



The Children's House

Equality Policy

This policy should be reviewed annually and as required by legislation.		
Action	Reviewer	Date
Review	JC	Jan 2024
Approved by Chair of COM	DD	Jan 2024
Date for next internal review		Sept 2024

EQUALITY POLICY

Introduction:

The Children's House is a place where children and adults of all races, religions, disabilities, gender, abilities and social circumstances will find security and respect for themselves, their families, other people and their traditions. This policy outlines our commitment to ensure that each member of the school community:

- Is treated fairly and equally
- Respects others and is respected
- Can express themselves and is valued as an individual
- Takes part in the full life of the school
- Has equality of opportunity to fulfil their potential

We believe that equality and non-discriminatory practice at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, valued and of equal worth.

The Equality Act 2010:

The legal framework for this policy is the **Equality Act 2010** which brings together previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995 and Sex Discrimination Act 1975.

The Equality Act 2010 covers the following protected characteristics:

- Disability
- Sex (gender)
- Race (Ethnicity)
- Pregnancy and maternity
- Religion or belief
- Sexual Orientation
- Gender reassignment



The Children's House

- Age
- Marriage and civil partnership

In our school we will ensure that at every level, in all our work and throughout all aspects of our school community and life therein, everyone will be treated equally.

Types of Unlawful Discrimination:

This policy includes our priorities and actions to eliminate discrimination and harassment for the above protected characteristics. Types of unlawful discrimination include direct or indirect discrimination, harassment, associative discrimination, perceptive discrimination, third party harassment and victimisation.

The Public Sector Equality Duty Act requires schools to publish information specific to our school community. This is set out in Appendix A. Our Single Equality Action Plan for 2023-25 is at Appendix B.

Aims of this Policy:

The aims of this Policy are to set out our policies and practice in regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The Children's House provides an education for everyone, acknowledging that the society within which we live is enriched by the diversity, culture and faith of its citizens.

The following concepts are key to our practice:

- Shared humanity: identifying commonality and shared values, aspirations and needs.
- Valuing difference and diversity: we appreciate the richness within our differences and look for genuine ways to celebrate and further our understanding of them.
- Inclusion: where barriers to learning are challenged so that each member of our school community can thrive, achieve and be valued for the unique contribution they make.
- Endeavour: we aim to inspire everyone to strive to realise and fulfil their unique talents and gifts.
- Our duty to promote equality.

THE SCHOOL'S COMMITMENT TO RACE EQUALITY

The definition of institutional racism is, 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour, beliefs or ethnic origin. It can be seen through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.' We have a duty to:

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

Actions to ensure Racial Equality:



The Children's House

- Maintain a written policy on racial equality (Included within this Equality Policy);
- Review our obligations towards equalities duties annually;
- Monitor pupils and staff by ethnic group;
- Provide regular Equal Ops training and discussion for all staff;
- Ensure that all members of the school community know that they should report any racially discriminatory incidents to the Headteacher or Deputy Head, and that these will be dealt with appropriately under Behaviour Policy guidelines;
- Ensure that resources and displays reflecting the rich diversity of peoples from all world cultures and communities.

THE SCHOOL'S COMMITMENT TO DISABILITY EQUALITY

Definition of Disability:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

We are committed to ensuring that all children, staff and the wider community with any form of disability are not treated any less favourably in any of our procedures, practices and access to the curriculum.

We seek to:

- Promote equality between disabled persons and others, monitoring the number of children and staff with a disability;
- Eliminate discrimination under the Equality Act 2010.
- Promote positive attitudes towards disability ensuring that displays and resources reflect diversity.
- Positively use the curriculum to promote difference.
- Review the Disability Access/Action Plans annually.
- Respect the wishes of children and staff with a disability.

Tackling Disability Harassment:

Any incident of disability harassment is unacceptable in our school. Any adult witnessing an incident or being informed about an incident must:

- Stop the incident and comfort the victim.
- Reprimand the perpetrator and inform the victim about any action taken.
- If the incident is witnessed by other children or adults, tell them why it is wrong.
- Report the incident to the SLT and inform them of the action taken.
- Inform the class teacher of the victim and perpetrator and record what happened in the Incident Book (pupils) or online (adults).
- The Head/s will inform both sets of parents, if appropriate.

