

# Howe Dell School



## School Equality Scheme

**Written:** Summer Term 2023

**To be reviewed:** Autumn term 2027

# Contents

1. Vision and Values

2. School context

3. Legal Background

4. Roles and Responsibilities

5. Engagement – Participation and Involvement

6. Equality Impact Assessment

7. School Equality Priorities

8. Action Plan

## 1: Vision and Values

---

Our equality vision and the values that underpin school life

---

### **Introduction:**

Howe Dell Primary School endeavours to improve the lives of children, young people and families. We accept and celebrate the rich diversity in our world and we respect each other's race, religion, gender identity, age, disabilities, sexual orientation and gender. We celebrate all of our children and their families without discrimination. In doing so we believe that our community will be happier and more successful.

In our school we believe that 'Everyone is different but everyone is welcome'. There are 'no outsiders'.

We believe it is the right of all to have access to high quality learning experiences in a stimulating, creative learning environment where our learners are supported in taking risks and take great pride in their work. Our Equality Scheme will ensure that every member of our community respects others and is respected themselves, achieves his or her full potential and is welcomed and valued. It is the responsibility of the whole community to abide by this scheme. Equality is fundamental to the whole of the life and curriculum of the school. We value the ethnic, religious and cultural differences in our school and in society. We are committed to valuing and respecting one another and this is reflected in all our work. 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. The school equality scheme will be aligned with the School Improvement plan and the school Equality Statement. Its implementation will be monitored within the school self-evaluation and other review processes.

### **Vision & Aims**

'Reach for the stars'

At Howe Dell, we aspire to create a cohesive community of life-long learners, who are equipped with skills and knowledge to positively impact the world.

### **Aims**

Through our bespoke and ambitious curriculum, we embed our values: kindness, growth and respect.

- Kindness is the foundation of all our interactions and is modelled throughout our community.
- Growth is fostered within our therapeutic ethos. Through personal development we grow resilient, curious learners both in the classroom and the wider world.
- Respect is fundamental to us all. We value differences, celebrate diversity, and promote inclusivity, creating a safe and supportive community where everyone is welcome.

At Howe Dell, we believe in Equity. We believe that 'Everyone is different but everyone is welcome'. There are 'no outsiders'. We are proud to be an inclusive school who strive to achieve the best outcomes for each individual child in our care, at our school.

Our school provides a broad and balanced curriculum for all our children. We do our very best to ensure that barriers to learning are identified at the earliest stage as we believe that early intervention is vital in helping our children succeed and fulfil their potential. Irrespective of beginnings, we are passionately committed to ensuring that all our children reach their full potential.

- Our whole school golden expectations (kindness, growth and respect) build a community of tolerance and respect for all to ensure there are 'No Outsiders'
- Providing high quality teaching and a designed curriculum, our children embark on a journey that commence life-long learning
- Adaptive classroom practice is embedded across our school to remove barriers to learning for all children

### **Equality into policy and practice**

As well as the specific actions set out in this plan, the school operates equality of opportunity in its day to day practice in the following ways:

### **PUPILS**

#### **Teaching and Learning:**

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

- Take account of the attainment of all learners when planning for future learning and having high expectations for all.
- Ensure equality of access for all learners and prepare them for life in a diverse society.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our learners

#### **The content of the curriculum**

- The curriculum is planned to incorporate principles of equality and to encourage thoughtful responses and positive attitudes towards diversity
- Opportunities are found in the curriculum to explore concepts and issues relating to identity and diversity through. RE, History, Geography, Literacy, PSHE and Art
- Provision of a diverse school curriculum, providing personal encounters with other cultures and contributing to the spiritual, moral, social and cultural development of all pupils
- Use materials that reflect diversity of the school population and the local community in terms of race, gender and disability, without stereotyping
- Provision of extra-curricular activities and events to cater for the interests and capabilities of all pupils and to take account of parental concerns related to religion and culture

## **Inclusion, teaching and learning**

- Set suitable learning challenges
- Curriculum enrichment will be structured to enable pupils to make connections with their own lives
- Learners are involved in their own target-setting and assessment
- Respond to pupils' diverse learning needs and different experiences
- Provide EAL and SEN support
- Provide resources which reflect many cultures
- Provide dual language texts where required
- Use visual images to support those with EAL or SEND
- Learners will be encouraged to challenge stereotypes and to develop the skills necessary to detect bias and challenge discrimination
- Allocations to teaching groups are monitored to prevent discrimination

