



Bramcote Hills Primary School



Equality and Diversity Policy September 2025

'Make the Future Better for All'

Equality Statement

LEGAL DUTIES

At Bramcote Hills Primary School we are committed to our duties under the Equality Act 2010 and the Public Sector Equality Duty of 2011. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

We recognise that these duties reflect international human rights' standards as expressed in 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. In developing our policy, we have therefore also taken them into consideration.

To meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions **(We will not publish any information that can specifically identify any individual)**
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

To do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents
- Curriculum
- Complaints/compliments
- Participation in extracurricular activities

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our statutory Relationships, Sex and Health Education Curriculum and PSHE Curriculum.

We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups. We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention, and development
- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

Definitions

Discrimination is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

Direct Discrimination by Perception occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect discrimination can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently

disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.

DEMOGRAPHIC CONTEXT

Bramcote Hills is a two-form entry primary school with approximately 420 pupils on roll. The proportion of children from minority ethnic backgrounds is 48% although, within this group, there is no dominant ethnic group. The number of pupils who have English as an Additional Language is 37% (38 languages spoken) The proportion of pupils with Special Educational Needs and Disabilities is approximately 8% and the proportion of children eligible for Free School Meals is 9% (figures correct at the time of writing).

OUR ETHOS

At Bramcote Hills Primary we strive to

- Provide a high-quality education with a rich variety of experiences for all children, irrespective of a child's protected characteristics.
- Celebrate diversity and the promotion of British Values through embedding these in all areas of the curriculum
- Identify and eradicate bullying and harassment in all its forms
- Raise the awareness of children so that they can recognise and challenge discrimination.
- 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.
- Facilitate an appreciation of diversity within the school community, local area, nationally and worldwide and an awareness of, and respect for, different genders, cultures, faiths, backgrounds and lifestyle choices
- Operate sound practices of Equality when appointing and training staff. To appoint the most suitable candidate for employment or training irrespective of any protected characteristics.
- Prepare our children for living within a society with increasing global connections and controversial issues.
- Create a culture where all aspects of diversity and British Values are accepted and celebrated.

These aims are further underpinned by the school's motto '*Make the Future Better for All*' and the following beliefs.

- We believe in delivering an exciting and broad curriculum through high quality teaching and innovation
- We believe in having high standards
- We believe in developing and knowing children as individuals
- We believe in enabling pupils to become well-rounded, happy and confident children who achieve to the best of their ability
- We believe in being inclusive so that all children can thrive
- We believe in working in partnership with our community and other schools

Policy in Practice

The school meets the requirements of the Equality Duty by following these procedures.

Admissions, induction and attendance

- We welcome applications from the whole community
- We base our admissions policy on a fair system, working with the authority fair access policy
- We do not discriminate against a child with a disability or refuse a child entry to our school because of any disability
- We do not discriminate against a child or their family, or prevent entry to our school, on the basis of race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, political activities, socio-economic background, living situation, being a member of a travelling community or an asylum seeker or having spent convictions
- We discourage discriminatory behaviour by staff or parents and will take appropriate action
- We ensure that children and parents with disabilities can participate successfully in the activities offered by the school and in the curriculum offered whenever reasonably possible
- We try to reflect the diversity of members of our society in all our publicity and promotional materials
- We provide information in clear, concise language, whether written or spoken

School Curriculum

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

The curriculum offered at BHPS encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability and appropriate protected characteristics. We look for opportunities to promote an understanding of the protected characteristics.

Specific teaching regarding the Protected Characteristics, British Values and the UN Convention of the Rights primarily take place within the PSHE curriculum. The school follows the 'Jigsaw' scheme for PSHE.

Teaching and support staff are familiar with the equal opportunities legislation.

Teachers and support staff ensure that all children:

- Feel secure and know that their contributions are valued
- Feel good about themselves
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Participate fully regardless of disabilities or medical needs

All staff are committed to

- Making children feel valued and good about themselves through the curriculum
- Ensuring that children have equal access to learning
- Ensuring each child receives the widest possible opportunity to develop their skills and abilities
- Seeking out opportunities to promote and understanding of the protected characteristics and British Values
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this
- Avoiding stereotypes or derogatory images in the selection of books or other visual material
- Celebrating a wide range of festivals and awareness days.
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Data is collected with regard to the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils
- We recognise the specific assessment needs of pupils with additional needs such as EAL, SEND, etc, and also the importance of scrutinising assessment materials for cultural bias

Assemblies

There is a strategic plan for assemblies which seek to promote children's understanding of Diversity, Equity, Inclusion and Belonging, British Values and the Protected Characteristics.

Valuing Diversity in Families

- We welcome the diversity of family lifestyles and work with all families
- We encourage children to contribute stories of their everyday life
- We encourage parents/carers to take part in the life of BHPS and to contribute fully.

