



*Public Sector Equality Duty  
at  
Earlham Primary School*

*DRAFTED BY:* K Harney (April 2012)

*CURRENT STATUS:* Ratified by GB

*APPROVAL DATE:* May 2012

*DATE LAST REVISED:* June 2016

**Public Sector Equality Duty at Earlham School**

Welcome to Equalities at Earlham School. You will find here information about how the school ensures it meets its Specific Equalities Duties (These are things our school **must** do).

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

## **Protected Characteristics – school must take these into account when publishing information**

Schools have a direct duty to the following protected characteristic as define by Equality Act 2010

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender
- Age
- Married or in a Civil partnership

## **General Duties**

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- 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.

## **Specific Duties**

### **Publish information**

- You will find here information about our school community

## **Equality Objective – Action Plan**

- Equality Objectives – Actions we will take after careful analysis

All the information and analysis will be taken from school improvement plans, evaluations and student data – we intend to use the information to improve education for all groups in the school. We want to know which pupils are doing well and less well so we can plan to improve.

Much of this information is already being used by the school to develop and ensure that all our students are doing well. Some of the information may show us that we could be doing better. We will use this information to plan for the future and include these actions in our Equalities Objectives, which you will find also published here.

You will find all the information on the school website under Equalities. This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know. If you are interested in helping us with our equalities or you see something that could be improved please contact us we would like to hear from you.

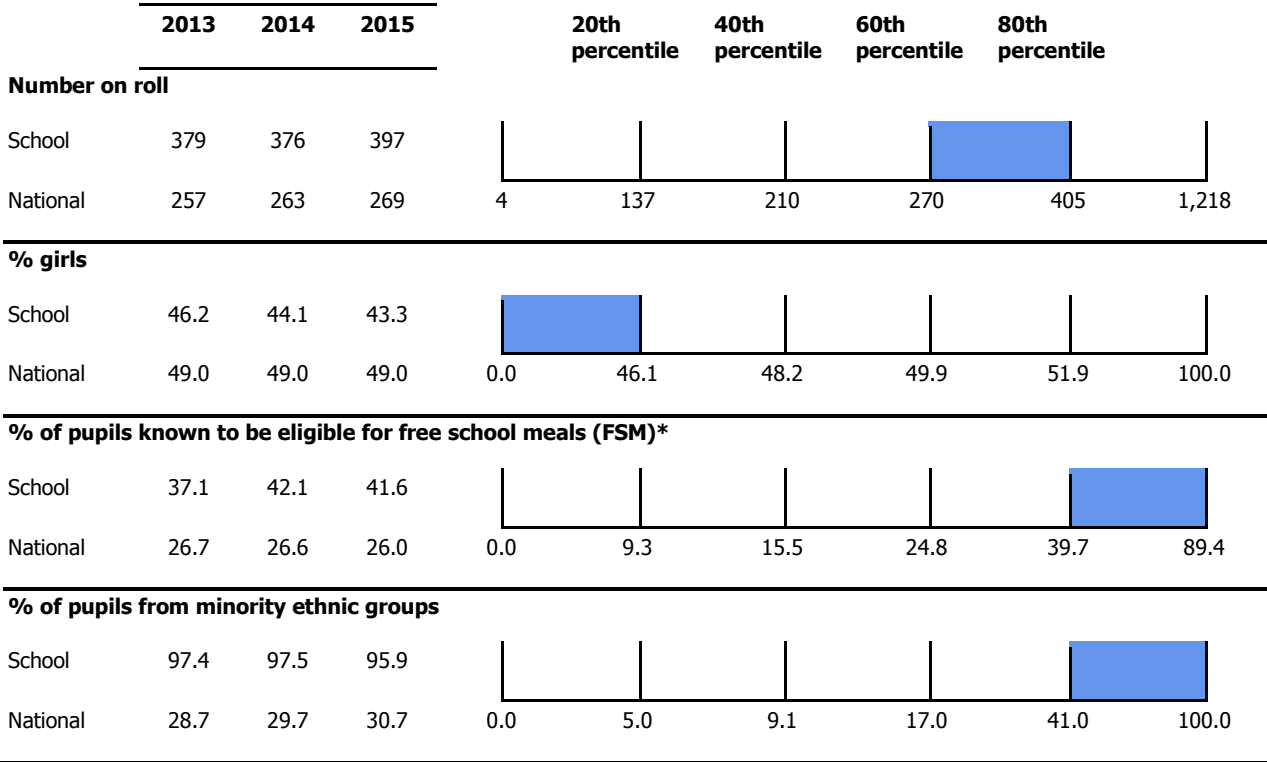
The contact person is: K. Harney – Inclusion Leader

