

School Equality Scheme

2017 - 2021

Panshanger Primary School

Approved by The Governing Body November 2017

Review Due: March 2021



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1: Vision and Values

Our equality vision and the values that underpin school life

We aim to create an environment for learning which will encourage all children to achieve the highest standards possible through: the provision of a broad, balanced and imaginative curriculum and the use of committed, enthusiastic and effective teachers who maintain high expectations, and give praise for a task well done.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

Principle 1: All learners are of equal value.

We see all learners / potential learners, and their parents and carers, as 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 no religious affiliation or faith background;
- Whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised;
- Religion, belief or faith background;
- Sexual identity.

Principle 3: We foster positive attitudes and relationships, and hope to engender a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation, national origin or national status;
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

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:

- Disabled and non-disabled people;
- People of different ethnic, cultural and religious backgrounds;
- Girls and boys, women and men.

2: School Context

The characteristics of our school

Panshanger Primary School is a one form entry school with a Nursery class and 210 (FTE) pupils on roll. We aim to provide a safe, learning environment where children are encouraged to become confident, independent learners. Well established and effective arrangements are in place which aids the children's smooth transition into secondary school.

Figures Nov. 2017 (data taken from Sims as provided by parents on entry to the school)

Characteristic	Total	Breakdown (number / %)
Number of pupils	238	121 (51%) F 117 (49%) M
Number of staff	33	30 (91%) F 3 (9%) M
Number of governors	12	7 (59%) F 5 (41%) M
Attainment on entry		Baseline assessment for reception shows: CL 53% at ARE L 67% at ARE M 83% at ARE
Mobility of school population	Low	
Pupils eligible for FSM	21 11%	
Disabled staff	0	None 1 male volunteer in a wheelchair
Disabled pupils (SEN/LDD)	12	1 EHCP 6 school action plus (identified help from outside agencies)
Disabled pupils (no SEN)	2	Physical
BME pupils	63 26%	35 (29%) F 28 (24%) M
BME staff	1	
EAL pupils	13 5%	Polish, Urdu, Portuguese, Bengali, French, German, Gujarati, Russian are all spoken by individuals or small groups of pupils
Religion other than Christianity	26 11%	Buddhist / Hindu / Jewish / Muslim / Sikh / Other
Average attendance rate	96%	
Significant partnerships, extended provision, etc.	1	Welwyn and Hatfield Sports Partnership,
Awards, accreditations, specialist status	10	HQS / Basic Skills Quality Mark / PE mark / IT mark / Science Mark / Sainsburys Gold Award / French e-twinning awards / Equalities award / RE mark / Artsmark Teacher training Partnership Middlesex University & Hertfordshire University

3: Specific equality statement

At Panshanger we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, 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 school feel proud of their identity and able to participate fully in school 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 Panshanger we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

4. Mainstreaming equality into policy and practice

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

4a - 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 school, 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 school population, which are inclusive and reflective of our pupils.

4b - 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 school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

5. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Panshanger. 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 school 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 reassignment 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;
- Senior Leadership Team support to ensure equality of opportunity for all.

6: Legal Background: Equality and the law

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

There are a number of statutory duties that must be met by every school 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 Panshanger will take to meet the general duties detailed below.

6a - Protected Characteristics

The Equality At 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age *
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage & civil partnership *

* for staff only

6b - General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it;
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

6c - The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010;
- To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.

6d - Race Equality

This section of the plan reflects the general and specific duties of schools 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.

6e - Disability:

6ei - 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.

This section should be read in conjunction with the school's Special Educational Needs Policy and School Development and Improvement Plans.

6eii - Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, 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 four years.

6eiii - At Panshanger Primary School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

6f - Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools 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 four years.

6g - 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 schools this means admissions, benefits and services for pupils and treatment of pupils.

6h - Community cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

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 schools 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.