## **Pupils' personal development and pastoral care**

- Encourage all children to stand for class election to the school council
- Monitor membership of school council by ethnicity, gender, disability
- Share views about racism, sexism, disability discrimination and sexual orientation in and out of school through our PSHE Curriculum
- Promote and encourage discussion, learning and understanding of cultures and faiths
- Give opportunities for children to share experiences of religion and culture to promote self-esteem and knowledge for all
- Staff modelling of respectful attitudes
- Encourage all pupils including those with disabilities to participate in the full life of the school
- Provide positive images of disabled people participated in public life and in visiting/being represented in the school
- Challenge the use of discriminatory language
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for learners to appreciate their own culture and celebrate the diversity of cultures

## **Behaviour, discipline and exclusions across equality strands**

- Record ethnicity of perpetrator and victim of racist incidents
- Report all incidents to local authority and governing body where required.
- Record unacceptable playground behaviour and apply consequences (protective and/or educational)

- Discuss school expectations, rewards and consequences and devise golden expectations with all children
- Operate consistent systems of rewards and consequences
- Discussion of 'differences' in PSHE lessons through the Kapow programme of study
- Behaviour expectations made clear in Home/School agreement and Valued behaviour policy

### **Pupil Progress, attainment and assessment across equality strands**

- Monitor progress of learners by ethnicity, ability, free school meals, SEND status and gender to look for patterns and address where necessary.
- Identify trends and patterns of underachievement and where necessary take positive action to improve attainment

### **Admissions and Attendance**

- Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors
- They follow the standard admissions arrangements for Hertfordshire schools
- The admissions process is monitored to ensure no particular groups are being disadvantaged unfairly
- Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet is collected to ensure we meet the needs of all groups

### **Suspensions**

- Suspensions will always be based on the school's Pro Social Behaviour Policy. We will closely monitor suspensions to avoid potential adverse impact and ensure any discrepancies are identified and dealt with
- Monitor suspensions (when and if they occur) by ethnicity, ability and gender of learner

## **STAFF and GOVERNORS**

### **Staff recruitment and professional development**

- All staff vacancies open to the widest permitted pool of applicants
- Advertise within the community for staff to actively encourage people from different backgrounds
- Adhere to equal opportunity practice
- Record staff development (PD) through the school's appraisal process
- All staff have training to develop awareness around equalities issues

## **Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are committed to ensure wherever possible that the staffing of the school reflects the diversity of our community.

## **Employer Duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender reassignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all staff.

## **Membership of the Governing Board**

- Promote and encourage more diverse and representative membership of our governing body
- Develop support and induction provided for new governors

## **Partnerships with parents and the community**

- Seek to involve all parents in supporting their child's education
- Operate an open door policy for meeting with parents to discuss any issues that may emerge.
- Information and material for parents accessible in plain language
- Premises and facilities equally available for use by all minority groups.
- Promote active links with the local community (see community cohesion section)
- Promote active links with local minority communities

## 2: School Context

---

### The characteristics of our school – Autumn 2025

---

Howe Dell Primary School is a two form entry Primary and Nursery school Hatfield, Hertfordshire. Our school is an enjoyable, vibrant, nurturing and safe place to learn where we ensure that every child feels happy and secure.

At Howe Dell, we want our children to be the best they can be which is why the child is firmly at the centre of everything that we do at school. The following breakdown does not include daycare/

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (number and %)</b>
Number of pupils	428	Female = 218 Male = 240
Number of staff	64	Female 60
Number of governors	12	
Religious character	12	
Mobility of school population		72% mobility (2024)
Pupils eligible for FME	65	
Deprivation factor	67	
Disabled staff	2	
Disabled pupils (SEN/LDD)	61	
Disabled pupils (no SEN)	0	
BME pupils	320	70%
BME staff	19	29.6%
Pupils who speak English as an additional language	164	35%
Average attendance rate	96.3%	
Awards, accreditations, specialist status		Ofsted graded Good (2025) Silver Travel Award Silver Sports Award

## 3: Legal Background

---

### The duties that underpin our scheme

---

There are a number of statutory duties that must be met by every school in line with legislation from The Equality Act 2010

The action plan at the end of the Equality Plan outlines the actions that Howe Dell Primary School will take to meet the general duties detailed below.