## Earlham Primary School - Equalities Information and Analysis

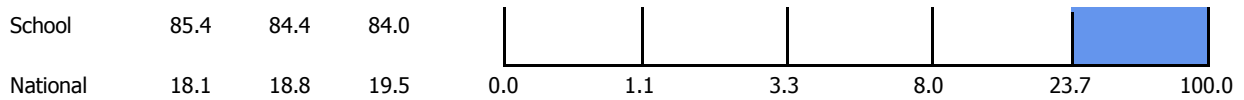
### Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school. We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

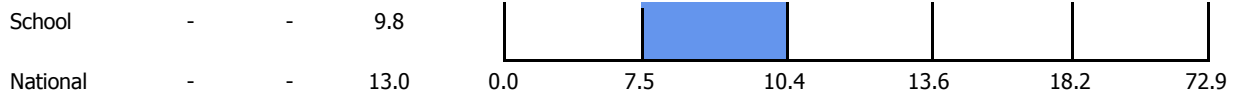
This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



**% of pupils first language not / believed not to be English**



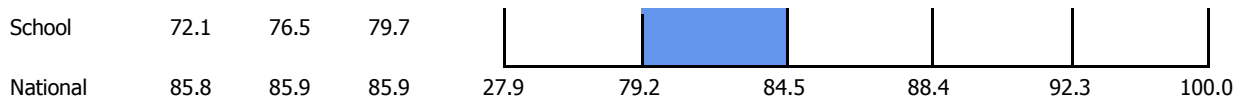
**% of pupils with SEN support**



**% of pupils with an SEN statement or EHC plan**



**% stability**



**School deprivation indicator**



**Ethnic groups and English as a first language in school**

Ethnic group	School %			National %
	2013	2014	2015	2015
<b>White</b>				
British	2.6	2.5	4.1	70.4
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.0	0.3
any other White background	8.6	8.3	11.2	5.1
<b>Mixed</b>				
White & Black Caribbean	1.9	2.2	1.7	1.4
White & Black African	0.4	0.0	0.0	0.6
White & Asian	1.1	1.4	1.0	1.1
any other mixed background	1.9	2.9	2.4	1.8

**Asian or Asian British**

Indian	4.8	4.3	3.7	2.7
Pakistani	11.9	12.6	13.6	4.1
Bangladeshi	42.0	41.2	36.9	1.7
any other Asian background	0.4	0.4	1.0	1.7

**Black or Black British**

Caribbean	4.8	4.7	4.7	1.3
African	8.9	9.0	9.8	3.5
any other Black background	6.3	6.1	5.1	0.7

**Chinese**

0.0	0.0	0.3	0.4
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**Any other ethnic group**

4.5	4.3	4.4	1.6
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**Parent/pupil preferred not to say**

0.0	0.0	0.0	0.5
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**Ethnicity not known**

0.0	0.0	0.0	0.5
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**First language**

English	14.5	15.5	15.9	82.5
Other	84.8	83.8	83.4	17.3
Unclassified	0.7	0.7	0.7	0.2

The table below shows some key data regarding the ethnic composition and first language of pupils at our school together with the national averages for maintained mainstream schools. The information is derived from the ethnic categories recorded for pupils at our school from the School Census, and shows three years' data. Please note that figures are rounded and may not add up to 100%. Our main ethnic groups are Bangladeshi, followed by Pakistani.

