this means admissions, benefits and services for pupils and treatment of pupils.

## 4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state Academies to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

## 5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-Academy forum meetings or Directors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the Academy council, PSHE lessons, whole Academy surveys on children's attitudes to self and Academy ;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

## 6. Roles and Responsibilities

### The role of Directors

- The directors have set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the Multi Academy Trust is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The directors seek to ensure that people are not discriminated against when applying for jobs at our Multi Academy Trust on grounds of race, gender or disability.
- The directors take all reasonable steps to ensure that the Academy environment gives access to people with disabilities, and also strive to make Academy communications as inclusive as possible for parents, carers and pupils.
- The directors welcome all applications to join the Multi Academy Trust, whatever a child's socio-economic background, race, gender or disability.
- The directors ensure that no child is discriminated against whilst in our Multi Academy Trust on account of their race, sex or disability.



## **The role of the Principal (or senior leader responsible for Equalities)**

- **It is the Principal role to implement the Multi Academy Trust's Equality Plan and s/he is supported by the directors in doing so.**
- **It is the Principal's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.**
- **The Principal's role ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.**
- **The Principal's role promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of Multi Academy Trust life.**
- **The Principal's role treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.**

## **The role of all staff: teaching and non-teaching**

- **All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the Multi Academy Trust's Equality Plan.**
- **All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.**
- **All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Principal**
- **Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.**

## **7. Tackling discrimination**

**Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the Multi Academy Trust environment.**

**All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.**

**Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Principal / Head of School where necessary. All incidents are reported to the Principal and racist incidents are reported to the directors and local authority on a termly basis.**

### **What is a discriminatory incident?**

**Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.**

**A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.**

## Types of discriminatory incident

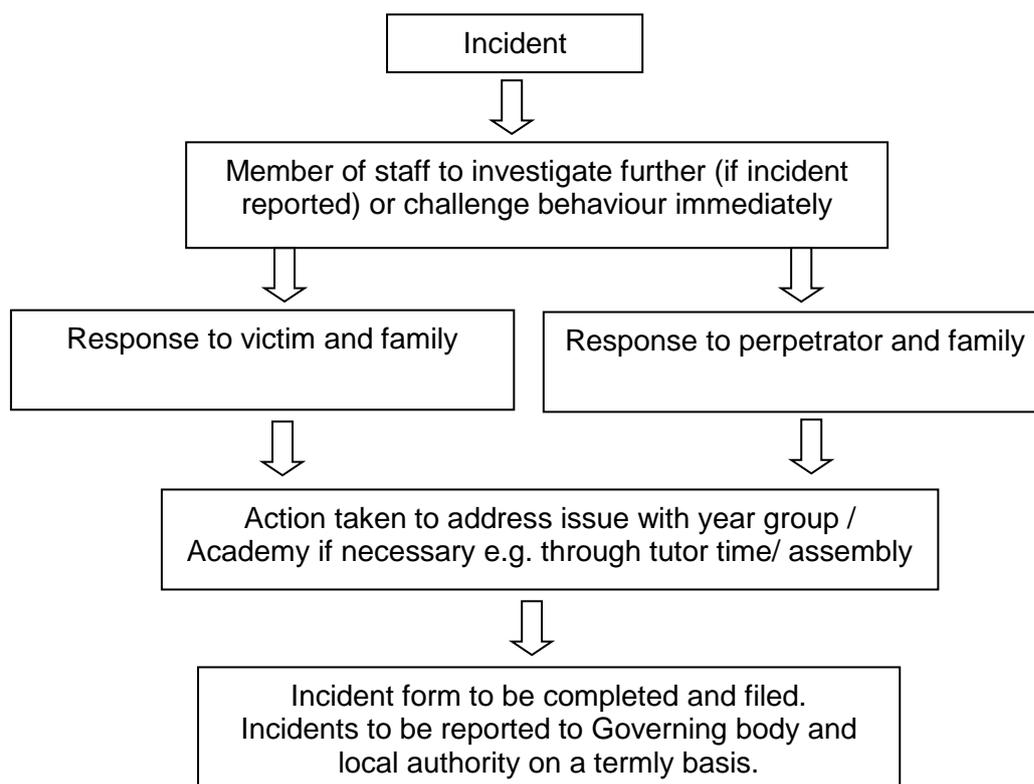
Types of discriminatory incidents that can occur are:

- **Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;**
- **Use of derogatory names, insults and jokes;**
- **Racist, sexist, homophobic or discriminatory graffiti;**
- **Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;**
- **Bringing discriminatory material into Multi Academy Trust;**
- **Verbal abuse and threats;**
- **Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;**
- **Discriminatory comments in the course of discussion;**
- **Attempts to recruit others to discriminatory organisations and groups;**
- **Ridicule of an individual for difference e.g. food, music, religion, dress etc;**
- **Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.**

## Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole Academy.