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

## **General Duty under the Equality Act 2010:**

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

## **The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)**

**The specific duties require schools to:**

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

## **Protected Characteristics**

*The Equality Act 2010 protects learners from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:*

- *age (for staff only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment*
- *pregnancy, maternity and breast feeding*
- *religion and belief*
- *sexual orientation*

## **Race Equality**

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality
- Assess the impact of our policies, including this plan, on learners, staff and parents by ethnic, in particular, the achievements levels of these learners
- Monitor the impact our plans and policies have on such learners, staff and parents towards raising the achievement of minority ethnic groups.

## Disability

### Definition of Disability:

***The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.'***

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, Multiple Sclerosis and Cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

### Legal Duties

The DDA 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

At Howe Dell, we implement accessibility plans which are aimed at:

- increasing the extent to which disabled learners can participate in the curriculum;
- improving the physical environment of schools to enable disabled learners to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled learners.

**Provision for disabled learners is closely linked with the existing provisions for learners with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.**

### Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male learners and between women and men and transgender people

Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- promote equality between men and women

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them

- Review and revise this scheme every three years

## Sexual Orientation

The Equality Act 2006 made provisions for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools, this means admissions, benefits and services for learners and the treatment of learners.

## Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote Community Cohesion. Community Cohesion encompasses promoting good relations between learners from different races, faiths, beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Community Cohesion supports good practice in educating learners/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

## 4: Roles and Responsibilities and Publish Information

### Chain of accountability

The Board of Governors, supported by the Executive Headteacher and staff, is responsible for ensuring the implementation of this scheme.

### Commitment to implementation

The Head Teacher retains overall responsibility for ensuring that the action plan is delivered effectively.

**Every term**, leaders will analyse data to track outcomes of all pupils and decide upon actions to address any emerging gaps.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Head teacher, Assistant Head for Inclusion
Disability equality (including bullying)	Assistant Head for Inclusion
SEN/LDD (including bullying incidents)	Assistant Head for Inclusion
Accessibility	Head teacher, Assistant Head for Inclusion, Facilities Team.
Gender equality (including bullying incidents)	Head Teacher, SLT
Race equality (including racist incidents)	Head Teacher, SLT

Equality and diversity in curriculum content	Head Teacher, SLT
Equality and diversity in pupil achievement	Head Teacher, SLT
Equality and diversity – behaviour and exclusions	Head teacher
Participation in all aspects of school life	SLT/ QOE LT
Impact assessment	Head teacher, SLT, Governors
Engagement /Stakeholder consultation	Head Teacher, SLT
Policy review	Headteacher, AH for Inclusion, Governors
Communication and publishing	Head teacher, Governors

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes

**The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.**

### **Commitment to Publish**

In order to meet the statutory requirements to publish our Equality Scheme we will:

- Make the plan available on the website
- Make sure hard copies are available upon request
- Raise awareness of the plan through the school newsletter, staff meetings and other communications;

### **Roles and Responsibilities**

#### **Governors will:**

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and learners
- Congratulate examples of good practice from the school and among individual managers, staff and learners
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

---

**The Executive Headteacher and senior staff will:**

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult learners, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all learners, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and learners
- Highlight good practice from departments, individual managers, staff and learners
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

**Line managers will:**

- Respond to consultation requests by creating opportunities for learners and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and learners
- Use informal and formal procedures as necessary to deal with 'difficult' situations
  
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of learners and staff, as a whole, and individuals (praising/challenging as necessary)
  
- Contribute to managing the implementation of the school's equality scheme

**All staff: teaching and non-teaching will:**

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and learners

- 
- Behave with respect and fairness to all colleagues and learners, carrying out the letter and spirit of the school's equality scheme
  - Provide a consistent response to incidents, e.g. bullying cases and racist incidents
  - Contribute to the implementation of the school's equality scheme

## **The Roles and Responsibilities of the parents/carers and the learners**

### **All Pupils will be expected to:**

- Respect each other, regardless of difference or disability
- Undertake activities to promote equality and tackle discrimination
- Behave in accordance with school policies
- Sign the Home School Agreement.

