



Northgate Primary School

Single Equalities

Statement / Principles

The policy outlines the commitment of the staff and Governors of Northgate Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, and celebrating and valuing the equal opportunity achievements and strengths of all members of the community. These include:-

- Pupils
- Teaching Staff
- Support Staff
- Parents/Carers
- Community Governors
- Multi-agency staff linked to the staff i.e. AEN services staff, school improvement services staff, school attendance service
- Visitors to school
- Students on placement

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

At Northgate Primary School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

The philosophy of our school talks of valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (disabilism), racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Our school admissions policy is equally open to pupils of all groups.

Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with racist incidents

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination, as presented in their document '*Equality Strategy for Norfolk 2008 – 2011*'.

Disability equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council (the employing body of "Northgate Primary School") considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

Mission Statement

At Northgate Primary School our aim is to equip children with the necessary skills to become motivated, resilient and independent learners. We see self-esteem as the key to achievement.

School Aims

We aim to encourage the following in our pupils:

- Motivation and enthusiasm for their learning and a desire to do their best.
- Children to take responsibility for aspects of their own learning and gain in confidence and self-esteem.
- A development of children's respect for the feelings and property of others and show appropriate behaviour and self-discipline.

2.1 Standards

- Provide high quality teaching to enable pupils to achieve high standards in the subjects of the National Curriculum and Early Learning Goals
- Enable pupils to work effectively and to make progress in relation to their prior attainment

2.2 Ethos

- Help children to develop skills for life long learning in a nurturing, supportive environment where citizenship and its associated responsibilities are evident.
- Develop a partnership with parents that contribute to and supports pupil learning and recognising the school as part of the community.
- Provide equal opportunities for all, regardless of their ability, age, gender, religion, race, physical ability or social background.

2.3 Quality

- Provide an appropriate and stimulating learning environment.
- Provide high quality teaching which has clear aims and uses appropriate methods and resources and which is matched to the differing needs of the pupils. Systematic assessment of pupils forms part of this to ensure individual needs are met.

2.4 Efficiency

- Provide clear leadership and effective management which takes the school forward.
- Provide high quality accommodation and resources.
- Make best use of the school's resources in order to achieve the best possible educational outcomes.
- Provide a safe working environment for staff and pupils.
- Provide a calm and positive working environment.
- Provide a climate where individuals are valued and respect is mutual.
- Provide discipline that is fair and consistent:

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse population.

Ofsted noted our nurture group and ethos as a 'significant strength' of the school and care guidance and support for pupils as good. They described pupils' personal development as good with children being confident and self possessed.

The Place of the School in the Wider Community

Through our Community Cohesion policy we aim to develop strong links with all aspects of the wider community and how children and their families relate to local and global communities.

Current Profile of the School

- The majority of our children come from the Great Yarmouth area. Great Yarmouth is one of the most economically deprived boroughs in the East of England. School has responded to this by developing a nurturing ethos, with a nurture group, which focus on developing children's social and emotional skills in their first years of schooling to help them become ready for learning. We also provide wrap-around care for 3-8 year olds from 8.00am to 8.50 am, from 3.15pm to 6pm and lunchtime session for pre-school.
- In recent years there has been an increase in the number of families from overseas who have moved to this area to work. From 2008-9 11% of our children on the school roll speak English as an additional language. These children are from a variety of ethnic and linguistic backgrounds. We buy in support from the ELSS and are providing extra school resources to help develop skills in English.
- There is considerable movement of children both into and out of the school during the school year.

Data from raise online shows we are in the highest percentile nationally for our level of SEN, FSM and economic deprivation. We are the 18th most deprived school in Norfolk out of 401. We currently have 99 boys and 125 girls on roll. From 2009-10 academic year 10 children have a know disability and one member of staff has declared a disability. A number of the disabled children have 1:1 adult support to manage their health needs and staff have undertaken relevant training.

The school has electronic doors at the entrance to allow easy access for wheelchair users and toilets for the disabled. The facilities are all on ground floor level and there is easy access for the disabled in and around the main school building.

Below is a list of legislation that we as a school used as our guidance when preparing this policy:

- The Equality Act (2006) amended the requirements if the Equal Pay Act (1970 (and the Sex Discrimination act))
- The Disability Discrimination Act (2005)
- The Race Relations Act (1976)
- The Race Relations Amendment Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- The European Directives
- The Employment Equality (Sexual Orientations) Regulations 2003 and the Employment Equality (Religion of Belief) Regulations 2003
- The respective Codes of Practice associated with the legislation

Policy Development

This policy reflects consensus of opinion of the whole school community. It has been drawn up as a result of discussing within a working party made up of representatives of teaching and support staff, parents and governors.