**Religion / Belief – 2014/15 (ref: SIMs)**

Muslim	Christian	No religion	Hindu	Buddhist	Sikh	Other
63%	18%	8%	0.9%	0.6%	0.3%	4%

**Analysis of the school population:**

- 83% of our pupil have English as an additional language and our largest ethnic minority group is Asian Bangladeshi, followed by Pakistani and African and then Indian. These three groups account for over 54% of the total school population,

compared to 9.3 % nationally for the same ethnic groups.

- Our Significant religious groups are: Muslim – 63%, Christian – 20%. Halal school dinners are provided.
- We have one child with a statement of special needs. This is much lower than national statistics as Newham operates a separate funding system for pupils with a high level of need.
- Our school has a significantly higher mobility rate than the rest of the county. We have a large number of mid-phase admissions, many arriving directly from overseas and therefore with below nationally expected attainment on entry.
- 41.6% of our pupils are eligible for free school meals and this compares with 26% for the rest of the country.

### **Attendance** (ref: SIMs )

2014-215	%
Whole School	95.5
Authorised Absence	2.7
Unauthorised	1.8

### **Analysis/comments**

Attendance is monitored on a weekly basis by the Assistant Head and the Family & Pupil Support worker. The Assistant Head has the lead responsibility for attendance. The school also works in conjunction with the Attendance Management Officer from the borough.

### **Section 2. Advance Equality of Opportunity Between people who share a protected characteristic and those who do not**

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

### **Attainment and Progress Data** – (ref: Raiseonline )

This is how our school compares at the end of Year 6 (Key Stage 2) 2015 data



### Attainment at Key Stage 2

**Table 4.3.1: Percentage of pupils attaining or surpassing each level at Key Stage 2 by Subject - 2015 (KS2.3)**

The table below shows the cumulative distribution of the levels achieved by the school for Key Stage 2. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national value for this group, sig+ or sig- is shown.

		A/T	<L3	L3+	L4+	L4B+	L5+	L6
<b>Mathematics</b>	<b>Entries</b>	0	1	41	39	35	23	8
	<b>School%</b>	0	2	98	93	83	55	19
	<b>National%</b>	0	4	96	87	77	41	9
	<b>Difference%</b>	0	-2	2	6	6	13	10
	<b>Significance</b>	-	-	-	-	-	-	-
<b>Reading</b>	<b>Entries</b>	0	1	41	39	38	24	0
	<b>School%</b>	0	2	98	93	90	57	0
	<b>National%</b>	0	5	95	89	80	48	0
	<b>Difference%</b>	0	-2	3	4	10	9	0
	<b>Significance</b>	-	-	-	-	-	-	-
<b>Writing (TA)</b> (Writing TA is reported as a level)	<b>Entries</b>	1	0	41	39	-	13	0
	<b>School%</b>	2	0	98	93	-	31	0
	<b>National%</b>	0	3	96	87	-	36	2
	<b>Difference%</b>	2	-3	1	6	-	-5	-2
	<b>Significance</b>	-	-	-	-	-	-	-
<b>English Grammar, Punctuation and Spelling (EGPS)</b>	<b>Entries</b>	0	1	41	40	39	27	1
	<b>School%</b>	0	2	98	95	93	64	2
	<b>National%</b>	0	5	95	80	73	55	4
	<b>Difference%</b>	0	-2	2	15	20	9	-1
	<b>Significance</b>	-	-	-	Sig+	Sig+	-	-

In 2015 83% of our pupils attained level 4B in Maths as compared to 77% nationally.

In reading 90% of our pupils attained level 4B as compared to 80% nationally.

In writing 93% attained level 4B as compared to 87% nationally.

In Grammar, Punctuation & Spelling 93% attained level 4B as compared to 73% nationally.

