



**Gayhurst**  
Community School

# Gayhurst

	<b>Gayhurst</b>					
	<b>Public Sector Equality Duty</b>	<b>Equality Objectives</b>	<b>Actions</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible</b>	<b>Time Frames</b>
	<b>Eliminate discrimination, harassment and victimisation</b>	No member of the school community is discriminated on the grounds of any protected characteristic.	<p>Pupil, Parent and Staff Reviews (Questionnaires) include questions relating to discrimination, bullying and harassment.</p> <p>Use contextual information to identify vulnerabilities and proactively engage targeted families in order to address any issues in under-represented groups</p>	<p>SLT Meetings</p> <p>Report to Curriculum Committee</p>	<p>Senior Leadership Team</p> <p>Associate Head</p>	Termly
	<b>Advance equality of opportunity between different groups</b>	Narrow the gap in attainment (numbers achieving age expected levels) between children who receive a Pupil Premium grant and those who do not.	<p>Allocate interventions from trained support staff (Academic mentors, Teaching and learning associates) and specialist teachers to children who are FSM/PPG who are not achieving age expected levels.</p>	<p>Pupil data analysis of PPG from nursery to year 6</p> <p>Review and report to Governors.</p> <p>FSM pupils to make accelerated progress and be provided with appropriate interventions</p>	Inclusion Manager/SLT	Termly

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		<p>Narrow the gap in attainment (numbers achieving age expected levels) between SEND and non-SEND.</p> <p>Ensure that SEND children can access the curriculum through Quality First teaching and / or planned adaptations</p> <p>Narrow the gap (numbers achieving age expected levels) between under performing groups and those making good progress.</p>	<p>Subject Leads to develop a subject overview which includes accessibility for SEND children.</p> <p>Termly analysis of outcomes (assessment and raising achievement meetings) identifies underperforming groups and individuals and these children are targeted to receive interventions (analysis includes: ethnicity, gender, EAL, PPG, term of birth, SEN)</p> <p>Monitoring of ethnicity, disability and gender with regards to recruitment, training and promotion.</p> <p>Monitoring visits by SLT to playground to view participation and put in actions to redress</p>	<p>Pupil data analysis of SEND from nursery to year 6</p> <p>SDP Reviews</p> <p>Curriculum review meetings.</p> <p>SEND data analysis</p> <p>Pupil consultation, assemblies and School council</p>	<p>Inclusion Manager/ Deputy Head/SLT</p> <p>Associate Head</p> <p>Senior Leadership Team/ Inclusion Team/ SENDCO</p>	<p>Termly</p> <p>Termly</p> <p>On going</p> <p>On going</p>

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		<p>Ensure that recruitment of staff takes into account the diversity of the community served.</p> <p>Ensure fair use of the playground, equipment and participation by all children.</p> <p>Staff Training that highlights and addresses issues of inequalities</p>	<p>imbalance eg additional girls football sessions.</p> <p>Cohort profiles with groups identified provided to all staff.</p>	SDP Reviews	<p>Associate Head / Executive Head</p> <p>Curriculum Lead and subject leads</p> <p>Inclusion Manager/ SENDCO</p>	<p>On going</p> <p>On going</p> <p>Termly</p>

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	Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames
	<b>Foster good relations between different groups</b>	<p>Raising Awareness of the Single Equalities Policy</p> <p>To continue to host and attend events which promote and celebrate difference and diversity in community</p>		<p>Governing Body</p> <p>Parent Review surveys</p>	<p>Governor for Equality</p> <p>Inclusion Team</p>	<p>Yearly</p> <p>On going</p>
	<b>Accessibility - premises</b>	To ensure that, as far as possible, the physical environment is accessible to all users.	Repositioning of classes to accommodate need of disabled pupils where necessary – adjust classroom location as specific children move up the school to remove need for 2 classrooms upstairs for example.	SDP review	<p>Associate Head and Executive Head</p> <p>Premises Manager</p> <p>Class teachers and Inclusion Team</p>	On going

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<b>The LEAP Framework</b>						
<b>The LEAP Principle - Policy and Practice</b>						
Public Sector Equality Duty	LEAP Framework	Equality Objectives	Actions	How will the impact of actions be monitored?	Who is responsible	Time Frames
<b>Eliminate discrimination, harassment and victimisation</b>	<b>Policy - Anti Racism, Equality and Equity</b>	Implement an Anti-Racist Policy  Update current Equalities Policy	Write and Implement Anti Racist Policy		Associate Head – Meret	Sum 25
<b>Eliminate discrimination, harassment and victimisation</b>  <b>Fostering Good Relations</b>	<b>Language</b>	There is a shared language of Equalities, and this is understood by the school communities	Develop an Equalities language framework and provide CPD for staff/parents.	Evaluation/survey staff – baseline and outcome re confidence in using language.	Associate Head – Edyta	

