

Greenfields

Community Primary School,
Nursery & Pre-School



Equality & Diversity Statement and Single Equality Scheme

2017 – 2020
(with January 2020 data)

Greenfields Community Primary School **Equality & Diversity Statement**

The governing body of Greenfields Community Primary School have agreed the following statement relating to Equality & Diversity for our school.

INTRODUCTION

The school endeavours to improve all aspects of equality and diversity through fostering good relationships with all equality groups, advancing the equality of opportunity for all and eliminating unlawful discrimination, harassment and victimisation.

By acknowledging the need for governors, school leaders, employees, pupils and trade unions/professional association representatives to work in partnership to improve all aspects of equality and diversity, we anticipate a cultural change will become embedded within our school systems.

KEY DOCUMENTS

The governing body have approved a number of procedures, guidance and templates to meet the school's legal requirements and ensure our commitment to equality and diversity, as follows;

- Single Equality Scheme & Action Plan Guidance and template – to be renewed every 3 years¹
- Equality & Diversity Guidance for schools – which will act as a source of information for all stakeholders
- Equality Impact Assessment (EIA) template & guidance – which will be used whenever a policy/procedure/initiative is developed or changed within school
- Guidance on publishing of equality data for schools – which will be used to produce and publish school data on an annual basis.

CONSULTATION & REVIEW

Where such procedures require amendment, this will be undertaken following consultation and open dialogue with employees and school based trade union / professional association colleagues, prior to adoption by this governing body.

¹ Schools HR Advisory unit recommends to review this every 2 to 3 years, but in line with the Equality Act 2010 it must be reviewed no later than every 4 years.

Greenfields Community Primary School

Single Equality Scheme Statement

This scheme is fully compliant with legislation within the Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011.

INTRODUCTION

At Greenfields, we believe that the most successful learning takes place when we work together in partnership with parents and carers. This ethos underpins pupils' spiritual, moral, cultural and social development through the curriculum and all other activities.

Our school values statement expresses our beliefs as a school community and sets out the core purpose of our school:

- To provide inspirational learning opportunities, so that every child can achieve their potential, becoming lifelong learners
- To deliver an enriched, meaningful curriculum that engages and motivates children, fostering a love of learning
- To build strong relationships with parents/carers and community partners to maximise learning experiences for all
- To ensure children understand their rights and responsibilities, enabling them to make appropriate behaviour choices, showing care and respect for each other and the world around them
- To create a safe, nurturing environment, in which children strive to be the best they can be and feel pride in their achievements, leaving with self belief, aspiration and memories to treasure

This Single Equality Scheme aims to integrate equality into the school's core priorities and functions. It will inform our School Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives help complement the outcomes for pupils in school
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating then newer legislation on age, sexual orientation, religion and belief and transgender. Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

EQUALITY & DIVERSITY OBJECTIVES

Our key equality and diversity drivers are:

- We do not discriminate against anyone on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all groups.
- Through positive educational experiences, we aim to promote positive social attitudes, and respect for all.

WHAT DO WE MEAN BY EQUALITY & DIVERSITY?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

WHAT IS DISCRIMINATION?

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.

- Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.
- Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

WHO DOES THE SCHEME APPLY TO?

This Scheme applies to

- Pupils
- Staff
- Governors
- Parents and Carers
- Visitors
- Extended school users
- Community users

PROFILE OF OUR SCHOOL

PUPIL PROFILE (information taken from the January 2019 school census)	
Number on Roll	Above national average ~ School 361 pupils / National 275 pupils The school provides places for 2-11 year olds. There are two mixed ability classes in each year group (Reception through to Year 6), in addition to morning and afternoon nursery and pre-school provision.
Attainment on entry to school	Broadly typical for developmental age band Profile results and assessments confirm that, whilst attainment on entry of the majority of pupils is broadly typical for their developmental age band in all areas of learning, there is a significant proportion of pupils with complex needs, particularly in communication, language and literacy. This can result in very limited spoken language upon entry, along with considerable personal development needs, e.g. an increasing number are not toilet trained, requiring nappy changing at school and are still dependent upon soothers (dummies) and comfort blankets.
Free School Meals	Above national average 25.5% of pupils were known to be eligible for free school meals, slightly higher than the national average. This again is indicative of a school population that increasingly has more complex needs.
Minority Ethnic Groups	Below national average ~ School 2.6% / National 32% The number of pupils from minority ethnic groups is significantly lower than the national average. Approximately 97% are White British, far higher than the national White British ethnic group of 69%.
First language not English	Below national average ~ School 1.3% / National 21% The number of pupils whose first language is not English or is believed not to be English is significantly lower than national average.
Special Educational Needs	SEN Support: In line with national average ~ School 11.7% / National 12.2%. SEN Statement or EHC plan: In line with national average ~ School 0.8% / National 1.3% SEN figures are broadly in line with national.
Mobility	In line with national. Stability is in line with the national average of 85%.
School Deprivation Indicator	In line with national average ~ School 0.19 / National 0.21 Whilst the school deprivation indicator is in line with national, these statistics can hide the real context within which the school is working; 55% of our pupils live in areas deemed to be at IMD decile 4 or lower, with 48 pupils (13%) living in areas at IMD decile 1 or 2, which are in the 20% most deprived areas nationally. (IMD 1 = most deprived and 10 = least deprived) We have an increasing number of families with involvement from Social Care and children experiencing loss, domestic violence, family in prison and serious family illness. In order to meet children's emotional needs, we deploy Pupil Support HLTAs to work with the most vulnerable children and families.