This is how different groups in our School achieve at the end of Year 6 (2014/15 data)  
(ref: Raiseonline )

Table 4.3.2: Key Stage 2 Proportion achieving or surpassing Level 4 in tests (KS2.4A)

Percentage of Key Stage 2 pupils achieving level 4 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig %	Cohort Number	Sc %	Na %	Sig %	Cohort Number	Sc %	Na %	Sig %	Cohort Number	Sc %	Na %	Sig %	Cohort Number	Sc %	Na %	Sig %
All Pupils	42	88	80		42	93	87		42	93	89	-	42	93	87		42	95	80	Sig+
<b>Gender</b>																				
Male	23	96	77	Sig+	23	96	87	-	23	96	87	-	23	96	83	-	23	96	76	Sig+
Female	19	79	83	-	19	89	87	-	19	89	91	-	19	89	91	-	19	95	84	-
<b>Free School Meals*</b>																				
FSM	23	91	70	Sig+	23	91	80	-	23	96	83	-	23	96	79	-	23	96	71	Sig+
Non FSM	19	84	84	-	19	95	90	-	19	89	92	-	19	89	90	-	19	95	84	-
<b>Children Looked After</b>																				
CLA	0	0	53	-	0	0	65	-	0	0	71	-	0	0	63	-	0	0	56	-
Not CLA	42	88	80		42	93	87		42	93	89	-	42	93	87		42	95	80	Sig+
<b>Disadvantaged pupils</b>																				
Disadvantaged pupils	23	91	70	Sig+	23	91	80	-	23	96	83	-	23	96	79	-	23	96	71	Sig+
Other pupils	19	84	85	-	19	95	90	-	19	89	92	-	19	89	90	-	19	95	84	-
<b>Prior Attainment</b>																				
Low	7	43	33	-	7	57	53	-	7	57	58	-	7	71	47	-	7	71	34	-
Middle	26	100	88	-	26	100	93	-	26	100	95	-	26	100	95	-	26	100	87	-
High	6	100	99	-	6	100	100	-	6	100	100	-	6	100	100	-	6	100	100	-
<b>Non-mobile pupils</b>																				
Pupils on roll throughout years 5 & 6	38	92	81		38	95	88	-	38	95	90	-	38	97	88	-	38	97	81	Sig+
English as a First Language																				



Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
English or believed to be English	7	71	81	-	7	86	87	-	7	86	90	-	7	71	88	-	7	86	80	-
Other than English or believed to be other	34	94	77	Sig+	34	97	86	-	34	97	84	Sig+	34	100	83	Sig+	34	100	80	Sig+
Unclassified	1	0	43	-	1	0	54	-	1	0	54	-	1	0	49	-	1	0	47	-
<b>Special Educational Needs</b>																				
No SEN	41	90	90	-	41	95	94	-	41	95	95	-	41	95	95	-	41	98	89	-
SEN support	1	0	43	-	1	0	64	-	1	0	68	-	1	0	57	-	1	0	45	-
SEN with statement or EHC plan	0	0	16	-	0	0	26	-	0	0	30	-	0	0	21	-	0	0	20	-
<b>Ethnicity Group</b>																				
<b>White</b>																				
British	3	33	81	-	3	67	87	-	3	67	90	-	3	33	88	-	3	67	80	-
Irish	0	0	85	-	0	0	90	-	0	0	92	-	0	0	90	-	0	0	83	-
Traveller of Irish Heritage	0	0	43	-	0	0	59	-	0	0	62	-	0	0	52	-	0	0	42	-
Gypsy/Roma	0	0	29	-	0	0	45	-	0	0	44	-	0	0	39	-	0	0	31	-
Any other White background	5	80	73	-	5	100	84	-	5	80	81	-	5	100	79	-	5	100	75	-
<b>Mixed</b>																				
White & Black Caribbean	0	0	77	-	0	0	84	-	0	0	88	-	0	0	86	-	0	0	77	-
White & Black African	0	0	81	-	0	0	87	-	0	0	90	-	0	0	88	-	0	0	83	-
White & Asian	0	0	85	-	0	0	90	-	0	0	92	-	0	0	91	-	0	0	86	-
Any other mixed background	0	0	82	-	0	0	88	-	0	0	90	-	0	0	88	-	0	0	83	-