Monitoring and Review

Equality is identified as an area requiring careful and ongoing monitoring and due regard is given to promotion of all aspects of equality within all school policies. The SLT are responsible for co-ordinating the monitoring and evaluation. They will be responsible for:

- Leading discussions, arranging training, keeping staff updated in designated staff meetings which include support to discuss equalities within the school community.
- Working closely with the governor responsible for this area who is *(to be appointed)*.
- Supporting positively the evaluation activities that moderate the impact and success of the policy

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying;
- Parental involvement – (see action plan in SIDP)
- Participation in extra curriculum activities
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and make the necessary improvements.

Promoting Equality through the Curriculum

Learning and Teaching

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

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural back ground, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate other cultures and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;

- Develop pupils advocacy through philosophy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All year groups, where appropriate, promote and celebrate the contribution of different ethnic groups to specific areas of the curriculum;
- Seek to involve parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and settling challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and celebrate the achievements of others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability policy);
- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

At Northgate Primary School, we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality;
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.

Ethos and Atmosphere

- At Northgate Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity of the school population;
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies.

Resources and Materials

The provision of good quality resources and materials within Northgate Primary School is a high priority. These resources should:

- Reflect "the diversity of our society";
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues;
- Be equally accessible to all members of school community consistent with health and safety;
- Not include explicitly and implicitly, racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at Northgate Primary School that all members of the school community use appropriate language which;

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.

Extra Curricular

We undertake responsibility for ensuring that extra curricular activities are equally accessible to the ethnic cultural and socio economic groups within our school. Attendance is monitored to ensure coverage of all age groups.

We try to ensure that all such non staff members who have contract with children adhere to these guidelines and are CRB checked.

Provision for Bilingual Pupils (Please see EAL Policy)

We undertake at Northgate Primary School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

Traveller and Gypsy Roma children;
Those from refugee families;

Pupils for whom English is an additional language;
Pupils who are new to the United Kingdom.

The school buys into support from the English Language Support Service (ELSS) and staff liaise closely with the ELSS teacher when setting targets for these pupils.

The school uses SEAL in assemblies and PSHE lessons to explore diversity issues in school. Staff offer positive role models and demonstrate positive relationships.

Personal Development and Pastoral Guidance

All pupils/staff/parents carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality or opportunity.

Staff Recruitment and Professional Development.

Teacher and Teaching Assistant posts are advertised formally and open to the widest pool of applicants;

All those involved in recruitment and selection are aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.

Equalities policies and practices are covered in all staff inductions.

All supply staff are made aware of equalities policies and practices;

Harassment and Bullying

This school will challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about other person's appearance. Character, race, ability or disability, sexuality, gender (or transgender).

The school follows County procedures for dealing with incidents such as these.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school;
- Developing a Community Cohesion policy which aims to develop active links with the local community.

Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The schools' Equality policy is maintained and updated regularly;
- The procedures and strategies related to the policy are implemented;
- The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are in breach of this policy and ensure that appropriate action is taken in relation to all said incidents;.

The Headteacher and Senior Management is responsible for:

- Along with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

We ensure that the commitments' embodied in our mission statement for equality permeates the full range of our policies and practices:

- Equal opportunities
- Pupils' progress attainment and assessment;
- Behaviour discipline and exclusions;
- Pupils' personal development and pastoral care;
- Teaching and Learning;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Teaching and Learning;
- Staff recruitment and retention;
- Governors/staff training and professional development;

- Partnerships with parents/carers and communities;
- Visits and visitors.

The Measurement of Impact of the Policy

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school annually, as part of the School Self Evaluation Cycle. This will incorporate staff and governors.

An action plan will be written each year to develop a key area of Equality in school – the impact of which will be monitored and assessed by SLT, staff, governors and children.

The impact assessment at appendix 1 will be used as part of the annual evaluation. This will also pay regard to the principles and criteria for equality impact assessments at appendix 2.

Looked After Children/EAL (English as an Additional Language)/SEND (Special Educational Needs and Disability)

No child who qualifies under one of the above headings will be discriminated against. These extra needs will be taken into account and consideration be given on an individual basis (through IEP, PEP, PSP, BSP).

Northgate Infants School Equalities Policy

Agreed by Staff: January 2016

Agreed by Governors: January 2016

Review: January 2017



Chair of Governors

Appendix 1

Impact Assessment: Questions for which quantitative evidence is required when current policies are being assessed