Food and dietary needs

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible.

We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them

Events

- Events are strategically planned to ensure that all families may become involved in the life of the school if they wish
- Information about events and meetings is communicated in a variety of ways (e.g. electronically, written and verbal), to ensure that all parents have information about, and access to, meetings.

Planned and unplanned activities

Teachers approach activities from an diverse perspective whenever possible. (e.g. using stories from a variety of cultures – a multicultural approach, having positive images of people with disabilities or from a variety of ethnic groups on display, using names from both gender groups or different ethnic groups within teaching resources.

It is possible for incidents/issues to arise on a day-to-day basis that are not planned. Teachers will use their professionalism to 'spot' the opportunity to discuss equality issues and challenge stereotypes, misconceptions and discrimination whenever possible. This will be beneficial as discussing issues as they arise is often more meaningful to children.

In addition to this approach however there is the need to tackle some subjects deliberately so that children are encouraged to consider important issues.

The school believes that all children should have full access to the curriculum and wider range of activities available (including extra-curricular activities, swimming, residential trips) regardless of any potential barrier they may face.

Positive images and visitors

Staff recognise that a useful teaching technique is to use positive images of members of different groups whenever possible. These can be visual images (eg. historical or fictitious) and can be very effective when challenging stereotypes. Staff will often invite visitors to come to school when studying a number of issues. This is an ideal way of promoting positive role models from minority groups. Visits can also be arranged to enable children to experience a completely new stimulus that can't be replicated in school.

The school promotes the principles of '*windows and mirrors*'. We use the curriculum to broaden children's experience and understanding by opening 'windows' to new cultures and experiences. We also seek to promote children's sense of belonging by children seeing their own context present in school - '*mirrors*'.

Groupings

Staff work with significant thought when grouping children for all manner of activities in school. Generally, children will not be grouped according to race, religion, gender or disability. There may be some occasions when children will be grouped according to gender such as Sex and Relationship Education or girls' football team (used to give girls an opportunity in what is stereotypically a boys' sport).

Selection for Activities

Selecting children for certain activities can be very difficult, especially when there are a limited number of places available. Teachers often have to consider making the most of the skills of a Gifted and Talented child, giving a 'turn' to some children who do not push themselves forward, being democratic and allowing voting systems; and ensuring that the school does its best to allow all groups within school to be represented in activities such as the School Council. It is not always possible to meet all these needs but, from an Equality perspective, the school does not discriminate against pupils because of any of the protected characteristics. Some sports teams will be selected on the grounds of ability. Sometimes, activities are made available to older children on the understanding that younger pupils will 'get their turn' when they are older. The school does make an active effort to ensure that all groups within school are represented as far as is practically possible.

New Pupils

The school recognises the need to respond quickly to the needs of new pupils. From an equality perspective, this may mean training staff quickly and making children aware in order to support a pupil with a disability. It may require bilingual signage to support a child while they learn English or some lessons that promote another culture that children might be unfamiliar with.

Language

The English language is steeped in history and is evolving all of the time. The staff at BHPS are aware that our choice of language is significant and terms that used to be utilised without a second thought could now be inappropriate, or at worse, offensive. For example, we would choose to use the term *traitor* rather than *black leg*, *person with a disability* rather than *disabled* or *handicapped*, *person with epilepsy* rather than *epileptic*, *firefighter* rather than *fireman*.

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 of opportunity.

Roles and Responsibilities

In our school, **all** members of the school community have a responsibility towards supporting the equality agenda.

Responsibilities are laid out as follows:

School community	
The Governing Body	<ul style="list-style-type: none">• The school complies with all equality legislation relevant to the school community• The school's Equality Policy is maintained and updated regularly• The Headteacher and SLT are held to account for the communication and implementation of school policies• Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.

	<ul style="list-style-type: none"> • Governors have an overview of all racist incidents or incidents which are a breach of this policy and ensuring that appropriate policies are in place that take appropriate resulting action • Progress towards equality objectives is monitored carefully
Headteacher And Senior Management Team	<p>As above including:</p> <ul style="list-style-type: none"> • Promote key messages to staff, parents, and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. • Ensure that all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness. • Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents • Publish data and publish equality objectives. • Initiating and overseeing the development and regular review of equality policies and procedures • Ensure fair treatment and access to services and opportunities. • Taking appropriate action in response to racist incidents, or any acts of discrimination against people with protected characteristics • Ensuring the effective communication of the policies to all pupils, staff and stakeholders • Ensuring that all who enter the school are aware of, and comply with, the Equality Policy; • Ensuring the school carries out its statutory duties effectively
All teaching staff	<ul style="list-style-type: none"> • Help in delivering the right outcomes for pupils. • Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Proactively following this policy and any associated guidelines • Design and deliver an inclusive curriculum. • Record, report and respond appropriately to prejudice-related incidents. Know how to identify and challenge bias and stereotyping • Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider • Providing role models for pupils through their own actions
Non-teaching staff	<ul style="list-style-type: none"> • Support the school and the governing body in delivering a fair and equitable service to all stakeholders. • Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated. • Support colleagues within the school community. Record, report and respond appropriately to prejudice-related incidents.
Parents/carers	<ul style="list-style-type: none"> • Take an active role in supporting and challenging the school to achieve the commitment given to the school

