



# Equality Scheme (Equal Opportunities)

2019/20

# **Equality Scheme** **(Statements and Plans)**

## **Overarching Statement**

1. We respect the equal human rights of all our pupils and educate them about equalities issues;
2. We will also respect the equal rights of our staff and other members of our Trust and school community;
3. In order to do this, we will comply with relevant legislation and implement plans in relation to race equality, disability equality and gender equality.

## **Legal Framework**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child

## **Aims**

This policy is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the pupils are:

1. Disability
2. Gender reassignment
3. Pregnancy and maternity
4. Race
5. Religion or belief
6. Sex
7. Sexual orientation

There are some exemptions from this legislation in situations where the essential nature of a job calls for a man, woman or person from a religion or racial group. The Trust would not normally seek to use exemptions from the above acts.

Equality of opportunity in Forward Education Trust means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, governors, parents and carers and community members.

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## **Specific Issues:**

### 1. Age:

The Trust is opposed to any direct or indirect discrimination based on age.

### 2. Disability:

The Trust is opposed to any discrimination against people with disabilities based on assumptions of their ability or otherwise carry out the duties of a post in the school. Where a candidate who has a disability is appointed to the post in the school, reasonable provision will be made for adjustments to the working conditions or environment where practicable.

### 3. Gender reassignment:

The Trust is opposed to any discrimination as a result of a person proposing to undergo, undergoing or having undergone a process (or part of a process) for the purpose of reassigning the person's sex.

### 4. Marital status or civil partnership:

The Trust is opposed to any discrimination against employees who are married or in a civil partnership.

### 5. Pregnancy, maternity and paternity:

The Trust is opposed to any discrimination against a woman because of her pregnancy and / or maternity leave. The Trust is opposed to any discrimination against a man because of his paternity leave.

### 6. Race:

The Trust is opposed to any direct or indirect discrimination based on race, colour, ethnic or national origin. There may be situations in the school which require special consideration and when an occupational requirement may apply to justify the employment of someone of one particular race or ethnic origin. However, these situations will be unusual and exceptional, and will be discussed with staff in advance.

### 7. Religion or Belief:

The Trust is opposed to any direct or indirect discrimination based upon religion or belief.

### 8. Sex

The Trust is opposed to any direct or indirect discrimination based on gender. There may be situations in the school, which require special consideration and where a genuine and determining occupational requirement may apply to justify the employment of someone of a particular sex. However, these situations will be unusual and exceptional, and will be discussed with the staff in advance.

### 9. Sexual orientation:

The Trust is opposed to any direct or indirect discrimination based on perceived or actual sexual orientation.

### 10. Harassment or bullying:

The Trust is opposed to any unwanted conduct relating to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. The Trust is further opposed to any act of victimisation, harassment or bullying against any member of staff either by an employee or third party based on assumptions about their status in the above categories or any other

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grounds. Such action will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.

#### 11. Non-statutory aspects:

Although there is no statutory requirement not to discriminate against any other groups, or characteristics of staff, the Trust wishes to state that it will not in any way discriminate against members of staff or applicants for posts on the grounds of their political affiliation.

### **Who is responsible?**

Local governors are responsible for:

1. making sure through the Head Teacher that their school complies with the relevant equality legislation;
2. making sure through the Head Teacher that their school complies with the Equality Scheme and its procedures are followed;
3. meet the reporting requirements

Head teachers are responsible for:

1. making sure that the Equality Scheme and its procedures are followed;
2. making sure the equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
3. producing regular information for staff and governors about the plans and how they are working;
4. making sure all staff know their responsibilities and receive training and support in carrying these out;
5. taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability;

Both local governors and Head teachers are responsible for regular monitoring and review of how their policies are followed against the legal framework.

All staff are responsible for:

1. dealing with racist, homophobic and other hate-incidents;
2. being able to recognise and tackle bias and stereotyping;
3. promoting equal opportunities and good race relations;
4. avoiding discrimination against anyone for any reason including ethnicity, disability or gender;
5. keeping up to date with the law on discrimination;
6. taking up training and learning opportunities.