## Attainment at Key Stage 2

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
Asian or Asian British																				
Indian	0	0	87	-	0	0	92	-	0	0	92	-	0	0	92	-	0	0	90	-
Pakistani	9	89	77	-	9	89	85	-	9	100	85	-	9	100	85	-	9	100	82	-
Bangladeshi	14	100	83	-	14	100	89	-	14	100	90	-	14	100	89	-	14	100	87	-
Any other Asian background	0	0	84	-	0	0	91	-	0	0	89	-	0	0	89	-	0	0	88	-
Black or Black British																				
Black Caribbean	4	100	75	-	4	100	82	-	4	100	88	-	4	100	85	-	4	100	79	-
Black African	2	100	81	-	2	100	86	-	2	100	89	-	2	100	88	-	2	100	85	-
Any other Black background	3	100	77	-	3	100	83	-	3	100	87	-	3	100	85	-	3	100	80	-
Chinese	0	0	88	-	0	0	96	-	0	0	91	-	0	0	91	-	0	0	90	-
Any other ethnic group	1	100	76	-	1	100	86	-	1	100	83	-	1	100	82	-	1	100	79	-
Unclassified - Refused	0	0	81	-	0	0	87	-	0	0	90	-	0	0	88	-	0	0	83	-
Unclassified - Information not obtained	1	0	52	-	1	0	62	-	1	0	63	-	1	0	58	-	1	0	55	-

## Analysis/comments: (School Evaluation Form)

**Comments:** We analyse data for underperforming individuals and groups across the school and hold termly pupil progress meetings to discuss these findings and any actions needed. Groups analysed across the school show that we have no pattern of underachieving groups although in individual year groups there can be fluctuations. This is due to the fact that there may only be 2 or 3 children in a group

The attainment for our free school meal pupils in 2015 was 19% higher than the national average at and slightly above our non-free school meal pupil.

## Areas school has developed over the last two years: (ref: School action Plan)

- We have ensured that the school is adhering to statutory requirements under the new SEND legislation
- We have ensured that detailed information (the local offer) about arrangements for identifying, assessing and making provision for pupils with SEN is published.
- We have developed the role of the additional Reception teacher to ensure early intervention and maximum impact (inc tracking Reception new joiners).

## Areas we would like to develop next year:

- Track progress of HA pupils across school to ensure expectation of mastery level within the new curriculum is attained *PPM meetings 1/16 highlighted HA pupils, especially in Y 5/6 sets. Teachers asked to incorporate more challenge. All HA children are on track to reach exceeding by the end of the year.*
- To consolidate use of new assessment system and implement the new assessment arrangements for National Testing (EYFS, Year2, Year 6) when clarified by DfE

**Promoting Opportunities for Our School Community:** (ref: School Action Plan, Self Evaluation Form, School Improvement Plan)