### **All Parents/Carers will be expected to:**

- Support school policies
- Teach their children respect of difference and disability and act as positive role models.
- Work with the school to promote equality and tackle discrimination
- Sign the Home School Agreement

Further information is outlined in the Home/School Agreement

## **5: Engagement**

---

Involving our learners, parents/carers and others

---

### **Engagement – Participation and Involvement**

The development of our school Equality Policy has taken into account the protected characteristics listed under the Equality Act 2010.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, learners, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant specialist organisations.

## **6. Using information – Equality Impact Assessment, data and other information**

---

Evaluating the impact in terms of the outcomes

---

### **Equality Impact Assessment (EQIAs)**

**EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our learners/students and staff and that diversity, equality and inclusion run through all areas of school life.**

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.

- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as questionnaires.

- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.
- If any proposed procurement affects the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community, there a need to include some equality requirement within the contract. We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

### **Impact Assessment**

- We recognize that our policies and practices may impact on different groups
- We will assess the impact of policies, procedures, functions and practices by regularly monitoring the views of all stakeholders annually through the parent questionnaire, staff questionnaire and pupil questionnaire.
- We will review policies to ensure that the Disability Equality Scheme has been included as part of our policies and have regard to the general duty under the Race Relations (Amendment) Act 2000.
- We audit policies and practice through our Inclusion development plan, termly provision mapping and pupil progress meetings.
- We will use the results of the analysis to derive new targets for improvement which will feed into our school improvement plan

### **Using information - Equality Impact Assessments, data and other information:**

- Data that has been considered to help analyse the effects of our policies on protected groups include Arbor Data,
- Class Profile / Venn diagram data,
- Our School SEF

### **Review of progress and impact**

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of learners' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups are making the best possible progress, and take appropriate actions to address any gaps.

## 7: Our School's Equality Priorities

Key priorities for action

---

Achievements to date

### Disability

- Personal Emergency Evacuation Plans in place for vulnerable pupils and updated regularly.
- Individual Risk Reduction Plans written for vulnerable pupils going on off site visits.
- Accessibility Plan in place.

### Other

- KAPOW PSHE programme introduced into school September 2025.

Priority	Protected Characteristic	Progress against priority
1	Diminish the difference in achievement of disadvantaged learners and 'others' to ensure there are 'No Outsiders'.	<p>Equality in opportunity ( socio economic)</p> <p>High Quality teaching and scaffolding in every classroom to remove barriers to learning.</p> <p>Book studies across all curriculum areas involving pupils at the centre of these and ensuring they are fully involved and their voices are captured.</p> <p>Whole school staff training and class workshops led by Andrew Moffat from No Outsiders, in preparation for the launch of No Outsiders texts and lessons being taught as part of the diverse curriculum at Howe Dell in September 2023. No Outsiders aims to ensure everyone is valued regardless of their cultural, social or economic background.</p> <p>Ensuring that all pupils can access extra-curriculum provision. Specific sports clubs made available for PPG children.</p> <p>Termly club analysis by SLT members to determine participants of all enrichment activities.</p> <p>Positive Minds course ran for Year 6 in Summer 2021 and 2022 to</p>

		<p>ensure children have an awareness of mental health and coping strategies to use at a time of transition in their lives.</p> <p>Current Year 6 Pupils will be continuing with the programmer.</p> <p>Year 6 tuition groups ran during Spring term with 9 PPG children being selected for small group writing support.</p> <p>An in-school weekly wellbeing club is provided for learners in KS1 and KS2.</p> <p>Extra-curricular clubs open to all children and designated clubs available to PPG children in place.</p>
<p>2 Ensure that all learners, including those with SEND, can access learning and activities available to the whole school.</p>	<p>Disability and SEND</p>	<p>Personal Emergency Evacuation Plans in place for vulnerable pupils and updated regularly.</p> <p>Individual Risk Reduction Plans written for vulnerable pupils going on off-site visits.</p> <p>Termly Inclusion Review meetings to track progress of SEND learners</p> <p>Pupil Outcome Meetings – First 20% learners discussed and next steps identified</p> <p>Quality First Teaching, targeted and specialist scaffolds used and adapted within the classroom for individual learners.</p> <p>1:1 targeted support for EHCP learners</p> <p>1:1 provision in place for children where required to support learning / access to learning through positive mental health and wellbeing through support from members of the School Inclusion Team.</p> <p>SMART targets / Learning Plans in</p>