The Head teacher is responsible overall for dealing with reports of hate-incidents.

### **Delivering equality through the school curriculum**

There are three components of Equality Assurance throughout the curriculum and these are referred to below and in our formal statement of aims:

1. Ensuring high quality education for all.
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2. Supporting the development of personal and cultural identities and giving pupils a voice to report concerns
3. Learning for citizenship.

Statement of Aims:

1. That each child will realise his or her full creative and academic potential.
2. That each child will develop effective learning skills and a curiosity for learning.
3. That each child will develop effective social & communication skills.
4. That each child will lead a full active and stimulating life.
5. That as far as is possible each child will achieve functional independence.
6. That each child will develop consideration for others and a willingness to understand and appreciate their needs.

The schools' current development plans contain reference to issues such as English as a second language, parental support and religious education for pupils from a wide range of religious and cultural backgrounds.

### **Admissions to Schools and Local Authority Transport Arrangements**

The referring Local Authorities direct us through the EHCP process to admit pupils in our schools and must demonstrate that they place pupils without bias. They must also do so with regard to approving Local Authority transport. Both their transport and admissions policies and procedures must comply with the Public Sector Equality Duty

### **Addressing Prejudice and Prejudice-related Bullying**

The Trust is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties

1. prejudices around disability and special educational needs
2. prejudices around racism and xenophobia, including those that are
3. directed towards religious groups and communities, for example antisemitism and
4. Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum prejudices reflecting sexism and homophobia.

### **Religious Observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

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# **Race Equality Plan**

## **1. Introduction**

This plan sets out how we will work to promote race equality.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000 and the Equalities Act 2010. It forms part of our general Equality Scheme.

The Equality Act became law in October 2010. It replaces previous legislation (such as the Race Relations Act 1976, The Sex Discrimination Act 1975 and the Disability Discrimination Act 1995) and ensures consistency in what everyone does to make the workplace a fair environment and to comply with the law.

The Equality Act covers the same groups that were protected by existing equality legislation - age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity - but extends some protections to groups not previously covered, and also strengthens particular aspects of equality law.

Our schools value all individuals, the diversity of lifestyles, languages and cultures should enrich our lives and enhance the learning process. We positively promote equality of opportunity working to eliminate discrimination and practices which contribute to inequality including belief, ethnic origin and race. This document supports the aims of our schools promoting the welfare of all pupils and raising attainment by meeting individual needs including those from minority ethnic backgrounds.

### **Aims:**

1. To promote equality of opportunity and good relations between people of different racial groups.
2. To eliminate unlawful racial discrimination.
3. To ensure pupils have equal access to all areas of the curriculum seeking to meet individual needs both individually and collectively.
4. To promote understanding and acceptance of all faiths and ethnic minority groups.
5. To counter prejudice and stereotyping.
6. To enable all pupils to develop to their full potential.
7. To ensure equality of opportunity for staff from all minority groups.

### **Statement concerning racism:**

Racism is defined at our schools as attitudes and actions directed against a person by virtue of the fact of their colour and/or ethnicity in such a way as to hurt or engage in stereotyping. Our schools see racism as wrong and will not tolerate racist attitudes among its staff, pupils or visitors to our schools. When it is encountered by staff or brought to their attention they will always challenge racist attitude or behaviour. Our schools will not tolerate racist taunting or bullying. In certain cases, the police will be contacted especially if parents are involved.

### **Multicultural and anti-racist education:**

Our schools seek to promote a view of Britain as a home for people of different colour, ethnicity, faith and culture embracing all. The cultures are celebrated recognising pupils as part of our schools and wider community.

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We recognise the importance of:

1. Celebrating festivals from diverse faiths.
2. The needs of less visible minority groups i.e. "Asylum Seekers, Travellers"
3. The contribution immigrants and their descendants have made to Britain.
4. Global citizenship.
5. The need for strong home/school and wider community links.
6. Our duty to promote race equality actively under the race relations (Amendment Act 2000).