Examples	Steps the School has Taken
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• New national curriculum to be fully implemented across KS1 and 2</li> <li>• Whole school approach to the teaching of British Values</li> <li>• School based speech therapist for 1 day a week.</li> <li>• Optician – whole school eye testing on a 2 year programme.</li> </ul>
<b>Admissions and Transfer</b>	<ul style="list-style-type: none"> <li>• DH conducts admission meetings.</li> <li>• 1-1 intensive phonics programme for mid-phase admissions</li> <li>• Meet with secondary CP officers re vulnerable pupils</li> <li>• Y6 transition arrangements in place</li> <li>• Transition reviews for SEN pupils</li> </ul>
<b>Participation</b>	<ul style="list-style-type: none"> <li>• Breakfast club</li> <li>• Pupil &amp; Family support worker</li> <li>• Wide variety of after school clubs</li> <li>• Wide variety of educational visits</li> <li>• Residential visit – year 6</li> <li>• Family Friday – Nursery &amp; reception</li> <li>• School Council</li> <li>• Swimming – year 4</li> <li>• World Book Day</li> <li>• Every Child a musician</li> <li>• Parent volunteers</li> <li>• Reading Volunteers</li> <li>• Work experience students</li> <li>• Charity fundraising termly</li> <li>• Autism Awareness Day</li> </ul>
<b>Student progress</b>	<ul style="list-style-type: none"> <li>• New assessment system</li> <li>• Termly assessment</li> <li>• Pupil Progress meetings - termly</li> <li>• Vulnerable Pupils meeting – termly</li> <li>• Annual school reports</li> <li>• Parents’ evenings</li> <li>• SEN review meetings – termly</li> <li>• Annual Reviews for pupils with EHC plans and Exceptional Resources Funding.</li> <li>• Use of Bsquared for pupils with SEN</li> <li>• Personal Education Plan for Looked after Pupil</li> </ul>

<b>Flexible curriculum arrangements</b>	<ul style="list-style-type: none"> <li>• Medical care plans in place</li> <li>• Individualised curriculum for pupils with a high level of SEN</li> <li>• Wide variety of after school clubs</li> <li>• Breakfast Club</li> <li>• Lunch Time/ Positive Behaviour Club</li> <li>• Learning Mentor</li> </ul>
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**Analysis/comments:**

<p>Areas school has developed this year: We have actively promoted the celebration of British Values within our curriculum and across our school community. We have developed a whole school understanding of British Values within our local context and provide training for all staff</p>
<p>Areas we would like to improve next year: We will continue to monitor how effectively and consistently British Values are embedded within the curriculum and across the school community.</p>

**Section 3. Foster Good Relations Between people who share a protected characteristic and people who do not** (ref: School Prospectus, Self Evaluation Form, School Improvement Plan)

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

	<b>Steps the School has Taken</b>
<b>Social and Emotional Wellbeing</b>	<ul style="list-style-type: none"> <li>• Learning Mentor</li> <li>• Buddy system for mid-phase admissions</li> <li>• Social skills groups</li> <li>• Nurture groups</li> <li>• Play therapy</li> <li>• 1 – 1 sessions with Family &amp; Pupil support worker</li> <li>• Safeguarding Team</li> <li>• Emotional Resilience week</li> <li>• Breakfast club(priority for vulnerable pupils &amp; working parents)</li> <li>• A wide range of after school clubs</li> <li>• Refer &amp; work with CFCS (Child &amp; Family consultation Service) and many other agencies (e.g Behaviour Support)</li> </ul>
<b>Student Voice</b>	<ul style="list-style-type: none"> <li>• School council</li> <li>• Pupil interviews</li> <li>• Pupil questionnaires</li> </ul>

	<ul style="list-style-type: none"> <li>• Peer assessment</li> <li>• Pupil involvement in SEN reviews</li> <li>• Consultation form for Looked after children</li> </ul>
<b>Positive Imagery</b>	<ul style="list-style-type: none"> <li>• Black History week</li> <li>• Promotion of British Values</li> <li>• Displays celebrate cultural diversity</li> <li>• Multi-lingual signs in all classrooms &amp; around the school</li> </ul>
<b>Community Links</b>	<ul style="list-style-type: none"> <li>• Family Friday in early years</li> <li>• SEN reviews (high parent uptake)</li> <li>• Annual reviews</li> <li>• Fundraising on a termly (12 weeks ) basis</li> <li>• Links with University of East London</li> <li>• Newham teacher training programme</li> <li>• Links with Hosanna School in Uganda</li> <li>• Work experience students</li> <li>• Parent volunteers</li> <li>•</li> </ul>
<b>Cultural ideas, Religion and Belief</b>	<ul style="list-style-type: none"> <li>• Displays celebrate cultural &amp; religious diversity</li> <li>• Visits to places of worship</li> <li>• PSHCE leader monitors impact</li> <li>• Assemblies on respect and tolerance as part of British values</li> </ul>
<b>Partnerships with Parents</b>	<ul style="list-style-type: none"> <li>• SEN Reviews</li> <li>• Parents evening</li> <li>• Pupil review Day</li> <li>• Parent volunteers</li> <li>• Parent governors</li> <li>• Family &amp; Pupil support worker</li> <li>• An open door culture so that parents can discuss things without always having to make a n appointment e.g before &amp; after school.</li> </ul>