Key Topics	Disability	Ethnicity	Gender	Religion
1. Outcomes for learners	<ul style="list-style-type: none"> Do our policies benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised? 	<ul style="list-style-type: none"> Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out? 	<ul style="list-style-type: none"> Do our policies benefit all learners and potential learners, whichever their gender? Or are outcomes different for females and males with some being disadvantaged? 	<ul style="list-style-type: none"> Do our policies benefit all learners and potential learners from all religious backgrounds? Are learners from religious backgrounds excluded, disadvantaged or marginalised?
2. Recognising relevant differences	<ul style="list-style-type: none"> Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted? 	<ul style="list-style-type: none"> Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted? 	<ul style="list-style-type: none"> Is due account made of women's and men's differing experience? Or is a 'one size fits all' approach adopted? 	<ul style="list-style-type: none"> Is due account made of the specific needs and experiences of pupils from all religious groups? Or are some excluded or not included?
3. Benefits for the workplace	<ul style="list-style-type: none"> Do all members and potential members of the workforce/pupils benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made? 	<ul style="list-style-type: none"> Do all members and potential members of the workforce/pupils benefit whatever their ethnic, cultural or religious background? Or are some excluded? 	<ul style="list-style-type: none"> Do all members and potential members of the workforce benefit whichever their gender? Or are there differential impacts, both positive and negative? 	<ul style="list-style-type: none"> Do all members and potential members of the workforce benefit/pupils benefit whatever their religious or non religious background? Or are some excluded or not included?
4. Attitudes, relationships and cohesion	<ul style="list-style-type: none"> Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? 	<ul style="list-style-type: none"> Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions 	<ul style="list-style-type: none"> Do our policies promote good relations between women and men? Or is there mutual hostility, perhaps expressed through 	<ul style="list-style-type: none"> Do our policies promote good relationships / respect / tolerance / similarities between all religious and non religious groups?

	<ul style="list-style-type: none"> • Or is there negativity and little mutual contact? 	and negative attitudes?	violence and sexual harassment?	<ul style="list-style-type: none"> • Or do they lead to hostility and promote differences / religious hatred?
5. Benefits for society	<ul style="list-style-type: none"> • Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? • Or are disabled people excluded or marginalised? 	<ul style="list-style-type: none"> • Do our policies benefit society as a whole by encouraging participation in a public life of citizens from a wide range of backgrounds? • Or are certain communities excluded or marginalised? 	<ul style="list-style-type: none"> • Do our policies benefit society as a whole by encouraging participation in public life of women as well as men? • Or are women excluded or marginalised? 	<ul style="list-style-type: none"> • Do our policies benefit society as a whole by encouraging participation by all religious groups in public life? • Or are some religious groups excluded or marginalised?
6. Positive Impact on equality	<ul style="list-style-type: none"> • Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? • Or does inequality for disabled people continue? 	<ul style="list-style-type: none"> • Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? • Or do barriers and inequalities continue? 	<ul style="list-style-type: none"> • Do our policies help to reduce and remove inequalities between women and men that currently exist? • Or do inequalities between women and men that currently exist? 	<ul style="list-style-type: none"> • Do our policies help to reduce inequalities between all religious and non-religious groups? • Or are there aspects of the policy which may have a negative impact i.e. celebration of religious observance?
7. Consultation, involvement and accountability	<ul style="list-style-type: none"> • Are our policies based on involvement of and consultations with disabled people? • Or are the views and experiences of disabled people not sought or heeded? 	<ul style="list-style-type: none"> • Are our policies based on involvement of and consultation with people from a range of backgrounds? • Or are certain views and experiences not sought or heeded? 	<ul style="list-style-type: none"> • Are our policies based on involvement of and consultation with both women and men? • Or are the views and experiences of women and men not sought or heeded? 	<ul style="list-style-type: none"> • Are our policies based on involvement between all religious and non-religious groups? • Or are the religious and non-religious views of one group more prominent than another?

Appendix 2

Principles and criteria for equality impact assessments

The DCSF is adopting seven principles for the completion of EQUIAs, derived from duties set out in three different pieces of legislation and the duty on schools to promote community cohesion.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and should benefit from DCSF policies, practices and programmes:

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender.

Principle 2: Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, are in the kinds of barriers and disadvantage which people face, in relation to:

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of racism are recognised;
- Gender. So that the different needs and experiences of boys and girls, women and men are recognised.

Principle 3: Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.

- Whether or not they are disabled;
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- Whichever their gender.

Principle 4: Positive attitudes and relationships should be fostered

Policies and programmes should promote:

- Positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- Positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- Mutual respect and good relations between boys and girls, women and men.

Principle 5: Society as a whole should benefit

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

- Disabled people
- People of a wide range of ethnic, cultural and religious backgrounds;
- Women as well as men.

Principle 6: Current inequalities and barriers should be addressed and reduced

In addition to avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people;
- People of different ethnic and religious backgrounds;
- Boys and girls, women and men.

Principle 7: Policy development should involve widespread consultation and involvement

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- Disabled people;
- People of minority ethnic, cultural and religious backgrounds;
- Women as well as men.

**Northgate Primary School
Policy Statement for Equalities**

Agreed by staff : October 2016

Agreed by governors: October 2016

Review date: October 2017



Chair of Governors