STAKEHOLDER PROFILE (information taken from the most recent equality monitoring form)	
Gender	60% of respondents were female and 40% were male (62 forms returned)
Age	3% of respondents were under 18 21% of respondents were 25-34 13% of respondents were 45-54 No respondents were aged 65-74 No respondents were aged 18-24 58% of respondents were 35-44 5% of respondents were 55-64 No respondents were 75 or over
Ethnic Origin	95% of respondents described themselves as 'White British' 3% of respondents described themselves as 'Any other White background' 2% of respondents described themselves as 'Other' and stated Turkish
Sexual Orientation	95% of respondents described themselves as 'Heterosexual' 3% of respondents described themselves as 'Gay or lesbian' 2% of respondents preferred not to say
Religion / Belief	2% of respondents Buddhist 2% of respondents Hindu 3% of respondents Muslim 40% of respondents stated 'None' 52% of respondents were Christian No respondents were Jewish No respondents were Sikh 2% of respondents preferred not to say
Disability?	10% of respondents considered themselves to be a person with a disability
Carer?	53% of respondents stated they were not responsible for caring for anyone 42% of respondents stated they were caring for children / a child 2% of respondents stated they were caring for another relative 3% of respondents stated they were caring for someone else

PROFILE OF NORTH TYNESIDE

Located on the north-east coast just to the north of Newcastle upon Tyne, the profile of the borough of North Tyneside contextualises the larger area in which the school sits.

The latest Residents' Survey showed that 94% of residents felt happy living in North Tyneside, and 91% felt that their local area is somewhere they belong.

At the last census, North Tyneside's resident population was 200,801 and this population is projected to rise to approximately 225,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

Key statistics about North Tyneside residents:

- 48% are male, 52% female.
- 17% are aged 0-15 years.
- 18% are aged 65 years and over.
- 4.9% are from black and minority ethnic (BME) communities – the main groups being 'Other White' (1.2%), Indian (0.5%) and Chinese (0.4%).
- 21% have a disability or condition which limits their day-to-day activities.
- 11% provide unpaid care.
- An estimated 1% are trans (Gender Identity Research and Education Society 2011).
- An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009).
- 64% are Christian, 1.7% combined are from other faiths (Muslim, Sikh, Buddhist, Jewish, Hindu or 'other') and 28% have no religion. (Not everyone answered this question in the Census).
- 47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed.

According to the last census, North Tyneside's main BME communities are Indian, Chinese, Bangladeshi, Pakistani, and African.

After Christianity, the next most popular religions are Muslim, Sikh, Buddhist and Hindu. These are extremely low, however – accounting for just 1.5% combined – and are among the lowest levels in Tyne & Wear. With some exceptions, the minority religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.

Results from the last Residents' Survey show that 62% think their area is a place where people from different backgrounds get on well together; and 70% feel a strong sense of belonging to their neighbourhood.

ROLES & RESPONSIBILITIES

Governors are responsible for

- ensuring that the school complies with all equality legislation.
- approving and adopting the school's single equality scheme
- receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved
- a named governor will have responsibility for monitoring equality outcomes

The Leadership Team of the school will be responsible for

- promoting the single equality scheme both inside and outside the school
- ensuring that all staff fulfil their role with regard to delivering equality
- providing reports to the governing body and staff on how the scheme is working
- taking appropriate action where discrimination occurs

Parents and Carers will:

- have access to the scheme and be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

Staff are responsible for

- engaging with the school in eliminating any discrimination
- promoting a positive working environment
- showing a commitment to undertaking training and development within this area

Pupils will:

- engage with the school in eliminating any discrimination
- promote a positive environment for learning
- show commitment to undertaking further learning in this area

Visitors to our school will be expected to respect and follow our equality policy.

EQUALITY ACTION PLAN

The Equality Action Plan, which is attached to this document (appendix 1), identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme.

