



CASTLEMAN ACADEMY TRUST

POLICY :

Equality

Author: Chief Executive Officer

Review Body: Human Resources Committee

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Review Frequency: Three years

Please note that this policy is one of the suite of CAT Policies for School Standards Boards to acknowledge.

CASTLEMAN ACADEMY TRUST
Equality Policy

Our policies refer to Senior Leaders. This can mean Executive Head Teacher, Head Teacher or Head of School.

Links with Other Policies

This policy is the umbrella policy, outlining equal opportunities provision through every aspect of school life. The principles permeate all other policies eg:

- Admissions
- Behaviour
- Anti-bullying
- Teaching Learning
- Inclusion
- Performance Management
- Preventing Racist Incidents
- All subject related Policies
- Assessment

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy the Castleman Academy Trust, and schools within it, will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors in addition to visitors to the Castleman Academy Trust and schools within it.

Employment information is gathered and reviewed in line with the Equality Act 2010.

Our Equality Policy links to our Disability Discrimination Act (DDA) Access Plan, our Equality Information and our Equality Action Plan is attached showing how we intend to achieve them. Progress against these objectives will be reviewed at regular intervals.

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability;
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity and transgender;
- gender reassignment;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Schools within the Castleman Academy Trust and the Trust itself, will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the Castleman Academy Trust. Employees of the Trust acting on its behalf are also liable for their own discriminatory actions.

The implementation of the policy will be the responsibility of the Head Teacher and the policy will be monitored and reviewed by the Trust as part of their regular review cycle, including staff annual questionnaires.

Castleman Academy Trust is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website:

- (i) Equality Information by 31 December 2011 (for schools with more than 150 employees)
- (ii) our Equality Objectives from 6 April 2012 and to monitor, and report upon these annually.

The school policy takes account of recent legislation, including:

- Sex Discrimination Act 1975
- Race Relations (Amendment) Act 2000
- Disability Discrimination (Amendment) Act 2002
- Other legislation that supersedes the above acts

Good Practice

1. Our core values – Respect, Independence, Creativity and Inclusion - apply to all – children, adults and all visitors. We strive to achieve a cohesive community and expect that the community will behave with respect towards one another.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the Global community.
3. In line with our core values of Inclusion, Independence, Creativity and Respect, we support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
4. We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the LA, where appropriate. We monitor and log incidents that discriminate against children and young people or adults in our school with any of the protected characteristics. We also monitor and log bullying incidents.

The Castleman Academy Trust expects and monitors, equal opportunities in the curriculum, recognising that: “all individuals are unique, have different needs and have an entitlement to equality of opportunities irrespective of gender, race or disability”.

We offer equal opportunities for all in our schools by:-

- helping to develop lively, enquiring minds to maximise individual potential;
- a broad and balanced curriculum which is based on the National Curriculum;
- providing detailed schemes of work which offer a good match to all children's abilities;
- using a wide range of teaching styles to motivate and interest children;
- providing an atmosphere of moral and spiritual development which builds individual self esteem and gives high regard to the feeling of others;
- recognising the importance of the school in the wider community and embracing the multicultural society in which they live.

In order to achieve these aims we encourage an open and honest partnership with the parents.

The aims are met through the contributions of all aspects of school life, including Collective Worship, extra-curricular activities, community links, visitors and visits, displays and appropriate resourcing.

Attainment and Progress

Trust schools will ensure that

- all children maximise their potential;
- the analysis of the attainment of different groups will be used to avoid under-achievement e.g. SEN, gifted and talented, gender, ethnic groups and inform planning
- assessment methods do not disadvantage pupils because of cultural or linguistic bias;
- effective tracking and monitoring mechanisms are put in place as pupils move through school, including such things as attendance as well as issues of progress and attainment
- a range of approaches to learning are used.

Access to the Curriculum

The Trust and member schools are fully committed to

- inclusion, enabling all pupils to access the curriculum and maximise their potential;
- appropriate support mechanisms are implemented for individual pupils according to need e.g. addressing language needs of EAL (English as an Additional Language) children;
- accessing appropriate services to ensure equality of opportunity;
- partnership working with other agencies to provide appropriate support for individuals
- ensuring staff Trust wide are fully informed re specific needs of individual pupils as appropriate.

Leadership and Management

The Castleman Academy Trust takes overall responsibility for the policy and all staff implementing it. It takes a strategic view of equal opportunities provision, ensuring it is embedded in school specific policies and planning.

- Senior Leaders are responsible for implementing and monitoring the policy in their school. This is then monitored by the CEO on behalf of trust.
- the Trust Board and the School Standards Boards model good practice by actively seeking representation from the whole community in its membership.

Staffing

Castleman Academy Trust operates an equal opportunities policy in its recruitment practices, these relying on objective and job related criteria.