The procedure for responding and reporting is outlined below:





## 8. Review of progress and impact

**The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our Academy policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.**

**We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and**

**disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.**

## 9. Publishing the plan

**In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:**

- **Publish our plan on the Academy website;**
- **Raise awareness of the plan through the Academy newsletter, assemblies, staff meetings and other communications;**
- **Make sure hard copies are available as required.**

**Signed:**

**Date:**

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	<p><b><u>Publish and promote the updated Equality Plan:</u></b> Parents - through the Academy website and newsletter again for parents and ask for feedback.</p> <p>Staff - annual update presented in staff meeting and reminder on training days</p> <p>Staff training sessions in key issues</p> <p>Students – through assemblies reminder and series of focused assemblies on key issues identified for that year. National focus weeks including Black history week, show racism the red card are included in the whole school assembly and sometimes with dept activities</p> <p>Through student working group on key issues identified. ** The key focus for 2015-18 is a review of the school ethos against the key aspects and a series of interventions and workshops focusing on these values</p> <p>Also a series of interventions with students on anti –bullying events and actions, with a key focus on Race, Disability and Homophobic and Gender issues.</p> <p>Please refer to the separate Anti-bullying action plan for full details of planned programme</p>	<p>Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, Academy council meetings, parents’ evenings etc.</p> <p>Annual Bullying and safety at Academy surveys by students and parent continue to show continuing very positive response</p> <p>Consistently high awareness of ethos/values agreed in 2015 summer term</p> <p>Staff report they feel better able to challenge homophobia/other gender issues as well as they challenge racism (staff survey)</p> <p>Maintain close analysis of reported bullying incidents for racism/homophobia by year group termly.</p>	Principal / AHTs i/c Pastoral and pastoral teams	<p>Equality plan update agreed by Governors Autumn Term</p> <p>Staff refresher training / consultation processes Spring Tern 2016</p> <p>Staff survey of attitudes /training needs as part of bullying action plan January 2016</p> <p>Student planned bullying survey Dec 2015 workshop assemblies October 2015 / November 2015</p> <p>Equality Plan assemblies Jan</p>	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays</p> <p>Parents are aware of the Equality Plan</p> <p>Students know from assemblies that we have an Equality Plan and that this means we don’t bully identified groups, but also that we will show respect differences and promote positive actions to prevent discrimination.</p> <p>Student working group will create information leaflet to support other activities</p>
All	<p><b><i>Monitor and analyse pupil achievement</i></b> by race, gender and disability and act on any trends or</p>	Achievement data analysed by race, gender and disability in	Principal / Data Manager	Annually in Sept from	Reviews will trigger additional input

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	<p>patterns in the data that require additional support for pupils.</p> <p>Delivery of full Targetted Intervention Programme including Literacy and Numeracy intervention and other additional support appropriate to ensure all vulnerable groups are consistently offered all appropriate interventions.</p> <p>All Pupil Premium and SEN funding fully targeted to vulnerable groups (Please x-reference DS/ Pupil Premium action plan and reports and data tracking of vulnerable groups and TIP)</p>	<p>examination results for all vulnerable groups - reviewed 6 x yearly at Targetted Intervention Meetings</p> <p>Pastoral outcomes - Impact report to governors on intervention programmes 3 x yearly on data and also student voice/attitude responses</p> <p>Aim to be achieve sig+ for all vulnerable groups every year/ annual data demonstrates the gap is narrowing - figures included in pupil premium reports</p>	<p>co-ordinates progress data</p> <p>SENCO/AHT and Pastoral Team review individual student progress</p> <p>Input from LSA team and core subject workshops a appropriate, or referral for further assessment</p>	<p>examination results</p> <p>6 x termly in TIP meetings</p> <p>Impact report to governors 3 x annually</p>	<p>where required.</p> <p>IEPs for statemented and Academy Action Plus students updated termly, to include discussion with student for their views</p> <p>All staff are effectively using IEPs</p> <p>Data on Exclusions, bullying and attendance showing improving trends for all students and gap narrowing for vulnerable groups by 5% per annum</p>
All	<p><i>Ensure that the curriculum promotes</i> role models and heroes that young people positively identify with, which reflects the Academy's diversity in terms of race, gender and disability – Humanities key focus area</p> <p>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity (** Developing on from previous focus on the Paralympics and positive images pf disability)</p>	<p>Increase in pupils' participation, confidence and achievement levels</p> <p>SMSC department audit and Equalities department audit show delivery</p> <p>Pastoral review of range of images (HOY9) repeated December 2015</p> <p>Checked by BR as whole school</p>	<p>Humanities and English lead, through lesson plans</p> <p>BR</p> <p>DS</p>	<p>Audits updated with all departments</p> <p>Review with AIP Twice yearly</p> <p>Reviewed</p>	<p>Departmental Audits of SMSC and Equalities issued</p> <p>Departmental action plans in these areas are implemented.</p> <p>More diversity reflected in Academy displays across all year groups</p> <p>Students aware</p>