Disability Access:

The School will:

- Maintain and monitor the school's Disabled Access Plan.



The Children's House

- As far as our resources allow, make reasonable adjustments and provision of resources for children with disabilities to ensure that they have equal access to the same educational opportunities as children without disability.
- Our Admissions policy does not discriminate against a child with disabilities and applications will be considered in line with the admission arrangements for all pupils. An applicant's disability will not prevent them from being offered a place and integrated into the school unless:
 - The content and delivery of the curriculum are such that the child would be prevented from fulfilling a major part of it; or
 - The school would be unable to provide suitably trained staff, facilities or resources to allow the requirements of our curriculum and needs of the child to be met.

Responsibilities:

- All staff have a duty to ensure inclusion of children with disabilities.
- Wherever practicable the school will consider and seek to employ disabled people in posts suited to their aptitudes, abilities and qualifications in line with the Equality Act 2010.
- Members of staff who become disabled, so far as is practicable, should continue to remain employed by the school at the informed discretion of the Headteacher and Council of Management, dependent on their ability to carry out the duties of their post.
- The School will endeavour to make any reasonable adjustments to enable the employee to continue in their post or (if available) an alternative post, including:
 - A gradual return to work
 - A reduction in hours
 - Redeployment
- The School will provide staff training to raise awareness of disabilities, including children with disabilities and access to the curriculum. Teaching assistants will support as required, to help ensure that children with disabilities have equal access to the curriculum.

THE SCHOOL'S COMMITMENT TO GENDER EQUALITY

The Children's House will seek to eliminate unlawful discrimination and harassment and promote equal opportunities through:

- Reviewing children's attainment data by gender.
- Providing children with resources and planned opportunities to challenge gender stereotyping.
- Ensuring that resources and displays promote gender equality and challenge gender stereotypes.

SINGLE EQUALITY SCHEME 2023-2024

The purpose of our Single Equality Scheme is to fulfil our duties to promote equality for people with protected characteristics and embed fairness and equality at the heart of our



The Children's House

school community and in all aspects of our provision, policies and practices. In promoting equality and complying with legislation we will aim to ensure that our actions are proportionate and relevant to the equality issues within our school. This means we will prioritise those actions that will enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes.

RESPONSIBILITIES

Council of Management:

The Council of Management has a duty to promote equality of opportunity and eliminate discrimination. Its role is to ensure the school complies with statutory requirements in respect of the school's policies and actions.

Senior Leadership Team (SLT):

The SLT promotes equality and eliminates discrimination by:

- Implementing this policy;
- Raising awareness of all the duties within the whole school community;
- Referring to relevant and up to date documentation from the Equality and Human Rights Commission;
- Ensuring understanding of the broad legal definition of disability;
- Ensuring the school has a named Equal Opportunities Co-ordinator: Jessica Collins;
- Ensuring action plans are undertaken for all protected characteristics by a working group to include a governor; SENCO; parent rep; Equal Ops Coordinator; SLT;
- Ensuring the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately;
- Providing appropriate training for staff and other members of the school community;
- Monitoring the outcomes and impact of policies, practices and action plans;
- Ensuring sponsored places are appropriately targeted and monitored.

Equal Ops Co-ordinator:

- Support all staff in the implementation of this policy, providing advice and accessing useful resources.
- Maintaining updated School in Context at Appendix A.
- Assisting the SLT in managing equality issues and concerns in circumstances of harassment and bullying.
- Sharing in devising and implementing the school's Equality Action Plan, updated every two years.

All Members of the School Community:

We regard equality for all as a responsibility for all. Staff, children and volunteers will contribute to ensuring that our school is a fair, just and cohesive community by:

- Contributing to the implementation and review of the school's Single Equality Scheme.
- Behaving with respect and fairness to all members of the school community.