Opportunities for CPD (Continuing Professional Development) are offered to all staff and related to personal professional development needs and the needs identified in the School Development Plan.

Appropriate information/training/support will be provided to enable staff to implement this policy.

School Premises

Premises and facilities are equally available to all groups complying with the schools' terms and conditions of use. The Trust Board monitors use.

Premises have been suitably adjusted to be physically accessible for all pupils attending the school. The Trust is committed to ensuring as far as is practicable to make adjustments to the site to ensure equality of opportunity.

Admissions, Transition, Attendance, Punctuality and Exclusions

- The admission process is fair and equitable to all pupils regardless of such factors as disability and ethnicity;
- Schools review all pupils' attendance on an individual basis and appropriate actions are taken according to the individual circumstances of the child;
- the procedures for exclusion are communicated clearly to all parents and the school take proactive steps to prevent exclusions. The process is fair and equitable to all groups;
- the school accepts the right of a parent to have an advocate when dealing with matters relating to the proposed exclusion of their child;
- re-integration packages take account of pupils' cultural and educational needs.

Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 principles, which link closely with our school values:

Principle 1: All learners are of equal value

We see all learners (adult and young), and their parents and carers, as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity (including those undergoing gender reassignment),
- 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. Policies, procedures and activities must not discriminate but must nevertheless take account of

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;
- age, so that children and adults of all ages have equal opportunity of access to all areas of Trust and School life;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity, including those undergoing gender reassignment.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Policies, procedure and activities promote:

- positive attitudes and actions 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 children and adults of all ages, genders and gender identities and an absence of sexual and homophobic harassment.

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

Policies and procedures 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 age;
- whatever their gender and sexual identity and with full respect for legal rights relating to gender reassignment, pregnancy and/or 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 of different ethnic, cultural and religious backgrounds;
- children and adults of all ages, genders and gender identities;
- people with different sexual identities (including those undergoing gender reassignment);

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- children and adults of all ages, genders and gender identities;
- people with different sexual identities, including those undergoing gender reassignment.

Principle 7: We address prejudice and prejudice-related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around age discrimination, disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism, sexual identity or homophobia.

Principle 8: Society as a whole should benefit

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- children and adults of all ages, genders and gender identities;
- people with different sexual identities, including those undergoing gender reassignment.

Principle 9: Objectives

Each year we formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- disability;
- ethnicity, religion and culture;
- age;
- gender.

Arrangements, Roles and Responsibilities

All those associated with the school are expected to:

- adhere to this policy;
- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
- deal with any prejudice related incidents that may occur;
- plan and deliver curricula and lessons that reflect our Guiding Principles ;
- provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
- undertake or support Equality Impact Assessment (Equality Analysis) processes;
- attend appropriate training that enables Trust schools to keep up-to-date with equality issues.

All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.

All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

Dissemination of the policy

The policy will be disseminated to:

- the whole school staff through appropriate staff meetings and communication processes;
- the Trust Board and Schools Standards Boards;
- parents, via school and Trust websites, information in newsletters and making the policy available in school.

Questions concerning the policy should be addressed to the Headteacher/Head of School in the first instance.

Monitoring and Evaluation

It is the responsibility of the Trust Board to monitor the effectiveness of the Equal Opportunities by:

- ensuring that the progress of pupils of vulnerable groups is monitored and compared to the progress made by other pupils in the school;
- ensuring that the staff appointment process is followed, so that no-one applying for a post at trust schools is discriminated against;
- requiring the Senior Leaders and the CEO to report to governors and the Trust Board on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- ensuring that the school behaviour and exclusions policy prevents those pupils from vulnerable groups from being unfairly treated.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.

The equality objectives for the Castleman Academy Trust will be set out formally. They will be reviewed annually.

The equality employment information will be monitored and reported to the Trust Board on an annual basis.

The Castleman Academy Trust will undertake Equality Impact Assessment (Equality Analysis) exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2011.

Equality information

Part 1: Information about the pupil population

Information regarding number of pupils on roll in Trust Schools is held in school offices.

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the Trust collects information on some protected characteristics of their pupils these include:

- Disability*
- Ethnicity and Race
- Gender
- Religion and Belief

* The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation. However, as a Trust we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender. Maternity and pregnancy is also a protected characteristic.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support". In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils on free school meals
Pupils with Special Educational Needs (SEN)
Pupils with English as an additional language
Pupils from low income households
Looked after children
Other vulnerable groups such as Forces children

Publishing information

To comply with the Equality Act we have considered the information that is suitable for publication and we have selected relevant information for publication. Our Trust is applying proportionality to the Equality Act and in view of the small number of pupils on roll we provide here a short evidenced account of our equality priorities and work, with an indication of trends and issues.

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the Trust. 'Due regard' ensures that we work towards eliminating

discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for the equality of all our staff, children and parents and to meet our duties under the Equality Act 2010.