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	<p>Ensure displays around the academy reflect the diverse nature of the Academy's population</p> <p>Students in all KS3 tutor groups contribute to whole year group assemblies. The Academy's tutor group diversity is reflected in these assemblies</p>	<p>art co-ordinator</p> <p>Annually repeated in whole school assembly programme</p>		<p>annually</p> <p>Annually developed timetable</p>	<p>through student voice</p> <p>Students see diversity as a norm in the Academy and incidents of discrimination are rare as a result.</p>
All	<p><i>Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the Academy population in terms of race and gender.</i></p> <p>Identified support groups for TAG and bright underachievers in Years 9 and 10 to include targeted vulnerable students.</p> <p>Specific programmes for TGA students in each year – led by TAG co-ordinator</p>	<p>Gifted and Talented register monitored by ethnicity, gender and disability Reviewed annually</p> <p>Data outcomes for these individuals monitored 6 x termly at TIP meetings for success of interventions and through mentoring programme for student voice on impact.</p> <p>TAG vulnerable students reach individual targets</p> <p>Careers Advisor in place,</p>	<p>Member of staff leading on TAG (Adam Cowdell)</p> <p>Year Leaders 9 &amp; 10 &amp; TAG Lead</p> <p>WRL and BE co-ordinator</p>	<p>January 2016 Review Looking specifically at disadvantaged students and diversity</p> <p>During the school year and monitoring them closely at each data capture</p> <p>During the school year and deciding who is in each programme based on each data capture</p> <p>Yearly</p>	<p>Analysis of the Gifted and Talented register indicates it is changing to reflect the Academy's diversity</p> <p>Additional TAG programme (Brilliant Club) year 9 in place</p> <p>First year WRL</p>

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	<p>Identified Blue Chips Careers Academy (KS5) and Work Related Learning Group–(NEET prevention group) in years 9 and 10 to include vulnerable G&amp;T and other groups at risk- <i>please see separate NEP and WRL/BE action plans and developments for these activities</i></p> <p>Appropriate Careers input for these students- external Careers Advisor retained</p>	<p>records meetings and outcomes</p> <p>Recoding of pupils data before and after the event</p>			<p>outcomes- fewer exclusions, better attendance, NO NEET students</p> <p>CAREERS AWARD Retained (Autumn 2015)</p>
Race Equality Duty	<p><i>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.</i></p> <p>Additional pastoral support worker to be appointed (May 2013) to allow additional support and monitoring, plus follow up response to all bullying incidents and give time to explore parental and student level of satisfaction with response.</p>	<p>The Principal / Governing body will use the data to assess the impact of the Academy's response to incidents i.e. have whole Academy / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? Evidence logged</p>	DH report to Principal / Curriculum Governors committee	Reporting: impact report to governors 3x annually	<p>Teaching staff are aware of and respond to racist incidents</p> <p>Consistent nil reporting is challenged by the Governing Body</p>
Gender Equality Duty	<p><i>Monitor and expand initiative to encourage girls to take up sport</i> including offering yoga, dance and kickboxing lessons, First Aid and out of Academy activities such as horse-riding to make participation rates more reflective of the Academy population.</p> <p>Wellbeing project lead by HOD PExref separate action plan</p>	<p>Continued and improving positive response in annual PE survey to range of activities offered within the extra curricular programme</p> <p>Disadvantaged students in KS4 targeted in extra curricular programme linked to Northampton college</p>	Member of staff leading on sports / PE	<p>Annual review of offer.</p> <p>Wellbeing project begun Sept 2015</p>	<p>Increased participation of and enjoyment of girls in sports activities monitored through annual offer of choice of activities, take up numbers</p>
Disability Equality Duty	<p><i>The Academy will provide extra and additional support for disabled pupils who are under-achieving</i>, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing</p>	<p>Monitoring of outcomes by disability to see if material was effective</p> <p>6 x termly review through student voice in IEPs; student</p>	<p>SENCO/Key workers and pastoral team</p> <p>HT and AHT monitor overall</p>	In place- continued focus ongoing as part of SEN	<p>Disabled students make good levels of progress</p> <p>Disabled students report at IEP reviews</p>