The Children's House

- Following the school's procedures by reporting issues or concerns related to any form of harassment or bullying promptly to the Headteacher or Deputy Head. The Headteacher and/or Deputy Head will then talk to all parties concerned in a non-judgemental manner and assess the situation with the Equal Ops Coordinator. They will then use their professional judgement to decide on a course of action, which has the potential to range from a warning to exclusion.
- Teachers will have a responsibility for ensuring that the equality and diversity of the community is reflected in their planning and resources throughout the year.

HOW THE SCHOOL MEETS ITS COMMITMENT TO EQUALITY

Admissions and Attendance:

- A clear policy is made available on the website, Parent and Staff Handbooks and by request to the school's office.
- We address Equality and Diversity through ensuring that equality is included as an explicit aim in our school website. We will reflect the diversity of members of our society in our publicity and promotional materials.
- Our setting is open to all members of the community.
- Comprehensive information about children's ethnicity, languages, religion and physical need is included as part of our admissions procedure.
- Families are made aware of their responsibilities in relation to pupil attendance and absence.

Assessment, Achievement and Progress:

- We plan and set challenging targets for every child, free of gender, disability, cultural and social bias.
- Staff have high expectations of all children in both achievement and behaviour.
- We encourage children to improve on their own achievements and not to measure themselves against others. Parents will also be encouraged to view their own children's achievements in this light.
- Teachers provide opportunities for self-assessment eg goal targets and support plans for children with SEN.
- Assessment is systematic, planned for, relevant and useful.
- Staff use a range of methods and strategies to assess children's learning.

Behaviour and Exclusions:

- Children, staff, parents and carers are made aware of the procedures for dealing with harassment and know that any language or behaviour which is racist, sexist or potentially damaging to any individual is unacceptable.

Creating an inclusive school:

Key factors:

- The class teacher has ownership of ensuring inclusivity within the classroom, with the support of Teaching Assistants where the need is identified.
- The School has a dedicated SENCO who co-ordinates the support plans for children with individual needs. She provides support to staff and also to individual children.
- Good communication is maintained between the school and the parents.



The Children's House

- Pupils and teachers are supported by external agencies and organisations eg Speech and Language therapist (weekly), occupational health and physiotherapist where the need is identified.
- Children learning respect and tolerance for one another and learning ways of working together so that everyone can participate.

Teachers:

- Accepting responsibility for the learning of all the children in their class.
- Maintaining accurate assessment information on each child.
- Ensuring a thorough knowledge of each child and how they learn best.
- Working towards the full participation of all children in their class for every lesson.
- Celebrating the achievement of every child.

The SENCO and SLT:

- Assessing the quality of learning for children with SEN and/or disabilities and their progress.
- Planning on a yearly basis for developing and improving disability access. This has recently included ramps, highly visible low-level handrails, high visibility marking tape on the church hall stairs, adapted toilet cubicles in both schools, accessible resources, rubberised playground including quiet areas.
- Providing training to staff where necessary eg manual handling, Makaton, managing children with challenging behaviour, training to use epipens and paediatric first aid.
- Arranging home visits for children with SEND where appropriate.

To foster the development of friendships, the school:

- Provides numerous opportunities for children to interact with their peers and other children in the school eg group activities, playtimes, and lunchtimes.
- Uses circle time and books to explore feelings.

The curriculum:

- Encourages children to develop positive attitudes about themselves and others through assemblies, circle times, targets, praise and rewards, friendship bench, monitors.
- Takes account of the ethnicity and background of all children eg Our Wonderful World week, Book Week, parents sharing religious and festival celebrations.
- Uses positive images and resources to promote and celebrate the diversity and richness of a wide ethnic and cultural society.
- Enables children to feel empowered to learn and achieve by: providing encouragement and support to persevere; activities with achievable outcomes; praise and celebration of achievements eg assemblies, golden book, star stickers and certificates; contributing to the community eg singing at local elderly residents' home and sharing a tea party with them, charity fund raising (wheelies, harvest festival mini farmers market and bake-in, Christmas auction gifts and cards, Red Nose Day, SCF world den day); School Council and Children's Voice through assemblies, circle times, wish fish.

English as an additional language:

- The EAL Co-ordinator (Jessica Collins) maintains a current EAL Register for children in the school and arranges transition meetings between teachers to provide consistency for children as they move through the school.