	<p>community in tackling inequality and achieving equality of opportunity for all.</p> <ul style="list-style-type: none"> • Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated. • Following the school policy through their own behaviour.. • Ensuring their children attend and engage in the learning.
Pupils	<ul style="list-style-type: none"> • Treating others kindly and fairly without prejudice, discrimination or harassment • Attending and engaging in their own learning as well as helping other pupils to learn • Telling staff about any prejudiced related incidents that occur • Standing up for what is right • Not being a bystander
Community members	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these • Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

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

Links with other policies

Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying policy	Includes information about bullying behaviours and vulnerable groups
Online Safety and Acceptable Use Policy	Includes information about children's online behaviour and details about online bullying/cyberbullying
RSHE and PSHE Policy	Includes information about our school's RSHE programme and how we teach about healthy relationships, friendships, diversity and bullying
Child-on-Child Abuse Policy	Includes links to bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Availability

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on school's website, parent newsletter and on the school network.

Monitor and Review

As a minimum, we will review our Equality Objectives at least every three years.

It is our intention that a robust policy should be one that is visible in the day-to-day life of the school. Therefore, there are a number of monitoring procedures that are followed throughout the year.

- **Climate for Learning Checklist** – within this there is a section on promoting equality and diversity. This is checked by SLT and all teachers in the Autumn term.
- **Harassment and discrimination** - The school will monitor incidents of harassment and discrimination and treat them separately to other behavioural issues. The findings of this monitoring will be reported on an annual basis in the Head Teacher's report to Governors. Appendix 2 shows a flow chart of action to be taken. This shows how some children may meet more serious sanctions at a swifter rate if they perpetrate unacceptable harassment and discrimination that challenges the school's stance on Equal Opportunities. All incidents will be dealt with calmly and sanctions will be used with discretion taking into account a child's maturity, intellectual capacity and the frequency of the incidents.
- **Behaviour** - The exclusion and other behaviour records will be analysed in light of the protected characteristics

Breaches of the Policy

Complaints about the implementation of this policy or any infringement of it are to be dealt with in accordance with the school's Complaints Policy, Staff Code of Conduct, Behaviour and Disciplinary Procedures.

Useful Links:

- [Equality Act 2010: guidance - GOV.UK](#)
- [Convention on the Rights of the Child \(CRC\) | EHRC](#)
- [UN Convention on the Rights of Persons with Disabilities \(CRPD\) | EHRC](#)
- [The Human Rights Act | EHRC](#)
- Dealing with Prejudice: Best Practice Guide for Nottinghamshire Schools and Academies, September 2022 (available through the TETC pages of the Nottinghamshire School's portal)

Appendices

1. Details of the schools approach to PSHE
2. Discrimination monitoring form and flowchart
3. Diversity, Equity, Inclusion and Belonging (DEIB) Equality Objectives 2024-27

Appendix 1

We follow Jigsaw PSHE - coverage links to United Nations Convention of Rights of the Childs (UNCRC), British Values and Preventing Racism lessons.

<https://jigsawpsheonline>

Stages for dealing with incidents of discriminatory behaviour - Flowchart

(In some cases this flow chart may not always be followed in order. Consideration may need to be given to the severity of the incident and the age / emotional stage of development of the child) When educating children about the wider implications of their actions, we ask the children who they were cross with/insulting. If they give the name of a child or children, we need to make them understand that they are actually insulting all members of that protected group. This is because they are using a word like gay or black as an insult and they are therefore saying that there is something wrong with having this characteristic.

1

- Inform classteacher/key stage leader (Headteacher should be notified but may not deal with the incident)
- One to one discussion with child educating them about the wider implications of their actions and why they are unacceptable
- Circle time with class (if appropriate)
- Letter of apology to victim written during break time. Verbal apology (if appropriate)
- Counsel victim to ensure they feel no guilt and to encourage them to report such incidents
- Inform parents if appropriate

**2**

- All of stage 1
And ..
- Removal of child from area where incident took place for limited period of time.
- Inform parents of situation
- Head Teacher involved

**3**

- All of stage 2
And ...
- Place child on report in order to clarify for them what is unacceptable and to monitor the situation more closely

**4**

- All of stage 3
And ...
- Place on report for longer period
- Inform parents of problem in writing and invite them to attend formal meeting
- At meeting discuss what is required of pupil and the possible consequences of further incidents. These might include exclusion.