### **Combating Racism:**

Our schools will make public statements against racism in the following ways:

1. A clear statement of the unacceptability of racism and racist attitudes in our school prospectus.
2. Reports to parents and other documents such as newsletters will regularly state its position in combating racism.
3. Home/school contact will include the unacceptability of racial abuse or racially motivated behaviour.

### **Staff Recruitment:**

Our schools welcome applications from all staff irrespective of gender, race, ethnicity or sexuality for all posts advertised.

### **Pastoral Support:**

Staff will be alert to early signs of disaffection. The senior management team will be alerted and intervention put into place. Where there is at risk of exclusion, our schools will implement a pastoral support programme as soon as possible, working with parents to see what measures are required for the pupil to remain in school.

### **Working with parents:**

It is important that our schools are aware of any concerns of parents about racism faced by their son or daughter which may affect their attainment in school. Parents or guardians may themselves have ethnic identities not shared by their 'children'. When this occurs our schools will work towards an understanding of the needs of those parents and pupils.

Where there is a language barrier support from EAL trained staff will be sought.

### **Actions taken to ensure quality:**

1. The Trust will review this plan regularly.
  2. Monitor pupils by ethnic group.
  3. The local governing boards will comment on how race equality issues have been addressed and how they have impacted on attainment especially with minority groups.
  4. Race equality training will form a part of the induction and staff development programme for all staff and governors.
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5. All teachers/instructors will be trained as needed in the care of pupils who have experienced racial abuse.
6. Our schools will endeavour to ensure that the local governing bodies and staff team reflects the community it serves.

### **Monitoring and Evaluation:**

Senior Management Teams will monitor the effectiveness of the policy in the following ways:

1. Monitoring the number of incidents with a racial element.
2. Monitoring the effect of any PHSE work which has had a focus on combating racism.

Any amendments will be communicated to parents, staff and pupils.

All racially motivated incidents will be reported to the Trust.

The following areas can be used to assist the monitoring process;

1. Admissions
2. Attainment
3. Racist incidents and action taken
4. Governing body representation and retention
5. Selection and recruitment of staff
6. Exclusions
7. Groupings
8. Extra-curricular activities
9. Parents attending meetings
10. Parents involved in sports day, associations, productions.

### **2. Monitoring Of Pupil Performance**

This is through a range of activities

1. Regular IEP and other target setting
2. Class teacher formative and summative assessment
3. Annual Review of the Education Health and Care Plan (EHCP) for pupils Special Educational Needs
4. Classroom observations

### **3. Impact Assessment**

The following policies/plans have been assessed in regard to the general duty under the Race Relations (Amendment) Act 2000 and the Equalities Act 2010.

1. Teaching and Learning
  2. SEN Policy
  3. Anti-Bullying Policy
  4. Behaviour Policy
  5. Recruitment and Appointment protocols
  6. School SEN Report and Local Offer
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The outcomes of this were:

All policies have been reviewed and all reflect the diversity of staff and children that work within our schools.

**4. Action Plan to Address The General Duty to Promote Race Equality**

	<b>Actions</b>	<b>By whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence that it is completed</b>
<u>2019/20</u>					
i. promote equality of opportunity	Review staff induction procedure	HTs	September 2019	July 2020	Procedures reviewed
ii. Eliminate unlawful discrimination	To update policies when due for review as appropriate with regard to the new legislation that came out in the Equalities Act 2010	Policies regularly reviewed by Trust and Local Governors	September 2019	ongoing.	Policies reviewed as part of normal review cycle and including reference to changes as a result of the Equalities Act 2010
iii. Eliminate racist harassment	Continue to review number of racist incidents reported in school.	Local Governors and HTs	September 2019	ongoing	Tackle any racist incidents using correct school procedures
iv. Promote good relations between ethnic groups	To hold inclusive events in and out of school  Celebrate through festivals the diversity of our school population and review the timing and content of assemblies	All staff  HTs	Ongoing  Ongoing		Education visit application and evaluation forms  Assembly information folder.  Events on school calendar identified

## **5. How Policies and Practice are Monitored**

At Local Governing Body meetings governors will monitor all aspects of equality as a matter of course through their work e.g. reviewing policy, looking at job applications, allowing staff to have time off for religious observance etc.