The Children's House

- In order to ensure each child's language and learning needs are clearly identified class teachers make an initial assessment of the child's English language acquisition, including gathering information about the child's ability in his or her home language. For children whose home language is not English and who are in the early stages of acquiring English, the class teacher completes a termly observation of the child's stage of English language development, which is shared with the EAL co-ordinator. Children's progress is monitored and Next Steps are put in place.
- All adults working with children promote understanding and communication through:
 - use of props, gestures and pictures
 - modelling correct English
 - individual or small group work
- Children not making expected progress are referred to the EAL/SEN Co-ordinator for further assessment and support.
- Teachers will provide rich language experiences and reinforcement of subject vocabulary for children with EAL.
- We value the home language and culture of multi-lingual children and plan for activities which include a child's home language eg parents reading stories.

Food:

- We work in partnership with parents to ensure that the dietary, medical and cultural needs of the children are met eg Health Care Plans, lunch box guidance, no nuts policy, Healthy Living Week.

Language:

- We aim for a clear, concise use of language in our documentation.
- All members of the school community are expected to use appropriate language which does not transmit or confirm stereotypes or offend; creates and enhances positive images of groups of people with protected characteristics; creates the conditions for all people to develop their self-esteem; uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Leadership and Management:

- Our school policies aim to reflect a commitment to equal opportunities.
- Policy and practice evaluation and review is used to identify specific actions to address equality issues.
- The performance of groups of children (gender, SEND, EAL) are analysed and actions planned for to improve performance.
- Bursary places are means tested and monitored to ensure children in need are targeted. The school funds extra support eg after school clubs, speech and language therapy.

Partnership with Parents:

- The school is governed by its Council of Management which is supported by an active Parent Committee.
- Information about children's progress and the curriculum is given to parents through a planned schedule of regular parent meetings.



The Children's House

- We actively seek and respect parents' views as part of our working partnership on behalf of the child.
- The school works closely with the Parent Committee eg meetings, annual fund-raising auction, summer fair, Love in a Box.
- We welcome the diversity and richness of all family lifestyles and encourage families to contribute stories, artefacts and resources of their everyday life to the school.
- We will take action against any discriminatory behaviour by staff or parents. Any discriminatory language and/or behaviour on or around the premises is totally unacceptable and will be dealt with immediately.

Partnership with External Groups and Agencies:

- We establish strong links with external agencies and groups, which reflect the diversity of London and the local community, and provide guidance and support for children with SEN and disability.

Personal Development and Pastoral Care:

- Provision is made to cater for the spiritual, moral, social and cultural needs of all children through activities such as circle times; themed and celebration assembly; parents and other visitors sharing their faiths and festivals with the children; themed weeks including Our Wonderful World, Black History Month, Book Week, Healthy Living; cultural visits and visitors such as trips to art galleries, African drumming, the Junk Orchestra, puppeteers storytelling; strings programme; plot to grow in at community garden; links with local places of worship.
- Children support charities through fund-raising eg making decorations and Christmas cards for the school auction, baking for harvest festival, running their Outreach stall at the summer fair, donating Love in a Box at Christmas time.
- Children's well-being is assessed termly using the Leuven well-being scales.
- Regular school council meeting provide children with a voice to communicate their concerns, likes and dislikes which are then acted upon by the school.
- Monitors take on responsibilities eg friendship bench, welcoming new children to the school at the transition tea party.

Staffing, Recruitment and Development:

- All applicants for posts will be assessed against explicit and fair criteria.
- The applicant who best meets the criteria will be offered the post, subject to references and DBS clearance.
- The skills of all staff are recognised and valued.
- Staff handbooks, induction training and regular professional development activities and reviews are available for all staff members to support their practice in relation to this policy.
- Staff and visitors provide a wide range of role models and where possible reflect the diversity of the local and wider community.