7: Roles and Responsibilities and Publish Information

7a - Chain of accountability:

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

7b - Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Sarah Holt - Headteacher Amanda Reed - SENDCo
All bullying and racist incidents	Sarah Holt - Headteacher
Disability equality	Sarah Holt - Headteacher Amanda Reed - SENDCo
SEN	Amanda Reed - SENDCo
Accessibility	Sarah Holt - Headteacher
Gender equality in scheme	Sarah Holt - Headteacher
Ethnicity equality	Sarah Holt - Headteacher
Equality and diversity in curriculum content	Sarah Holt - Headteacher Amanda Reed - SENDCo Zara Stuart - PSHE subject lead
Equality and diversity in pupil achievement	Sarah Holt - Headteacher
Equality and diversity - behaviour & exclusions	Sarah Holt - Headteacher
Participation in all aspects of school life	Sarah Holt - Headteacher Amanda Reed - SENDCo
Impact assessment	Governing Body with Headteacher
Stakeholder consultation	Sarah Holt - Headteacher
Policy review	Mike Larkin - Chair of Governors
Communication and publishing	Sarah Holt - Headteacher

7c - Commitment to review

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes. The whole equality scheme will be reviewed at least every three years.

7d - Commitment to publish - We are committed to sharing information about our equality scheme as broadly as appropriate. At Panshanger Primary School we will publish information annually and that information will be available on the school website.

At Panshanger Primary School we will make available the following information:

- Copies of policies, for example the behaviour policy or anti-bullying policy, or the recruitment or pay policies, where the importance of avoiding discrimination and other prohibited conduct is expressly noted
- Attainment data
- Evidence of work done in response to analysis that, for example supports disabled pupils, helps boys improve their performance in writing, improves the English language skills of bi-lingual children from certain minority ethnic groups
- Aspects of the curriculum which explore different cultures and promotes understanding of different religions

- Involvement with the local communities

8. Roles and responsibilities

The role of governors - The Governing body:

- has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability;
- seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcomes all applications to join the school, whatever a child's socio-economic background, race, gender or disability;
- ensures that no child is discriminated against whilst in our school on account of their race, sex or disability;
- ensures that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority);
- Provides appropriate role models for all managers, staff and pupils;
- Congratulates examples of good practice from the school and among staff and pupils;
- Ensures a consistent response to incidents, e.g. bullying cases and racist incidents;
- Provide leadership for the development and regular review of the school's equality and other policies & ensure the accountability of the Headteacher for the communication and implementation of school policies.

The role of the headteacher (or senior leader responsible for Equalities) is to:

- implement the school's Equality Plan and s/he is supported by the governing body in doing so;
- ensure that all staff are aware of the Equality scheme, and that teachers apply these guidelines fairly in all situations;
- initiate and oversee the development and regular review of equality policies and procedures;
- ensure consultation with pupils, staff and stakeholders in the development and review of the policies;
- ensure that all appointments panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life;
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness;
- ensure the effective communication of the policies to all pupils, staff and stakeholders;
- ensure that staff are trained as necessary to carry out the policies;
- oversee the effective implementation of the policies;
- provide appropriate role models for all staff and pupils;
- highlight good practice from staff and pupils;
- provide mechanisms for the sharing of good practice;
- ensure a consistent response to incidents, e.g. bullying cases and racist incidents;
- ensure that the school carries out its statutory duties effectively.

The role of all staff: teaching and non-teaching

- Have the opportunity to contribute to consultations and reviews;
- Raise issues with senior leaders which could contribute to policy review and development;
- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality scheme;
- Have the opportunity to contribute to the implementation of the school's equality scheme All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- Maintain awareness of the school's current equality policy and procedures;
- Implement the policy as it applies to staff and pupils;
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, and negative views of disabled people or sexism.

9: Engagement and impact

Involving our learners, parents/carers and others

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community.