**5**

- All of stage 4
And ...
- Fixed term exclusion or permanent exclusion if fixed term exclusions have already been tried

Diversity, Equity, Inclusion and Belonging (DEIB) Equality Objectives 2024-2027

	Objective	Actions	Staff	Target date	Success Criteria
	Rationale: School now has children from a wide range of cultural or social backgrounds. This now needs to be promoted more explicitly in all aspects of teaching and school life in order to ensure a sense of belonging. (Children, staff and governors)				
1	To promote an inclusive school community actively and explicitly.	- To develop staff understanding of the nine protected characteristics and the Equality Act 2010 through Local Authority training.	DEIB lead – K Barnes DEIB Local Authority lead - Deepa Vasudevan	Spring 2024	<ul style="list-style-type: none"> Staff have an increased understanding of the nine protected characteristics and their legal and moral duty.
		- Staff training on how to challenge inappropriate behaviour or language that challenges these protected characteristics.	DEIB Local Authority lead - Deepa Vasudevan	Summer 2025	<ul style="list-style-type: none"> Staff feel empowered and knowledgeable to deal with incidents.
		- To set up Diversity Champions in Key Stage Two to encourage pupil voice in developing and promoting diversity within school.	DEIB lead – K Barnes	Summer 2024	<ul style="list-style-type: none"> Diversity Champions meet once a half term to set agenda for an area to develop within school.
	Rationale: Teaching about DEIB has been good in the past but has not always been carefully planned and explicit enough. The next step for the school is to have a more coherent and deliberate plan for actively promoting DEIB that reflects the diversity within the local community and BHPS.				
2	To ensure curriculum provision positively reflects the diversity within BHPS and that it is accessible to all those who hold a protected characteristic.	<ul style="list-style-type: none"> Focused events to learn and celebrate different religious and cultural events including Eid, Diwali, Lunar New Year. Wellbeing week, Creative Arts week, PRIDE week. Encourage school and local 	Headteacher SLT DEIB lead Staff	Ongoing	<ul style="list-style-type: none"> Children have a greater understanding of the differences between themselves and others. Children develop a respect for others and themselves. Increased involvement from school and local

		community involvement.			community and links formed for future events.
		<ul style="list-style-type: none"> - Explicitly teach the protected characteristics in an age-appropriate way by making links in planning and ensuring displays reflect these. 	DEIB lead Headteacher Curriculum lead SLT	Summer 2025	<ul style="list-style-type: none"> • British Values and Protected Characteristics display evident in all classrooms. • Links to the Protected Characteristics are evident in planning, teaching observations and learning walks.
		<ul style="list-style-type: none"> - To audit and review our Literacy texts and class library within each year group to reflect diversity across all Protected Characteristics, where age appropriate. 	Reading lead – T Dransfield DEIB Lead – K Barnes	Spring 2025	<ul style="list-style-type: none"> • Each year group has range of age-appropriate texts that reflect a breath of the Protected Characteristics.
		<ul style="list-style-type: none"> - Assemblies. Audit provision to ensure learning about a variety of beliefs and protected characteristics. 	P Taylor & K White	Autumn 2024	<ul style="list-style-type: none"> • Assembly plan to reflect key elements including protected characteristics, British values, ESafety, offline world safety, religious festivals in addition to normal SMSC.
	<p>Rationale: Previous inclusion of all groups in school has been monitored and has been improving. This would be better if there is a more coherent plan and clear purpose for enrichment activities and a more determined policy to insist on inclusion at all levels.</p>				
3	Advance and insist upon equality of opportunity for identified groups. (PP, BME)	<ul style="list-style-type: none"> • Ensure that the current excellent provision for personal development is coherently planned with even more explicit aims and intentions (This might include reflecting the cultural heritage of the children in school whilst also providing opportunities for learning about the culture of others) 	P Taylor	For Autumn 2024	<ul style="list-style-type: none"> • To improve on existing planning to ensure balance and be clearer about intentions of different events in respect of purpose, protected characteristics and British values

		<ul style="list-style-type: none"> Ensure that disadvantaged pupils (including those with SEND, PP and BME) <i>consistently</i> benefit from the personal development opportunities provided. Inc. residential and extra-curricular activities. (This will included an audit and subsequent action) 	K Barnes, K White to lead all staff in shared responsibility. M Whiley to assist	For Autumn 24	<ul style="list-style-type: none"> To have greater knowledge and data of involvement For lack of attendance and involvement in residential and extra-curricular to be proportionally less for targeted groups compared to whole school data. Staff to take proactive and determined steps to secure their inclusion.