ACCESSIBILITY ACTION PLAN

The Accessibility Plan is also attached to this document (appendix 2), identifying the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum.

IMPACT ASSESSMENTS

The school undertakes to impact assess new policies, procedures and practices using the North Tyneside LA template Impact Assessment form and will support staff in engaging with any new practices as necessary.

MONITORING & REVIEW

This Single Equality Scheme and the schools equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

The School Improvement Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans.



Appendix 1:

Greenfields Community Primary School

School Equality Scheme Action Plan 2017 – 2020

This document details the actions the Governing Body will take over the next three years to satisfy the requirements of the protected characteristics as referred to within the School's "Single Equality Scheme".

This document details the actions we plan to take over the next three years and is structured around our school's key equality and diversity drivers:

- We do not discriminate against anyone on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all groups.
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Greenfields Community Primary School
School Equality Scheme Action Plan 2017 – 2020

Action	Equality (which strand(s) does it impact upon?)	Responsibility (who will be responsible for it?)	Timescale (when will it be done by?)	Progress ²
Arrange staff training in diversity and race equality. Plan actions for the future from feedback	Race Sexual Orientation Religion/Belief Gender reassignment	CPD co-ordinator	September 2017 – July 2018	Training took place February 2018
Consider how the curriculum equips pupils to live in a multi-ethnic, diverse and multi-faith society	Race Sexual Orientation Religion/Belief Gender reassignment	Upper/Lower School leaders	September 2017 – July 2019	Full curriculum review undertaken July 2019
Review provision for pupils who have English as an additional language	Race	Senior Management Team	September 2019 – July 2020	Progressing on schedule
Consider impact of the Accessibility Plan on disability equality	Disability	Headteacher & Governors	September 2017 – July 2020	Progressing on schedule
Analyse outcomes data about pupils who are disabled but do not have special educational needs	Disability	SENCo	September 2018 – July 2019	Data analysis shows pupil outcomes are all at least good
Review systems for staff to disclose any impairment so that school can make any reasonable adjustments	Disability	Headteacher	September 2019 – July 2020	Progressing on schedule
Consider how curriculum addresses any age or gender stereotypes	Age Gender	Upper/Lower School leaders	September 2017 – July 2019	Whole staff Stonewall training May 2019. Full curriculum review undertaken July 2019

² Green (Completed); Amber (On target to be completed on time); Red (Delay in Completion/Not Completed)



North Tyneside Council

Investigate whether there are any sport and obesity issues, with girls compared to boys.	Gender	PE co-ordinator	September 2018 – July 2019	Data analysis shows no concerns.
Analyse what impact we have already had on age and gender equality in our school	Age Gender	Senior Management Team	September 2019 – July 2020	Progressing on schedule



Appendix 2:

Greenfields Community Primary School

Accessibility Policy & Plan

Our Accessibility policy and plan are fully compliant with legislation within the Equality Act 2010 (schedule 10, paragraph 3) and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools (England) Regulations 2005.

AIMS OF THE PLAN

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education & skill for all children
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with the school Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows:
 - Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.

INTRODUCTION

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disability Regulations 2014.

DEFINITION OF DISABILITY

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".

KEY OBJECTIVE

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

PRINCIPLES

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;
2. The school recognises its duties under the Equality Act (as amended by the SENDA):
 - eliminate unlawful discrimination, harassment and victimisation;
 - advance equality of opportunity between different groups; and
 - foster good relations between different groups.
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to:
 - Increase the extent to which disabled pupils can participate in school curriculum
 - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
 - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
7. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

ACTIONS

The School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. A priority list is identified in the accessibility plan enclosed for the period 2017 - 2020 academic years. This plan will become an appendix to the school School's Single Equality Scheme.

LINKED POLICIES

This Plan will contribute to the review and revision of related school policies, e.g.:

- SEN policy
- Single Equality Scheme & Action Plan
- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies
- Behaviour
- Admissions
- Health & Safety

Greenfields Community Primary School
Accessibility Action Plan 2017 – 2020

Access to Information				
Action	Responsibility	Timescale	Intended Outcome	Progress³
<ul style="list-style-type: none"> ▪ Provide documentation in alternative formats (e.g. large print, audio) as required. ▪ Monitor uptake of documents in alternative formats 	Headteacher and office staff	September 2017 – July 2018	All stakeholders have access to school documentation in a format that is accessible to them.	Arrangements in place for any requests for documentation in alternative formats.
Review accessibility of newsletter and letters for parents.	Headteacher	September 2018 – July 2019	All stakeholders can access school news	Communication protocol implemented to ensure accessibility.
Review the format of homework information in terms of its accessibility to all pupils, parents and carers	Senior Leadership Team	September 2019 – July 2020	Pupils, parents and carers have homework information in an accessible format	-