Teaching and Learning:

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



The Children's House

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Have a flexible approach to the use of support staff.
- Ensure the teacher has ownership of the child's learning programme.
- Use materials and resources that reflect a range of cultural backgrounds without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Ensure that the classroom is an inclusive environment in which all children can feel that their individual contributions are valued.
- Provide opportunities for children to appreciate their own culture and religion and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Ensure that the whole of the curriculum covers issues of equality and diversity.
- Take account of children's different ways of learning and individual needs.
- Seek to involve all parents in supporting their child's education.
- Promote attitudes and values that challenge discriminatory behaviour.
- Provide activities and educational visits that are inclusive of all groups of children.
- Make the best use of all available resources to support the learning of all groups of children.
- Identify resources and training that support staff development.

Links with other Policies:

This document links to the following policies:

- Accessibility and Disability
- Admissions
- Anti Bullying
- SEN
- EAL
- Safeguarding
- More Able
- Recruitment, Selection & Disclosure
- Religious Education
- SMSC

This Policy was reviewed, amended and agreed by the Council of Management in January 2024 It will be reviewed again in one year's time.

Danielle Dufey

Agreed by _____ Chair of the Council of Management



The Children's House

APPENDIX A: SCHOOL IN CONTEXT – Jan 2024

School Population of Children (108):

Table 1, Population by Gender

Gender	Count of Gender	Percentage
M	58	53.7%
F	50	46.29%

Table 2, Population by Religion

Religion	Count of Religion	Percentage
Atheist	6	5.55%
Catholic	6	5.55%
Catholic/No religion	2	1.85%
Christian	25	23.14%
Christian Orthodox	2	1.85%
Christian/COE	1	0.92%
COE	8	7.4%
Greek Orthodox	1	0.92%
Jewish	7	6.48%
Jewish/ COE	1	0.92%
Jain	1	0.92%
Muslim / No Religion	2	1.85%
No Religion	35	32.4%
Protestant	4	3.7%
Information withheld	7	6.48%

Table 3, Population by Ethnicity

Ethnicity:	Count of Ethnicity	Percentage
Any other mixed background	2	1.85%
Any other white background	15	13.88%
Black, Caribbean Heritage	1	0.92%
British Indian	1	0.92%
Latino and White	2	1.85%
Mixed White and Asian	4	3.7%
Mixed White and Black African	1	0.92%
Turkish and French	2	1.85%



The Children's House

White and Asian	7	6.48%
White British	54	50%
White Irish	3	2.77%
White Mixed White European	1	0.92%
White European	12	11.11%
White Other	2	1.85%
Information withheld	1	0.92%

Table 4, Population that are Bilingual

Bilingual	Count of Bilingual	Percentage
N/A	96	88.88%
English and German	4	3.7%
English and French	2	1.85%
English and Italian	2	1.85%
English and Cantonese	2	1.85%
English and Mandarin	1	0.92%
English and Spanish	1	0.92%

Table 5, Population by EAL

EAL	Count of EAL	Percentage
N/A	96	88.88%
French	3	2.77%
Japanese and German	1	0.92%
Turkish and French	2	1.85%
German	2	1.85%
German and French	1	0.92%
Russian and French	2	1.85%
Lithuanian and Italian	1	0.92%

Table 6, Population by Wave Provision

Wave Provision	Count of Wave Provision	%
SEN Register	9	8.33%
Wave 3	10	9.25%
Wave 2	13	12.03%
OT	4	3.7%
SLT	3	2.77%

This is our staff community: updated Jan 2024

		Number	%
--	--	--------	---



The Children's House

Total Number of staff		38	100%
Gender	Male	4	10.52%
	Female	34	89.47%
Ethnicity	Black:		
	Black Caribbean	1	2.63%
	Any other black background	1	2.63%
	White:		
	White British	16	42.10%
	White Irish	2	5.26%
	Any other white background	11	28.94%
	White Asian	3	7.89%
	Latino	2	5.26%
	Asian British	1	2.63%
	British	1	2.63%
Religion/Belief	Christian	12	31.57%
	Catholic	3	7.89%
	Muslim	3	7.89%
	Jewish	1	2.63%
	Buddhist	1	2.63%
	Not religious	16	42.10%
	Prefer not to say	2	5.26%
English as an additional language	Yes	8	21.05%

APPENDIX B - ACTION PLAN (2023-2025)