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<b>The LEAP Value - Culture</b>						
<b>Fostering Good Relations</b>	<b>Relationships, Belonging and Behaviour Policy</b>	Behaviour Policy adapted to include relationship building and belonging. Clear guidance on establishing this is the foundation.	Update and exemplify relationships and belonging aspect of Behaviour Policy		Inclusion Leads	
<b>Fostering Good Relations</b>	<b>Story</b>	At LEAP we believe in storytelling as a powerful tool for building connections, fostering empathy, sharing experiences and understanding diverse perspectives within our community. We share our personal stories, narratives and as a way to develop relationships and belonging.	Develop and create an establish a Federation wide story day ongoing cycle	Feedback from staff, children, and community	Associate Head – Edyta	
<b>Advancing Equality of Opportunity</b>  <b>Fostering Good Relations</b>	<b>Experiences and Community</b>	LEAP Experiences and Community Document	Capture the fullness of LEAP experiences and community event as well as opportunities for children and the community			

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<b>Eliminate discrimination, harassment and victimisation</b>	<b>Equalities Literacy</b>	LEAP Framework cycle of Equalities CPD	Develop and create an ongoing cycle of equalities CPD for staff	Ongoing staff surveys re needs, confidence and competencies and evaluation of training.		
<b>Eliminate discrimination, harassment and victimisation</b>  <b>Fostering Good Relations</b>	<b>Identity and Self</b>	Identify in existing curriculum and develop and enhance an identity and self-framework	Audit curriculum and identify areas linked to identity and self  Augment curriculum and create overview	Evaluate work and units with teachers and children once curriculum launched	Associate Deputy – Edyta	
<b>Fostering Good Relations</b>	<b>Heritage</b>	Develop and implement a Heritage curriculum that gives everyone an opportunity to <b>research</b> and <b>celebrate</b> their own and others heritages.	Write curriculum  Link to existing curriculum  CPD and training on new curriculum	Evaluate work and units with teachers once curriculum launched	Associate Deputy – Edyta	

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<b>The LEAP Empowerment - Curriculum</b>						
<b>Eliminate discrimination, harassment and victimisation</b>  <b>Advancing Equality of Opportunity</b>	<b>The LEAP Empowerment - Curriculum</b>	Develop a curriculum (LEAP Empowerment Curriculum) that is representative and relevant to the school community and wider community in Hackney (Decolonising the curriculum)		Analyse units of work  Assess impact of changes made	Associate Head and Curriculum lead	On going
		Increase access to the curriculum for pupils with a disability.		CPD audit and review. PM for all staff.	SENDCO	
<b>Eliminate discrimination, harassment and victimisation</b>  <b>Advancing Equality of Opportunity</b>	<b>Rich</b>	Ensure curriculum is rich with opportunities for children to raise their aspirations and see themselves as global citizens.  Ensure children see themselves as active learners e.g. scientists, artists, mathematicians etc.	Give children real life opportunities to apply learning outside of the classroom  Review <b>Gayhurst/ Mandeville/ Kingsmead</b> offer i.e. enrichment, trips, sustainability workshops, visitors etc  Review units of work to ensure children have	Long term plans include trips, fieldwork, opportunities for outdoor learning etc.  Long term plans  Staff CPD	Curriculum Lead/ Subject leads  SLT  Curriculum Lead/ Subject leads	Ongoing

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			opportunities to innovate, problem solve and take ownership of learning  Invite alumni/parents/ members of community to come and speak to the children	Child discussions  Book monitoring  Pupil voice	SLT	At least one per year group per year
<b>Eliminate discrimination, harassment and victimisation</b>  <b>Advancing Equality of Opportunity</b>	<b>Relevant</b>	The curriculum explores the structural inequities our children face, empowering them to overcome and challenge through education				
<b>Eliminate discrimination, harassment and victimisation</b>	<b>Critically Thoughtful</b>	Ensure the curriculum engages our children to reflect and inspires them to ask big questions. It teaches them to be critical thinkers effectively analysing information and forming judgments. It teaches them to be aware of their own biases and assumptions				

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Advancing Equality of Opportunity		when encountering information and apply consistent standards when evaluating sources.				
Eliminate discrimination, harassment and victimisation  Advancing Equality of Opportunity	Representative	Ensure the curriculum celebrates the achievements and contributions of the global majority, those with disabilities, neuro divergence, LGBTQ and of different faiths	Audit strengths and gaps of representation in subjects/units  Research rich and relevant curriculum content to enhance gaps		Associate Deputy Head /Curriculum Lead  Subject Leads	Ongoing
Eliminate discrimination, harassment and victimisation  Advancing Equality of Opportunity	Responsive	The curriculum is fluid in its design and senior leaders respond meaningfully and purposefully to feedback, the school community, contemporary thinking and changing contexts	Develop evaluation/response process and measure of impact  Continue to review and evaluate impact of curriculum in terms of whether individual subjects/units are rich, relevant and representative	Evaluation/response results Impact measures reported	Associate Deputy Head/ Curriculum Lead  Subject Leads	Dec 2024  Ongoing  Ongoing

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			<p>Review and evaluate curriculum in relation to changing contexts/ contemporary thinking</p> <p>Respond to evaluation appropriately to maximise impact of curriculum. Make changes where necessary.</p>			Ongoing