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	<p>impairment have an enhanced acoustic classroom environment ; students with ADHD/Autism can take part in a specific tailored support programme; Art Therapy provision; JOGO behaviour programme; Alternative Curriculum offer</p> <p><i>Pro-active consideration of further technical aids to meet needs at IEP and Statement reviews (eg netbook programme; staff advised to use alternative colours on whiteboards, availability of written material in different formats on Academy VLE; Load2Learn programme)</i></p> <p><i>Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and assemblies</i></p> <p><i>Promotion of Disabled student participation in sport issues with all students through: Student Wheelchair basketball programme</i></p> <p><b>Staff:</b> <i>Actively seek to recruit disabled people to the Academy and support them in their work and career development, and try to reflect the diversity of the Academy community in its workforce and governing body</i></p> <p><i>Staff with known disabilities – annual review to pro-actively consider additional support, eg Access to Work programme</i></p> <p><b>POLICIES</b> Ensure that at the review of policies governors</p>	<p>feedback on individual programmes;</p> <p>6 x termly data improvement monitored in TIP meetings</p> <p>Monitoring of participation as part of trip approval process to ensure no student is banned from participating without full consideration of all reasonable adjustment</p> <p>Staff analysis reported annually – to reflect student body profile</p> <p>Spreadsheet maintained showing applicants and appointments with analysis of known protected characteristics</p> <p>Monitoring of support for disabled members of staff At PMR discussions and at least annually</p>	<p>data</p> <p>Report to Lead Governor on Special Educational Needs &amp; Disabilities</p> <p>EVC with line managers</p> <p>Clerk to governors</p> <p>Governors' committees requested to highlight policies they wish to review/ SLT highlight</p>	<p>In place-ongoing review with each trip approval</p> <p>Wheelchair basketball 2016 in line with Paralympic games</p> <p>Started September 2013 - ongoing</p> <p>An annual rolling programme of policy review is in place</p>	<p>that they feel confident to take a full part in Academy activities</p> <p>HMI review of Alternative Curriculum Review (Summer 2015) very positive outcome</p> <p>Positive individual feedback on trips and extra curricular experiences from disabled students</p> <p>Pro-active statements encourage disabled applicants for jobs/ governors posts in advertising literature</p> <p>Disabled staff fully</p>

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	are asked to review impact on all protected groups.	All policies will be reviewed within the lifetime of the scheme	policies requiring change		supported to continue in work  Policy review checklist in place,
Community cohesion	<p><i>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g.</i></p> <p>Local : planned visit to Leicester Academy communities: : Diwali visit, synagogue and mosque visit, Eid visit, Academy councils Soar Valley/Rushey Mead</p> <p>Work within families/community to support targeted individual students – Pastoral support plans and CP actions</p> <p>Regional/national: Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different Academics and communities;continue planned visits to culturally diverse Academics</p> <p>International Academy programme</p>	<p>Increased awareness of different communities shown in discussions in RE programme/ Academy council</p> <p>Improved attitude and achievement of targeted youngsters/fewer community police and village issues brought into Academy (measurable impact on individuals' outcomes tracked)</p> <p>Academy continues to retain International Academy status</p>	<p>Member of staff leading on assemblies and RE (Mr Rogers and Mr Dobson)</p> <p>DH</p> <p>Teacher i/c International Academics programme and HOD MFL (Mr Lomasney)</p>	<p>In PHSE and assembly programme for academic year</p> <p>Sept 2015-ongoing</p> <p>Annual plan</p>	<p>Assembly and RE programme engages students in follow up actions (charity/trips/positive PHSE activities)</p> <p>Annual Year 7 Year 7 Leicester Academy visit takes place – feedback to year voice council and to year group assembly</p> <p>International Academy plan implemented</p>
Site Accessibility Issues	<p>Consideration of the needs of disabled students and staff in annual review of Asset Management Plan and all new projects</p> <p>Widening access to B block Canteen</p>	<p>DH to review periodically with staff based in B block staffroom</p> <p>For hot spots or any issues arising in the area</p>	<p>Site Manager</p>		<p>Double Doors installed in B-Block canteen</p>

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	<p>Refurbishment of stairs area to brighten/improve use</p> <p>Student wheelchair 'site review'</p> <p>Provision of acoustic panels to improve very noisy 'Picnic Area' for benefit of Autistic students</p>	<p>Site continues to be accessible to wheelchairs at ground level - consideration in all site developments</p> <p>Students quieter in area in response to better acoustics</p>	<p>Site Manager</p> <p>Site Manager and SENco</p> <p>Site Manager</p>		<p>New lighting installed in stairs</p> <p>Student panel reported no significant issues to site review</p> <p>Level of sound deadened-reasonable conversations heard</p>

## 10. ACTION PLAN

### Naseby CE Primary Academy Equality Action Plan 2016-17

Equality Strand	Action	How will the impact of the action be monitored?	Responsible person/s	Timescale	Early Success Indicators
All	<p>Monitor and analyse pupil progress and attainment through race, gender and disability and act on any trends or patterns in data that require additional support for pupils</p> <p>All Pupil Premium and SEN funding fully targeted to vulnerable groups.</p>	Data analysis termly. Reports termly to governors.	Head of School	data analysis termly.	<p>Analysis of teacher assessments/ annual data demonstrates no significant difference between groups.</p> <p>PP children make progress in line with or above that of peers. SEN pupils reach IEP targets.</p>
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through School Council, Christian Ethos Team, representing the school at events, being librarians.	Increase in diverse pupil participation, confidence and positive identity.	Head of School	ongoing	diversity in membership
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities. e.g. Diwali, Chinese New Year, Christmas. Visits to synagogue, Buddhist Centre, Coventry Cathedral. Visit from Harkarit Singh (Sikh Education Officer).	RE/ Collective Worship/ PSHE assessments; pupil discussion	Head of School	ongoing	Increased awareness of different communities shown in PSHE/RE assessments.
Homophobic bullying	Ensure that the curriculum promotes different types of	Analysis of bullying behaviour forms	Head of School	Autumn 2016	Pupils are aware of homophobic bullying.