## **6. How Information Gathered Is Used**

This is used to reflect on practices within our schools and action points that may arise are built into the school improvement plans.

## **7. Staff Development**

All staff are afforded the same core training across school e.g. child protection, manual handling, fire safety. No member of staff is discriminated against in relation to any equality issues.

**8. Reporting** in relation to the Action Plan will occur on a regular basis through the Head teachers' reports to the Local Governing Bodies.

**9. The Next Race Equality Plan** in 2020 will build upon this plan's actions, the results of monitoring, and other information.

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# **Disability Equality**

## **1. Introduction**

This plan sets out how we will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under the Equalities Act 2010 which subsumes legislation found in the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

## **2. Consultation with and Involvement of Disabled People**

The Leadership Teams wrote their own accessibility scheme. They consulted with disabled people in its formulation by speaking with staff, other agencies and parents.

The outcomes of this were:

1. That disabled staff and children are well looked after and provided for in our schools.
2. Facilities are accessible to those with a physical disability. e.g. personal care facilities, ramps to allow accessibility to all parts of the site.
3. There are no issues surrounding access to other floors of our buildings by disabled people.

## **3. Impact Assessment**

The following policies/plans have been assessed in regard to the general duties under the Equalities Act 2010, Disability Discrimination Act 2005 and the Special Educational Needs and Disability Act 2001.

1. SEN Policy
2. Accessibility Plan
3. Recruitment and Appointment protocols

The outcomes of this were:

All policies have been reviewed. All reflect the diversity of staff, children and visitors that work within our schools.

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**Our Schools have accompanying accessibility plans than can be read in conjunction with the following action plan**

**4. Action Plan to Address the General Duty to Promote Disability Equality**

	<b>Actions</b>	<b>By whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence that it is completed</b>
<u>2019/20</u> i. Promote equality of opportunity between disabled persons and other persons	Information sent to candidates selected for interview explicitly reflects the need to offer alternative arrangements at interview to facilitate their physical access to and their participation in a fair interview process whatever their disability.	HTs and Office teams	September 2019	Ongoing	Interview process seeks out and addressed access and alternative arrangements for candidates with any disability
ii. Eliminate unlawful discrimination	All school policies show no bias and comply with equal opportunities legislation.	Policies regularly reviewed	Ongoing		Minutes of Local Governor meetings.
iii. Eliminate harassment related to disabilities	To train and remind staff about school policies and legislation relating to discrimination	HTs	September 2019	September 2020	Refresher training carried out
iv. Promote positive attitudes to disability	Display positive images of disabled people across the school environment. No current actions	All phase/ subject coordinators responsible for display boards	September 2019	Ongoing	Displays reflect inclusive practice. Photographic evidence.

v. Encourage participation by disabled people	Hold fully inclusive events both in and out of school.	All staff	September 2019	Ongoing	Education visit application and evaluation forms.
vi. Take steps to take account of disabled people's disabilities	School questionnaires about school effectiveness are given to all stakeholders; this includes those with a disability.	HTs	January 2020	January 2021	Questionnaire analysis.

### **5. Accessibility Plan, As Required By the Special Educational Needs And Disability Act (SENDA) 2001**

*Our Schools have accompanying accessibility plans than can be real in conjunction with this action plan*

### **6. How Policies and Practice Are Monitored**

At Local Governing Body meetings will monitor all aspects of equality as a matter of course through their work e.g. reviewing policy, looking at job applications, curriculum monitoring etc. A regular health and Safety check of the site and its functioning is carried out routinely by the Head Teachers and Building Site Supervisors and also there is a full Health check annually.