		<p>place for all children identified as having a SEND need across the school.</p> <p>Pupil's attending school residential trip teams to have meetings with the parent/children prior to the trip to discuss risk assessments in place.</p> <p>School Accessibility Plan in place.</p> <p>Whole school and class provision maps to determine intervention support and impact for individual learners.</p>
<p>3 Increase attainment of all children, including all minority groups</p>	<p>Gender, Race, Disability, religion, beliefs</p>	<p>Pupil achievement by protected characteristic is monitored by pupil group in Inclusion Review meetings and individually at Pupil Outcome Meetings. Staff act on any trends or patterns in the data that require additional support for pupils.</p> <p>Live marking to provide opportunities for immediate feedback in lessons.</p> <p>All children have access to a curriculum that reflects our Howe Dell community and texts that children can see themselves in or identify with the themes discussed, such as 'Coming to England' or 'Africa Amazing Africa'. Our curriculum includes topics such as The Windrush Empire and artists, scientists and authors that are diverse and represent both genders.</p> <p>Whole school staff training and class workshops led by Andrew Moffat from No Outsiders, in preparation of the launch of No Outsiders texts and lessons being taught as part of the diverse curriculum at Howe Dell in September 2023.</p>

<p>4 Promote racial harmony and understanding.</p>	<p>Race</p>	<p>'Here I Am' theme week in March 2022 celebrated diversity through high quality texts that represented a range of cultures.</p> <p>Whole school staff training and class workshops led by Andrew Moffat from No Outsiders, in preparation of the launch of No Outsiders texts and lessons being taught as part of the diverse curriculum at Howe Dell in September 2023.</p> <p>Additional diverse books purchased for class and school libraries through funding from PSA and fundraising.</p> <p>Howe Dell Reading Spine created to ensure that all children use diverse texts in Whole Class Reading lessons in each year group.</p> <p>Termly 10 book baskets across EYFS and KS1 to ensure that all children have access to diverse texts in class story sessions.</p> <p>Termly Explore and Engage whole school English units taught which focus on the use of high quality texts which allow children to see themselves and others represented positively in books, such as Coming to England and Africa Amazing Africa.</p> <p>KAPOW PSHE programme introduced into school September 2025. All children are engaged with the PHSE curriculum in relation to improving equality.</p> <p>PSHE activities promote understanding and tolerance of difference and disability. This may be in whole school assemblies and circle time.</p>
--	-------------	--

<p>5 Protect individuals from bullying or harassment.</p>	<p>All characteristics</p>	<p>Additional transition support for children from vulnerable groups in supporting their secondary transition</p> <p>KAPOW curriculum resource fully embedded where values such as respect and tolerance are taught.</p> <p>Golden Expectations now fully embedded across the school which reinforces the values of kindness, respect and resilience.</p> <p>Therapeutic Thinking behaviour strategy used school-wide to promote positive behaviour and eliminate anti-social behaviours</p> <p>Protective / Educational Consequences now fully embedded across the school as part of the pro-social behaviour policy.</p>
<p>6. Celebrate the uniqueness of our pupils and the diversity of our school.</p>	<p>All characteristics</p>	<p>Weekly assemblies focusing on Golden Expectations and No Outsiders</p> <p>Whole school staff training and class workshops led by Andrew Moffat from No Outsiders, in preparation of the launch of No Outsiders texts and lessons being taught as part of the diverse curriculum at Howe Dell in September 2023.</p> <p>Additional diverse books purchased for class and school libraries through funding from PSA and fundraising.</p> <p>CUSP Reading Spine is used by Howe Dell which includes that have been carefully mapped out to ensure a breadth of diverse texts, authors and themes.</p> <p>Termly 10 book baskets across EYFS and KS1 to ensure that all children have access to diverse</p>

		<p>texts in class story sessions.</p> <p>Howe Dell's Got Talent show in March 2025 celebrated children's uniqueness.</p> <p>Whole school Explore and Engage unit allowed children to develop their understanding of an important historical event linked to their cultural background or that of their peers.</p>	
--	--	---	--