## 10. ACTION PLAN

	<b>families; prevent homophobic language and bullying. Use role models and heroes that young people positively identify with.</b>				<b>There are no or few incidents.</b>

## **GUILSBOROUGH STATISTICS**

### **Appendix A – National, Local and Academy Context - Information informing the Academy's understanding of student and parent intake:**

**Appendix B – Data Tracking:** Data references for the overview below have been tacked from 2010 to 2012- Appendix B shows tracking changes

### **Appendix A**

#### **The Academy Context:**

The immediate catchment area for Guilsborough Academy is Guilsborough and the surrounding villages with Long Buckby village being the largest in the catchment area. However increasingly, the Academy is attracting students from Kingsthorpe and the northern edge of Northampton.

Guilsborough Academy is also a Technology Academy and offers the community a range of courses for both business and personal use.

- Data relating to staff and students equalities demographics is held centrally and included in the Directors' annual report
- Data on applicants for posts is held on file for each post
- Curriculum data on gender uptake and type of course offered is reviewed annually and detailed analysis is available in the timetable/curriculum analysis modules
- Data on student outcomes is held centrally, analysed and reported to directors
- Data on extra-curricular activities is collected as these take place
- A range of student and parent surveys provide data across the year

#### **1a) DEMOGRAPHICS**

According to national population projections in 2007 for the first time ever the population of state pensionable age is projected to exceed the number of children.

Despite increases to state pension age, the population of the state pensionable age is projected to exceed the number of children under 16 by 400,000 in 2016. This means that our ability as a nation to pay for the infrastructure and public services we require throughout our lives will diminish over time.

The working age population will also become much older. In 2006 there were 1.7 million (10 per cent) more working age adults aged below 40 than were aged 40 and above. However, by 2020 influenced by the change in women's state pension age, there will be more people aged 40 and above than below 40.

It is estimated that in just ten years:

- Only a third of the workforce will be male and under 45
- There will be two million more jobs in the UK economy, 80% of which will be filled by women
- The working age population will increase by one million, with ethnic minorities accounting for over half that increase.

## GENDER EVIDENCE BASE - THE NATIONAL PERSPECTIVE

### 1b THE GENDER PAY GAP

Nationally women who work full time earn 17% less than men who work full time, while women who work part time earn 38% less. The ratio of women's to men's hourly earnings declines from near equality for 16-19 year olds to 75% for 50-59 year olds.

There are a wide range of factors which can influence pay. These include education, work experience, having children, ethnicity, part-time employment, industry and occupation. While the different individual and job characteristics between men and women contributed to 72% of the gender pay gap in the UK, 28% of this pay gap is directly attributable to the unequal treatment of women.

### 1c THE LOCAL CONTEXT - GENDER

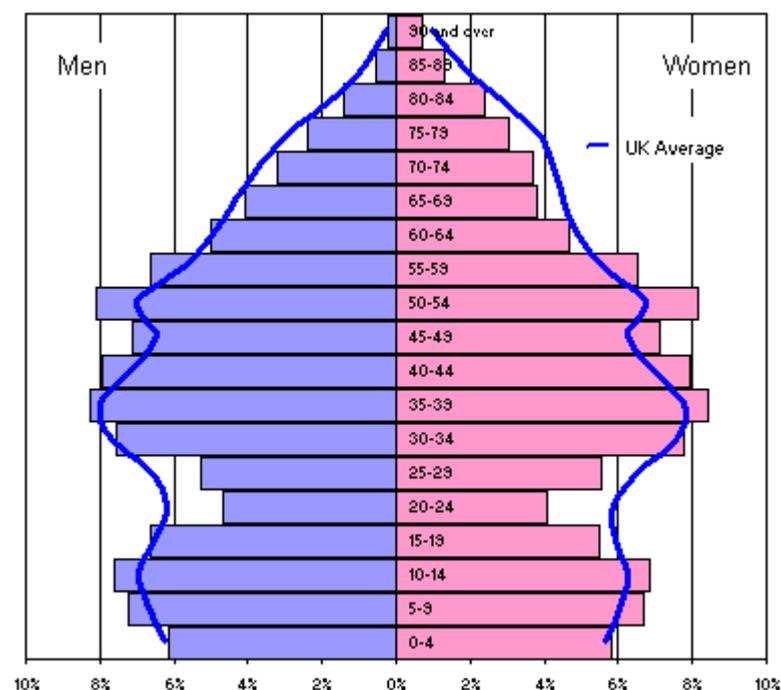
#### RESIDENT POPULATION

Daventry District		England (thousands)
Population	71,838	51,446
% Female	35,871	25,977
% Male	35,967	25,114