### **7. How Information Gathered Is Used**

This is used to reflect on practices within our schools and action points that may arise are built into the school improvement plans or in Trust estate development plans.

### **8. Staff Development**

All staff are afforded the same core training across school e.g. child protection, manual handling, fire safety whether they have a disability or not. No member of staff is discriminated against in relation to their disability. All staff undergo general disability awareness training as a matter of course.

**9. Reporting** in relation to the Action Plan will occur on a regular basis through the Head teachers' reports to the Local Governing Bodies.

**10. The Next Disability Equality Plan** in 2020 will build upon this plan's actions, the results of monitoring, and other information.

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# **Gender Equality Plan**

## **1. Introduction**

This plan sets out how we will work to promote gender equality.

This plan addresses our specific duties under the Equalities Act 2010 which subsumes legislation found in the Equality Act 2006 and forms part of our general

## **Legislative Framework**

The Equality Act became law in October 2010. It replaces previous legislation (such as the Race Relations Act 1976, The Sex Discrimination Act 1975 and the Disability Discrimination Act 1995) and ensures consistency in what you need to do to make your workplace a fair environment and to comply with the law.

The Equality Act covers the same groups that were protected by existing equality legislation - age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity - but extends some protections to groups not previously covered, and also strengthens particular aspects of equality law.

It places a general statutory duty on public authorities, when carrying out their functions, to have due regard to the need to: eliminate unlawful discrimination and harassment and to promote equality of opportunity between men and women

As part of the duty, public authorities are required to have due regard to the need to eliminate discrimination and harassment in employment and vocational training, for people who intend to undergo, are undergoing or have undergone gender reassignment.

To support progress in delivering the general duty, there is also a series of 'specific duties':

1. to prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives
2. in formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap
3. to gather and use information on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services
4. to consult stakeholders (i.e. employees, service users and others (including trade unions) and take account of relevant information to determine its gender equality objectives
5. to assess the impact of its current and proposed policies and practices on gender equality

Our statement has been developed in line with the requirements of this legislation and the associated Equal Opportunities Commission Statutory Codes of Practice for England and Wales.

## **Sexual Orientation and Gender Identity**

1. We are committed to creating an environment where the sexual orientation and gender identity of all workers and service users are respected, and where all are afforded dignity and equal rights.
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2. We also recognise and value the diversity of lesbian, gay, bisexual and transgender or questioning (LGBTQ) people themselves, who are of every age, race, nationality, religion, disability, occupation, and family situation.

### **Our schools recognise the existence of discrimination and prejudice**

1. We recognise that false assumptions, prejudice, discrimination and stereotyping are widespread in society and that to achieve our aim, we must take steps to actively promote equality and combat prejudice, discrimination and harassment.
2. We will not make assumptions about people's sexual orientation, gender identity, relationships or caring responsibilities.
3. We will not discriminate either directly or indirectly against job applicants or workers on grounds of sexual orientation or gender identity, including in recruitment, selection, promotion, training, pay, conditions, leave or benefits.
4. We will not discriminate either directly or indirectly on grounds of sexual orientation or gender identity in the delivery of our services.
5. We will not discriminate on grounds of sexual orientation, gender identity or marital/Civil Partnership status in the provision of family benefits or facilities for job applicants, workers or service users
6. We will not tolerate prejudice or harassment.
7. We will take seriously and investigate any complaints of discrimination or harassment, using the agreed procedures and respecting confidentiality.

### **Our schools recognise the need to take positive steps to promote equality and tackle discrimination**

1. Our literature, language, publicity and images will reflect the diversity of the workforce, including LGBTQ members
2. We will work to provide services accessible and appropriate to the diversity of LGBTQ service users.
3. We will consult any LGBTQ workers and service users as all employees on steps to equality.