10: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

In addition to stakeholder questionnaires and surveys we will hold as part of the overall consultation and impact assessment process:

- Parents will have access to an 'Open door' session with the SENDCo once a term.
- Children receiving intervention support will be asked to feedback on their experiences.
- Gender - gender groups from the School Council will be interviewed about their views on fairness and equal opportunities/access.
- Ethnicity - ethnic groups will be interviewed about their views on fairness and equal opportunities/access,
- Community Cohesion - Children will be asked for feedback

11: Evaluation

Evaluating the impact in terms of the outcomes

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and ethnicity at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors annually.

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.

12: Our School's Equality Objectives

Key priorities for action **Achievements to date:**

Achievements to date:

- Working party established
- Consultation with parents/carers
- Consultation with pupils
- Reading books which are suitable for visually impaired pupils
- High interest low ability reading books for children with SpLD
- Dyslexia Friendly Classroom Audit and Feedback from Advisory Teacher SpLD
- Staff CPD on how best to support children on the Autistic Spectrum - teachers and TAs

- Classroom refurbishment to aid children's independent organisational skills
- Access to external advice for children with Special Educational Needs and Disabilities (SENs)
- Achievement of the UNICEF rights of the child recognition statement

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable success Indicator	Timing	Review date
To increase the range & quantity of multi-cultural images and resources across each year group	Race	Advance equality of Opportunity Foster good relations	Teachers Teaching Assistants	Audit current resources in each yr group Increase range & quantity of resources Re-audit & establish minimum expectation is satisfied in each class	Over 3 terms	Summer 2018
To ensure the vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected progress	SEND	Advance equality of Opportunity	SENDCO Head Class Teachers	Identified pupils make expected progress.	3 Terms	Summer 2018
Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	Accessibility Disability	Foster Good Relations Improve Accessibility	Head Governors	Pupils with physical disability have access to all areas of the school	Ongoing as needs arise Ramps have already been fitted	Autumn 2019
ACCESSIBILITY		WHO	WHEN	COST	COMPLETE	
Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.		Site supervisor	This academic Year	tbc	Assess a range of needs and complete action plan when needed	
Ensure that staff understand the duty to make reasonable adjustments for children identified as having a disability and that such adjustments are made appropriately.		All staff;	Autumn 2017 (annually)	None / training / inset time	All engaged	

DISABILITY	HOW	WHO	WHEN	COST	COMPLETE
Up skill staff and governors regarding the Disability Equality Duty and ensure statutory duties are met.	- Complete an up to date register of children with disabilities; - Update SIMS to include notification of disability; - Ensure classroom provision is appropriate to meet needs of children identified with disability; - Track progress and participation of children to ensure inclusion of children identified with disability; - Use of SIMS AM7 to enable greater analysis of different groups - Consult with parents of children with disabilities regarding quality of provision;	SENCO	Autumn 2017 (annually)	None	Summer 2018
		SENCO	Termly	None	Annually
		SENCO	Termly	None	Annually
		SENCO	Termly	None	Termly
		Class Teachers	Parent Consultations	None	Annually
COMMUNITY COHESION	HOW	WHO	WHEN	COST	COMPLETE
Promote understanding and acceptance of different ethnic and cultural backgrounds; celebrate the diversity within our school community.	Citizenship to underpin all themes in broad and balanced curriculum.	All staff; SMT to monitor	By Summer 2018	See curriculum budgets	British Values Audit



GENDER	HOW	WHO	WHEN	COST	COMPLETE
Ensure that all children achieve and engage regardless of gender	Use of AM7 to enable greater analysis of different groups;	As for disability	As for disability	None	Termly
	Track achievement and attainment of boys and girls per cohort through pupil progress meetings, and standards scrutiny; implement appropriate intervention as required; Analyse pupil response to school and curriculum by gender; identify children at risk of disaffection and plan appropriate intervention	Headteacher SENCO Governors	Termly	None	Termly
RACE	HOW	WHO	WHEN	COST	COMPLETE
Ensure equality of opportunity for children from all ethnic, language and cultural backgrounds	All actions as above for gender Track and report racial incidents as per LA procedures and report to governors annually Audit provision including reading material in school to ensure opportunities in all year groups for children to read and learn about different ethnic and cultural backgrounds	As above			