	Priority	Action	Responsibility	Timescale	Expected Outcome/ Impact
Race Equality	To establish greater diversity within the curriculum.	Staff are trained in meeting the needs of pupils from diverse backgrounds. 'Beyond Black History Month' INSET. Audits of EDI provision/ curriculum	Head EAL/Equality coordinator to arrange INSET. All Teachers	On-going. Autumn 2023 – Oct INSET	Staff have greater knowledge and are empowered to ensure that children from other cultures feel their background is acknowledged and celebrated. Children understand and value the diverse backgrounds that make up their community.
	To support home/school links by sharing knowledge	Newsletter entries on Equality and Diversity issues– sharing links,	EAL/Equality coordinator entry in	2023-25	Strengthened parent/school relations. Parents have a greater awareness of the schools stand on Inclusion and Diversity. They have greater knowledge of Anti-



The Children's House

	of diversity and equalities practices.	books, podcasts, school events/ recent training to empower parents when having these conversations with children at home.	Newsletter at the end of each term.		racism and cultural awareness.
Disability Equality	Break down barriers to perceptions of disability. All staff to be aware of children with SEN in the school.	Celebrate the achievements of disabled role models nationally and globally. Staff training on educational needs and disabilities – INSETS/ Staff meetings Continue to plan for regular opportunities for SENCO to discuss needs of individual children within the Wave 2 and 3 Provision mapping across sites.	Head All Staff SENCO SLT, SENCO to arrange with teachers at the start of each term/half termly as support plans are updated/ observations undertaken.	Ongoing Termly meetings with SENCO. Regular weekly team tracking meetings.	Classes promote positive messages about disabilities, nurturing acceptance and tolerance. Staff have greater knowledge of educational needs and strategies to support. Children make sufficient progress to meet targets. If not, additional analysis and support can be provided to ensure all children achieve their potential and feel part of the school community.
Gender Equality	Ensure pupil/ staff enrolment forms are inclusive.	To ensure pupil/ staff enrolment forms are inclusive by updating Gender options on Equality Monitoring form and pupil admission form.	HR and SLT	2023-24	School admission procedure is supportive of diversity.
Religious Belief	Promote community cohesions	School curriculums celebrate cultural events throughout the year. Parents are encouraged to come in and talk about religious celebrations.	SLT All Staff	Ongoing	Children and parents feel that their religious celebrations are recognised and acknowledge. Children develop acceptance, tolerance and knowledge of a range of religions/ festivals.
Sexual Orientation	To ensure staff enrolment forms are inclusive.	To update Equality Monitoring form with more diverse options.	HR and SLT	2023-24	All staff feel recognised and included.



The Children's House

Age	To promote positive messages about all ages, including older people.	Ensure resources, books, posters reflect older people in a positive light. Curriculum to celebrate the achievements of older individuals.	All Staff	Ongoing	Pupils develop positive images of older people in society. Displays and lessons include these role models.
Training	Provide training for all staff on Equality and diversity. Staff to embed reflection upon equality and diversity within their Key stages. Introduce 'Equality, Diversity and Inclusion' training as part of induction process for new staff.	Planned INSET training session: 'Beyond Black History Month' – content on unconscious bias, diversity and culture, anti-racist curriculum, practice, and provision and being an ally. Through Islington. Diversity and Equality Audit to be carried out yearly EYFS teams Anti-racism curriculum audit – KS1&2. 'Be Islington' – 'Equality, Diversity and Inclusion' eLearning module to form 'required training' for new employees. All employees should refresh their knowledge by revisiting module every three years.	EAL/Equality coordinator. EAL/Equality coordinator to send audit to teachers/ Subject leads. Collate. EAL/Equality coordinator to share with SLT and HR. . Implement each year.	Autumn Term 2023 – Oct. INSET Audits completed in Summer term. Ongoing - yearly	Staff to have greater knowledge, awareness, and confidence in promoting race equality. Staff continually strive to improve upon promoting and establishing equality and diversity within setting. Equalities Coordinator will update Action plans to ensure school continues to strive for greater cultural awareness. Staff are supported to raise their awareness of how they can contribute to a workplace that is inclusive, where everyone feels they belong and are supported to give their best.