#### STUDENTS AND QUALIFICATIONS

Students and Academychildren aged 11 to 19

Daventry District	England	
Total number of full-time students and Academychildren aged 10-19	9,525	6,261,651
Percentage of total resident population		
Total number aged 10 to 14	5,180	3,229,047
Total number aged 14 to 19	4,345	3,032,604



## **1d THE LOCAL CONTEXT - RACE**

There are 71,838 people living in Daventry district which makes up most of Guilsborough Academy's catchment area. The catchment areas largest settlements are Long Buckby, Spratton and Crick According to the 2001 census, 98% of Daventry's population was White. The wards with the highest proportion of White residents were Crick with 99.65%, and Welford with 98.8%. The ward with the lowest proportion of White residents was Clipston (97.77%). This was followed by Long Buckby (98.2%).

## **THE LOCAL CONTEXT-RELIGION**

On average 76% of Daventry's population described themselves as Christian in the 2001 census. This is higher than the national statistic by 5%.

All other religions were less than 1% of the population. Muslim (0.3%) and Buddhist (0.3%). The numbers were so small as to not show any obvious patterns on a ward level. It is also worth noting that 15.8% of the areas residents stated that they had "no religion". Please note that these figures will have changed since 2001. Notably, as we can see from the patterns of migration outlined above for the UK, Daventry district has also experienced inward migration of students and workers.

## **1e THE LOCAL CONTEXT- DISABILITY**

### **GUILSBOROUGH AREA IN GENERAL**

51% of the population of Guilsborough are men and 49% are women  
25% of the population of Guilsborough have a long term limiting illness  
12.6% of the population of Daventry District provided unpaid care.

### **THE LOCAL CONTEXT - DISABILITY**

There are 71,838 people living in Daventry District. The Academy's largest settlements are Long Buckby, Spratton, and Crick. 13% of the population of Daventry District have a long term limiting illness

- In terms of entitlements to disability benefits, the highest actual numbers can be found in the Long Buckby ward, with over 8.6% residents of the ward are in receipt of disability related benefits.
- Other wards where high numbers of people are entitled to and receiving disability benefits include Spratton and Welford.
- 9.6% of the population of Daventry District provided unpaid care.
- The ward with over 15% of the population providing unpaid care is Long Buckby. The lowest proportion of the population providing unpaid care was in Guilsborough
- These figures show some correlation with age statistics. Long Buckby has the highest proportion of the population over 65 years of age (32.1%) and Ravensthorpe/Guilsborough has the lowest (6.56%).

## **Appendix B- Data References: Tracked Changes**

## Guiltsborough Academy Single Equality Document Tracked Changes 2012

## Appendix B

Page number/ section	Data	Source	2010 data	2012 data
1a	Stats on population	<a href="http://www.ons.gov.uk/...ageing/...older.../older.../focus-on-older-people.p">www.ons.gov.uk/...ageing/...older.../older.../focus-on-older-people.p</a> <a href="http://neighbourhood.statistics.gov.uk/dissemination/LeadDatasetList.do?a=3&amp;b=6268418&amp;c=guiltsborough&amp;d=14&amp;q=472481&amp;i=1001x1003&amp;m=0&amp;r=1&amp;s=1341406460740&amp;enc=1&amp;domainId=16">http://neighbourhood.statistics.gov.uk/dissemination/LeadDatasetList.do?a=3&amp;b=6268418&amp;c=guiltsborough&amp;d=14&amp;q=472481&amp;i=1001x1003&amp;m=0&amp;r=1&amp;s=1341406460740&amp;enc=1&amp;domainId=16</a> <a href="http://www.ons.gov.uk/ons/guide-method/census/2011/census-data/2011-census-prospectus/index.html">http://www.ons.gov.uk/ons/guide-method/census/2011/census-data/2011-census-prospectus/index.html</a> (2011 data available from July 2012 in phases)	Various figures from the web page	Still relevant
1b	Gender pay gap	<a href="http://www.fawcettsociety.org.uk/index.asp?PageID=321">http://www.fawcettsociety.org.uk/index.asp?PageID=321</a>	17% 38% less 75% 72% 28%	14.9% 34% less 75% 70% 26%
1b	Glass ceiling data		17% 18.7% 15% 1% 2% 17% 13%	17% 18% 15% 1% 2% 14.9% 12.5%
1b	Flexible working		38% 11% 18% 12%	38% 11% 18% 12%
1c	Local statistics	www.statistics.gov.uk	Latest available 2001	
1c	National population		49,138,831	51,446,000
1d	Population statistics		Latest data correct 2001	
1d	Local population statistics		Latest data correct 2001	
1d	Guiltsborough Area		98%	