#### **Analysis/comments:**

Areas school has developed this year:

- We have expanded our already outstanding support to vulnerable pupils and families to meet new requirements for Newham schools. Our Pupil & Family Support worker is now the Safeguarding Lead & the Inclusion Manager is the deputy. We have employed a Learning Mentor who will also be part of the safeguarding team.
- The Assistant Head & Family & Pupil Support Worker are working alongside the attendance officer to monitor attendance and offer support.
- We now conduct home visits by nursery staff for new children.

**Areas we would like to improve next year:**

- To develop procedures for managing the step down process for children with social services involvement
- To promote health and wellbeing of all pupils particularly the most vulnerable, with a focus on physical and emotional/mental health.

**Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010***(ref: Self Evaluation Form, School Improvement Plan)*

<b>Examples</b>	<b>Steps the School has Taken</b>
Safeguarding	We have invested in online safeguarding training for those members of staff who join us mid-phase.
Safeguarding	We have ensured that our safeguarding training is up to date with current issues such as Female Genital Mutilation, Radicalisation & Child Sexual Exploitation.
Radicalisation	We actively promote British Values across the curriculum and across our school community. As a staff we have received training from PREVENT.
Safeguarding	We have introduced a rolling programme called “ Speak Out” run by the NSPCC for Y5 and Y6 pupils to equip them to protect themselves from abuse.

**Analysis/comments:**

School would like to improve next year:

- Anticipate needs of changing local demographics including refugees and increasing levels of need in order to provide prompt support for new admissions (SLT, MR)*social issues (e.g. DV) identified as part of admissions process and meetings held with parents immediately. Data obtained identifies Earlham as being in most deprived area of Forest Gate.*

## **Section 5. Participation, Engagement and Satisfaction with our Equalities Practices**

How we have involved people in developing equalities at our school.

<b>Examples</b>	<b>Steps the School has Taken</b>
School Council:	School Council meets regularly and the AHT feeds back to the Headteacher.
Pupil voice:	Surveys conducted and feedback given to head teacher. Each class has two school representatives.
Parents/Carers /Guardians:	Parent questionnaire / Encouraged parents to complete Parent View and supported those who do not have internet access.
Staff:	Staff training on equalities has been provided.
Governors:	Head teacher's reports to Governors Equality report presented to governors
Satisfaction with our service:	Clear complaints procedure in place.

### **Workforce – staffing and training**

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors.

School Staffing England Regulations (2003) state the Local Authority is the employer but schools have direct responsibility as and employer. We have adopted Local Authority policies and procedure from the HR regarding Recruitment and detainment of staff. The Local Authority produces reports on the workforce.

We currently have 34 staff.

<b>Area of focus</b>	<b>Significant information that we can address for following year</b>
Promoting opportunity	We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors. School Staffing England Regulations (2003) sets the Local Authority as the employer however schools exercise a responsibility as direct employer. We have adopted Local Authority HR Policies related to Recruitment, CPD and other areas of employer responsibility. Continuing Professional development
Fostering good relations	Induction for new staff / Mentoring / volunteer parents
Prohibiting	Follow borough HR policy

harassment	
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This information was ratified by the governors on .....

Our school information will be reviewed in June 2018.....

Signed .....Kay Harney (Inclusion Leader)