Physical Access				
Action	Responsibility	Timescale	Intended Outcome	Progress
<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Improve signage of evacuation procedures ▪ Review internet safety signs and displays ▪ Ensure signage relates to room functions. 	SENCo	September 2017 – July 2018	Signs around school contribute to site access and meet diverse needs of pupils, staff, parents and community users	New signs in place with standard ‘Widget’ symbols.
Consider what support parents and carers need to access school meetings and events.	All staff	September 2018 – July 2019	Access issues addressed before events happen, increasing participation	Communication protocol implemented to ensure accessibility.
Identify improvements to KS2 playground, involving pupils in designing new area	Senior Leadership Team	September 2019 – July 2020	Increased site access, meeting diverse needs of disabled pupils	-

³ Green (Completed); Amber (On target to be completed on time); Red (Delay in Completion/Not Completed)

Access to Curriculum				
Action	Responsibility	Timescale	Intended Outcome	Progress⁴
<ul style="list-style-type: none"> Reinforce responsibilities of all staff as outlined in professional standards Ensure all classrooms and resources are organised in line with classroom checklist. Staff training in disability awareness to reflect diverse needs of pupils 	All staff	September 2017 – July 2018	Effective learning environments created for all pupils utilising best practice and feedback from pupils	Classroom learning environments contribute to curriculum access for all pupils.
<ul style="list-style-type: none"> Involve pupils in review of accessibility of IT hardware (notepads, whiteboards etc.) Prioritise new IT purchases 	SENCo & IT co-ordinator	September 2018 – July 2019	IT is appropriate for pupils with disabilities	New laptops and interactive whiteboards trialled by pupils before purchase.
<ul style="list-style-type: none"> Audit participation in extra-curricular activities and identify any barriers Consider TA deployment to cover extra-curricular activities if needed Seek LA advice about accessible venues 	SENCo Educational Visits Co-ordinator	September 2019 – July 2020	Increased participation in wider school activities	-

General				
Action	Responsibility	Timescale	Intended Outcome	Progress
Review assembly themes and involve local disability groups in assemblies/school visits	Headteacher	September 2017 – July 2018	Positive attitudes of disability displayed	Themes reviewed and programme updated.
Consider disability access when writing subject improvement plans	All subject co-ordinators	September 2018 – July 2019	All subject improvement plans pay due regard to disability access and awareness.	Subject audits include consideration of equality statements.
<ul style="list-style-type: none"> Analyse impact of existing school policies in relation to pupils with disabilities Consult pupils and staff on any proposed changes and introduce revised policies Publish revised policies on school website 	Senior Leadership Team	September 2019 – July 2020	All school policies consider the implications of Disability Access.	-

⁴ Green (Completed); Amber (On target to be completed on time); Red (Delay in Completion/Not Completed)



Appendix 3:

Greenfields Community Primary School

Annual Equality Data

Pupil Information by Protected Characteristic

~ using data from January 2020 school census

Number of Pupils	302
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GENDER PROFILE	Number of pupils	% of pupils
Male	145	48%
Female	157	52%

DISABILITY PROFILE	Number of pupils	% of pupils
Yes		
No		
Not declared	302	100%

RACE PROFILE	Number of pupils	% of pupils
Mixed ethnicity	1	0.3%
White / White British	293	97%
Asian / Asian British	1	0.3%
Black / African / Caribbean / Black British	1	0.3%
Other	6	2%

RELIGION / BELIEF PROFILE	Number of pupils	% of pupils
Buddhist		
Christian	85	28.1%
Hindu		
Jewish		
Muslim		
Sikh	2	0.7%
Other	2	0.7%
No religion / belief	207	68.5%
Prefer not to say		
Not declared	6	2%

We have chosen not to include information within this summary regarding certain protected characteristics where we are concerned about the sensitivity or confidentiality of the data, this includes data relating to sexual orientation and gender identity.

As part of our compliance with the Equality Act we have also considered which information is suitable for publication. We consider it is not appropriate for us to collect some information from pupils in relation to some of the protected characteristics, including marriage/civil partnership and pregnancy/maternity.

Age as a protected characteristic does not apply to pupils in schools, therefore this has not been included as part of the published equality data.



Equality Impact Assessments

During 2018/19, the school adopted the model Equality Impact Assessments provided by the Local Authority for any new or revised policies or procedures. The governing body has undertaken to use LA model policies, procedures and Equality Impact Assessments, which are subject to consultation with critical partners within North Tyneside Council (Governor Services, School Improvement Service and the Community Cohesion Policy Officer) in addition to consultation and open dialogue with employees and school based trade union/professional association colleagues, prior to adoption by the governing body. We ensure that the relevant Equality Impact Assessments are attached to policies when adopted by the governing body.