Eliminate unlawful discrimination by:

- The adoption of the Single Equality Policy
- An anti-bullying policy that ensures all children feel safe at school and addresses prejudice related bullying.
- Keeping a log of concerns to address any links between possible bullying behaviour and children/families with protected characteristics
- Reporting, responding to and monitoring racist incidents
- Keeping an up to date Accessibility Plan that contains key actions and is reviewed annually.
- Actively promoting and celebrating diversity through our Values and our Rights Respecting work.

Advance equality of opportunity by:

- Analysing information and data that we gather to identify any underachieving groups or individuals and planning targeted interventions to address this.
- Providing opportunities for parents, pupils, governors and members of the community to be involved in school development planning.
- Adopting an Inclusion policy that is relevant to all pupils, that ensures that they all have equal access to all aspects of school life and that individual needs are met.
- Monitoring policies in line with the Equalities Act to have a positive impact on vulnerable groups if appropriate.

Foster good relations and community cohesion by:

- Engaging the wider community in our teaching of the values of Respect, Independence, Creativity and Inclusion as outlined in our curriculum planning documents.
- Exploring equality and diversity during celebration days and special events]
- Developing understanding about differences and valuing diversity through partnerships with other schools locally, nationally and internationally
- Maintaining a strong School Council representation in Trust schools to promote good relationships within the school, community, the local community and across Britain and the wider world.
- Being proactive in our charity work raising money and campaigning for causes identified by the School Community.

What has been the impact of our activities? What do we plan to do next?

The Trust will produce an action plan which is reviewed annually to monitor and evaluate the impact of our activities.

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Parent Questionnaires
- Parent consultations
- Learning Consultants
- Pupil Interviews
- Pupil Questionnaires
- Staff Survey
- School Standards Board Meetings
- Staff Meetings

Part 4: The Disability Discrimination Access Plan

Given the age of our children, the most common of the protected characteristics we need to plan and prepare for, is that of Special Educational Needs and Disability.

The Disability Discrimination Act (DDA) Access Plan is reviewed annually in the autumn term by the Health and Safety Working Party. The results of this review are reported back to the Fabric and Finance Committee and the results are filed with the policies for that committee.

“Pupils may have either a disability or special educational needs or both. The SEND framework is designed to make the provision to meet special educational needs and disabilities. The disability discrimination duties, as they relate to schools, are designed to prevent discrimination against disabled children in their access to education.” This statement relates to the SEND Policy which outlines the arrangements made for educational needs to be fulfilled. This explains the policy on ensuring those with a disability are not discriminated against, therefore relating to the Equal Opportunities policy. This statement also relates to the policy on “Teaching for Learning” and how we cater for the learning needs of all pupils.

“There are two key duties involved in ensuring that schools do not discriminate against disabled pupils. These are:

- Not to treat disabled pupils less favourably; and
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- This is known as the reasonable adjustments duty.”

The **Disability Discrimination Act 1995 (DDA)**, makes it unlawful to discriminate against disabled people (staff, children, pupils / students, visitors), or people who have had a disability, without justification. The DDA also requires schools to make reasonable adjustments by providing services in an alternative way.

The **Special Educational Needs and Disability Act 2001 (SENDA)**, amended part 4 of the Disability Discrimination Act and significantly extended responsibilities in respect of ensuring non-discrimination on grounds of disability in respect of educational and non-educational services provided to children and young people. SENDA places a responsibility to make anticipatory adjustments in the knowledge that disabled children and young people will attend the establishment and the general needs and requirements of disabled children and young people are known in advance.

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

defines disability as "**a physical or mental impairment**", which has a "**substantial and long-term adverse effect on a person's ability to carry out normal day- to-day activities**".

"**Impairment**" covers physical impairments and impairments affecting the senses such as sight and hearing. It also covers mental impairments, including learning disabilities and mental illness where the condition is recognised by a respected body of medical opinion. If the impairment is controlled by medication or special aids the person is still considered as disabled for the purposes of the Act.

People with stress related illnesses and conditions such as Chronic Fatigue Syndrome may be covered if there are long-term and substantial adverse effects. Those with other long term chronic conditions (such as asthma, diabetes, heart disease, arthritis, Repetitive Strain Injury or epilepsy) may also have legal protection.

"**Substantial**" means more than minor or trivial and includes progressive conditions where impairment is, or is likely to become, substantial, such as cancer, multiple sclerosis, muscular dystrophy and HIV. People with such conditions are covered by the Act from the moment there is a noticeable effect on day-to-day activities, however slight.

"**Long-term**" means effects, which have lasted for at least twelve months, or are likely to last for twelve months or more. Long-term effects include those which are likely to recur.