			2%	
1e	Disability	<a href="http://odi.dwp.gov.uk/disability-statistics-and-research/disability-facts-and-figures.php">http://odi.dwp.gov.uk/disability-statistics-and-research/disability-facts-and-figures.php</a>	11million 770,000 17% 10% 34%	Over 10 million <b>800,000</b> 17% 10% 34%
1e	Disability statistics	<a href="http://odi.dwp.gov.uk/disability-statistics-and-research/disability-facts-and-figures.php">http://odi.dwp.gov.uk/disability-statistics-and-research/disability-facts-and-figures.php</a>	21% 2001 census data	21% 2001 census data
1e	Health survey data	<a href="http://www.dh.gov.uk">http://www.dh.gov.uk</a>	2004/2004	Latest current
1e	Labour force survey	<a href="http://www.ons.gov.uk">www.ons.gov.uk</a>	2004 data	Latest current
1e	Local statistics		71,382 13% 8.6% 9.6% 15% 32.1% 6.56%	<b>82,900</b> <b>6.55%</b> <b>7.4%</b> <b>8.4%</b> <b>13%</b> <b>32%</b> <b>6.49%</b>



**Guilsborough Academy  
Disability Equality Scheme Action Plan 2015-18**

Many of the action points recorded here are matters that are already being dealt with on a day-to-day basis. Our reason for including them in the Action Plan is to formalise certain measures as part of our general practice, extend them where necessary and check that they are being carried out. One of the main purposes of the Action Plan is to keep disability equality at the forefront of all we do at Guilsborough School

**Promoting equality of opportunity**

**TIP**

<b>Action to be taken</b>	A review of progress for students with a disability will be completed termly as part of the TIP (targeted intervention programme) for all students, this will provide evidence on achievement and trigger additional input where required.
<b>Outcome Criteria</b>	Additional support will be more precisely targeted at disabled students if they are under-achieving or need extension in some area of the curriculum.
<b>How will the impact of the action be monitored?</b>	1) At review meetings for individual students. 2) At TIP reviews of progress.
<b>How often will monitoring take place?</b>	1) Termly at TIP meetings 2) Termly review of IEPs 3) At Annual Reviews for students with EHC plans.
<b>Resources and lead person</b>	Data Manager co-ordinates progress data for all students. Student progress - SENCo/Headteacher reviews individual student progress with input from key worker.
<b>Start date</b>	Term 1 2015
<b>Completion date</b>	On-going termly.
<b>Review analysis</b>	Annually for successful outcomes- examination results and curriculum planning.

<b>Action to be taken</b>	The impact of the school's policies on people with disabilities will be considered annually when policies are reviewed. All policies will be considered over the lifetime of the scheme.
<b>Outcome Criteria</b>	The content of school policies will reflect an awareness of the needs of people with a variety of disabilities and ensure no discrimination occurs.
<b>How will the impact of the action be monitored?</b>	Any evidence of impact from union working group, Health & Safety Committee, students and members of staff will be collated and reviewed by the Senior Management Team.
<b>How often will monitoring take place?</b>	A rolling programme of policy review is in place with all policies reviewed annually.



<b>Resources and lead person</b>	Policy review checklist. SLT servicing committees highlight policies requiring change. Governors' committees are requested annually to highlight any policies they wish to review.
<b>Start date</b>	Term 1 2015
<b>Completion date</b>	Annual programme across committees.
<b>Review analysis</b>	Annually for impact reports.

**Eliminating discrimination**

**Annual review of SEN register (- three times per year in line with census) – linked to Pastoral information, medical information and TIP data**

<b>Action to be taken</b>	Meetings will be organised at the start of each academic year, and other times as appropriate, to look at issues and support 'around the child' - to discuss any student with serious disabilities and make reasonable adjustments as required.  IEPs will hold this information for students with EHC plans; DS students will have pupil passports to record progress as well – these are updated termly; all staff have access online.
<b>Outcome Criteria</b>	All staff will be aware of the individual needs of students in the classes they are working with.  All staff will give high priority to SEND and DS students in all provision made, x ref <i>DS Action Plan for targets set to 'close the gap'</i> .
<b>How will the impact of the action be monitored?</b>	1) MLT with SLT link, TAs and the SENCo will evaluate the value of these meetings  2) ) Impact will be measured for individual students in data review at TIP meetings
<b>How often will monitoring take place?</b>	1) In termly meetings with SENCo/HT/Pastoral leaders
<b>Resources and lead person</b>	SENCo/Pastoral Leaders to co-ordinate individual student meetings and collect evaluations.
<b>Start date</b>	Term 1 2015
<b>Completion date</b>	Termly ongoing
<b>Review analysis</b>	Annually –examination outcomes for named individuals (case studies) and for significant groups of students; individual programmes adjusted according to identified need.