### **Our schools recognise people's right to be open about their sexual orientation / transgender identity *and* their right to keep this confidential**

1. We aim to provide a supportive environment for LGBTQ workers and service users who wish it to be known they are LGBTQ and respect the confidentiality of those who do not.
2. We recognise that to out someone without their permission is a form of harassment and we will treat it as such.
3. We recognise that this has implications for record keeping, for how some rights can be accessed and for how complaints of discrimination are reported and investigated.
4. We will support workers undergoing gender reassignment and work with them and their trade union representative to agree a process for this in the workplace.
5. We will ensure that workers who have undergone gender reassignment are treated in all respects as the gender in which they live.

### **Our schools are committed to effective implementation and monitoring of steps to equality**

1. We will establish clear lines of responsibility and accountability and make sure they are well publicised.
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2. We will include these equality issues in existing training programmes, and run specific training where necessary.
3. We recognise that effective implementation requires the full participation of all stakeholders.
4. We will make clear to contracting companies and external agencies that they are expected to demonstrate compliance with our equalities policies.

### Explanation of terms

**Sexual orientation** - defined in the Employment Equality (Sexual Orientation) Regulations 2003 as orientation towards persons of the same sex, the opposite sex or both sexes; in common language - lesbian/gay, straight or bisexual

**Gender identity** – the gender a person identifies with. People’s gender identity does not necessarily conform to the sex they were assigned at birth.

**Transgender person** - someone whose perception or belief about their own gender identity does not conform to the sex they were assigned at birth

**Transsexual person** – legal/medical term for someone who lives (or wishes to live) permanently in their ‘new’ gender

**Gender reassignment** – the process of transitioning from the gender assigned at birth to the gender the person identifies with. This may (or may not) involve medical / surgical procedures

**LGBTQ** – lesbian, gay, bisexual, transgender, questioning

**To come out/be out** - to be open about your own sexual orientation or gender history

**To ‘out’ someone** - to reveal another person’s sexual orientation or gender identity without their consent.

**Direct discrimination** – less favourable treatment

**Indirect discrimination** – a provision or practice that everyone has to conform to, but which some groups cannot meet so easily

## **2. Involvement of Stakeholders**

We consulted with stakeholders and took account of relevant information in order to determine its gender equality objectives.

## **3. Gender Monitoring Of Pupil Performance**

The outcomes of this were:

1. There are no trends that show any gender performs less favourably than another

The following policies/plans are to be assessed within the next year

1. Equality scheme

## **4. Impact Assessment**

The following policies/plans have been assessed in regard to the general duties under the Equality Act 2010

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## **5. Action Plan to Address the General Duty to Promote Gender Equality**

	<b>Actions</b>	<b>By whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence that it is completed</b>
<u>2019/20</u>					
i. Promote equality of opportunity between girls & boys, men & women	To ensure adverts follow guidelines in terms of equality.	Trust and HTs	Ongoing		Adverts have no discriminatory statements.
ii. Eliminate unlawful discrimination	Criteria led blind short listing for interview to avoid discrimination. Ongoing monitoring.	Trustees, HT sand Governors appointed to panels	Ongoing		Short listing packs showing non-discriminatory criteria.
iii. Eliminate sexist & sexual harassment	All policies show no bias and comply with gender equality legislation.	Trustees, HTs and Governors	Ongoing		Policies available for all
iv. Address causes of any gender pay gap	None identified				

## **6. How Policies and Practice Are Monitored**

At Local Governing Body meetings governors will monitor all aspects of equality as a matter of course through their work e.g. reviewing policy, looking at job applications, etc.

## **7. How Information Gathered Is Used**

This is used to reflect on practices within school and action points that may arise are built into the school improvement plans.

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## **8. Staff Development**

All staff are afforded the same core training across school e.g. child protection, manual handling, fire safety whether they have a disability or not. No member of staff is discriminated against in relation to their gender.

**9. Reporting** in relation to the Action Plan will occur on a regular basis through the Head teachers' reports to the Local Governing Bodies.

**10. The Next Gender Equality Plan** in 2020 will build upon this plan's actions, the results of monitoring, and other information.

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