"**Day-to-day activities**" are normal activities carried out by most people on a regular basis, and must involve one of the following broad categories: mobility; manual dexterity; physical co-ordination; continence; the ability to lift, carry or move everyday objects; speech, hearing, or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Severe disfigurements are treated as impairments, even though they may have no effect on a person's ability to carry out normal day-to-day activities.

Under the DDA, "**discrimination**" is defined as:

Unjustifiably treating someone **less favourably** for a reason relating to his or her **disability**.

Failing to make a **reasonable adjustment** where any **arrangement** or **physical feature** places a disabled person at a **substantial disadvantage**

All staff are responsible for ensuring that no one is discriminated against (please refer to Trust Schools Inclusion policy), however the Senior Leaders and/or the Inclusion Leader are responsible for monitoring, evaluating and reporting any issues around discrimination to the School Standards Board and Trust Board, detailing arrangements made to ensure discrimination does not happen or is not tolerated.

When considering issues of justification and/or reasonableness, the school would aim to show:

- That it has worked with the relevant agencies before the arrival of a disabled pupil or staff member to discuss needs so that these would be in place as far as possible before their start with us.
- That it has worked in partnership with the parents/carers/partner of the disabled person and the disabled person themselves, to determine the best possible provision for the person in all areas of school life (anti-bullying, school trips, risk assessments, learning and teaching, time-tabling, administration of medicines, the physical environment of the school, the

curriculum, the way information is presented and provided for disabled staff and pupils, special events such as sports day or school discos, movement around the school)

- Enabled any individual affected by a decision to comment/make representations before any action
- Proper consideration was given which weighed up the arguments for and against and included financial, medical and expert opinion
- It came to a reasoned conclusion based on evidence rather than speculation or assumptions
- The process of considering the issue had a clear audit trail, including regular monitoring and review sessions with the parents/carers/family of the disabled person to ensure that changes are made in provision if required due to change of circumstance.
- A general approach that was supportive, flexible, and understanding of disabled peoples' needs and requirements.
- It has ensured that those staff working with disabled people are fully trained to support the disabled person and informed of their needs (whilst respecting confidentiality).
- Issues related to Equal Opportunities for disabled people (and indeed any other group) are reported to the School Standards Board. This will include access issues (both site and curriculum) and the progress and attainment of the disabled pupil (or staff member through appropriate Performance Management processes).
- It has taken into account the needs of those supporting disabled people in school.
- The final decision was made at a senior level, with the family of the person involved

EQUALITY IMPACT ASSESSMENT

All policies will be reviewed in consideration of the principles of this Equality Policy and any potential impact will be noted within meeting minutes, with actions allocated where required.

EQUALITY ACTION PLAN

OBJECTIVE	TARGET GROUP	ACTION	MONITORING/ EVIDENCE
To ensure curriculum approaches and resources in CAT schools reflect diversity	All schools	<ul style="list-style-type: none"> • Opportunities to promote Values' development and tolerance/experiences and needs of others. • Working wall and range of resources in each classroom to support all learners 	Learning walks, Planning scrutiny
To improve the achievement of children from low income and disadvantaged families	Children who attract the PPG	<ul style="list-style-type: none"> • Track children carefully • Plan effective quality first teaching • Introduce pre learning tasks and specific interventions • Enrich curriculum through visits/visitors and experiences • Enrich their experience of school thorough lunch time and after school extra-curricular activities • See Pupil Premium Action Plan 	Tracking data Intervention Summaries Pupil Premium Trackers Case Studies
To improve the achievement of children with SEN	Children with SEND	<ul style="list-style-type: none"> • Track children carefully • Plan effective quality first teaching • Staff training into effective teaching of SEN children • Provide interventions/resources 	Tracking Data EHCPs Intervention Summaries
To improve the provision for children for whom English is an additional language	EAL children	<ul style="list-style-type: none"> • Identify barriers to learning • Look at best practice in other schools • Utilise expertise of expert outside providers to support children • Provide resources and appropriate support 	Tracking Data

To ensure that there is no gender gap in any subject in each of the phases.	Girls/Boys EY/KS1/KS2/KS3	<ul style="list-style-type: none"> • Track gender data carefully • Identify barriers to learning • Plan specific interventions • Ensure curriculum engages needs of both genders • Plan pre learning tasks to boost self-esteem and confidence 	Tracking Data Planning
To further enhance equality of participation and provision for any pupil who has a disability.	Any pupil that has a disability	<ul style="list-style-type: none"> • Engage with outside agencies that give expert advice – eg Vision/Hearing support • Ensure school has the correct resources – eg large print texts • Ensure that the classrooms are compliant with recommendations from specialists eg ceiling lowered, blinds installed and lighting improved • Ensure that DDA and Accessibility Plan reviewed annually with H&S group and F&F committee. 	Learning walks, lesson observations, Inclusion Leader monitoring