**Art therapy**

<b>Action to be taken</b>	The continuation of the Art Therapy programme and JOGO (behaviour and EWO support). <i>Exploring Mental Health input as part of the SWANBAP provision for 2016-17 – planning group working on funding with LA representative (Ralph Beresford)</i>
<b>Outcome Criteria</b>	Students making strong academic progress on their tracking sheets and also developing their ability to remain calm and develop the skills that enable them to work effectively Reduction of exclusions (see Academy's annual targets) Improvement of attendance (particularly PA) with sig groups and individual students (case studies and twice yearly impact reports)
<b>How will the impact of the action be monitored?</b>	1) Impact reports from Attendance Officer/Pastoral leaders/ data progress reviewed at TIP meetings 2) Formal review process from Counsellor 3) Formal review process by Art Therapist
<b>How often will monitoring take place?</b>	1) Termly reviews
<b>Resources and lead person</b>	Art therapy resources provided – Art Therapist leads programme and provides full audit trail Counselling services- Counsellor leads on programme and provides full audit trail JOGO - agreed service level contract; reviewed at SWAN Behaviour Partnership annually and internally termly
<b>Start date</b>	Term 1 2015
<b>Completion date</b>	On-going-termly review of student need.
<b>Review analysis</b>	Case studies of impact /data analysis

**Encouraging participation in public life**

<b>Action to be taken</b>	Information about governor posts will contain a statement that the school welcomes applicants with disabilities.
<b>Outcome Criteria</b>	Applicants with disabilities will be encouraged to be candidates for positions on the governing body.
<b>How will the impact of the action be monitored?</b>	The governing body will check information going out to about governors elections.
<b>How often will monitoring take place?</b>	Annually, or as the need arises.



<b>Resources and lead person</b>	Chair of Governors/Clerk to Governors
<b>Start date</b>	Term 1 2015
<b>Completion date</b>	As new governors are required
<b>Review analysis</b>	Skills audit of governors completed

**Eliminating harassment**

<b>Action to be taken</b>	<p>When children with disabilities join the school, fellow students will be informed in an appropriate manner (SENCo to develop procedures) about the nature of these disabilities.</p> <p>Additional support built into transition programme for vulnerable students (additional day in school, support group in year 7).</p> <p>Anti-bullying programme given prominence in PHSE and Assembly programme – with sixth-form student mentoring a key feature of the programme.</p>
<b>Outcome Criteria</b>	Students will understand about the needs of those with disabilities and will accept differences in appearance and ability as a part of daily life.
<b>How will the impact of the action be monitored?</b>	<ol style="list-style-type: none"> <li>1) Monitoring by form tutors who will report to the SENCo at annual review meeting</li> <li>2) Twice yearly formal review meetings for statemented students and their parents</li> <li>3) Termly review meetings of IEPs where student views are discussed with key workers.</li> <li>4) Reported incidents of bullying or harassment for students with disabilities reviewed termly.</li> </ol>
<b>How often will monitoring take place?</b>	<ol style="list-style-type: none"> <li>1) Daily monitoring by key worker in classroom support programme.</li> <li>2) Half yearly review meetings and annual reviews for statemented and school action plus students.</li> <li>3) Termly review of bullying records.</li> </ol>
<b>Resources and lead person</b>	<p>SENCo to ensure pre transition programme visits for students with statements.</p> <p>Pastoral team to arrange additional input for vulnerable students.</p> <p>AHT to lead anti-bullying programme, maintain and review bullying records.</p>
<b>Start date</b>	Term 1 2015
<b>Completion date</b>	Ongoing –termly and end of each year.
<b>Review Analysis</b>	<p>Outcomes of bullying records analysed termly for further action/input and reported to Governors.</p> <p>Annual analysis of PHSE/Pastoral programme review as part of AIP review summer term with SLT and governors.</p>



**Premises**

<b>Action to be taken</b>	<p>Risk assessments to be under taken of any new employee with a disability to deter reasonable adjustments needed to the work place.</p> <p>Access to buildings and areas to be considered as part of the working environment by making reasonable adjustments for students and employees</p> <p>Any refurbishment to include consideration for DDA requirements.</p>
<b>Outcome Criteria</b>	<p>The content of school policies will reflect an awareness of the needs of people with a variety of disabilities and ensure no discrimination occurs.</p>
<b>How will the impact of the action be monitored?</b>	<p>Any evidence of impact from students and members of staff will be collated and reviewed by the Environment and Health &amp; Safety Committee.</p> <p>.</p>
<b>How often will monitoring take place?</b>	<p>To be reviewed annually at Environment &amp; Health &amp; Safety Committee</p> <p>Pastoral to review students termly</p>
<b>Resources and lead person</b>	<p>Site manger to be informed by HR of staff with disabilities to allow Risk assessment to be under taken.</p> <p>Pastoral to inform Site manager of students with Disabilities.</p>
<b>Start date</b>	<p>Term 1 2015</p>
<b>Completion date</b>	<p>Ongoing –termly and end of each year</p>
<b>Review analysis</b>	<p>Report to be submitted to Environment &amp; Health &amp; Safety Committee annually</p>