

Equality Plan



Berriew CP School

Equality Plan agreed by Governors:

..... G. James

..... 24th March 2026

Plan due for review: 24th March 2027

Introduction and Context

This Equality Plan template is designed to enable schools to develop their Plan for the four year period 2025- 2029.

Schools are required to review all equality objectives at least once every 4 years, to publish an Equality Plan every 4 years and to update their published information at least annually. In addition, schools must report **annually** on progress towards fulfilling objectives and collecting relevant information and must publish this information by 31st March. Previous Equality plans covered the periods 2012-2016, 2016-2020 and 2021-2025 with this Plan covering the period 2025- 2029.

The purpose of Equality Objectives and Equality Plans are to enable the delivery of measurable equality outcomes which improve the lives of individuals and communities and to demonstrate what the school will do to achieve them. They must also demonstrate that the school collects relevant information and evidence on which to base its decisions. The Plan is also required to outline processes for monitoring progress and assessing the impact of proposals.

In developing their Equality Plan, schools need to ensure that their plans reflect the principles of relevance and proportionality. In other words, the actions taken by a school should be proportionate to the equality issues within the school and relevant to the school's plans and policies, both currently and what is anticipated could become relevant at some time in the future. When considering capacity and resources, it makes sense for schools to take direction from authority-wide, regional or national research and engagement exercises as well as work which they can do themselves. There is significant scope for common objectives occurring in a range of individual plans. Similarly, equality objectives should be linked to existing strategies and approaches to inclusion, bullying, behaviour management, improving attainment, pupil voice, wellbeing and pupil support. Schools should seek to build on their existing work and to ensure questions of equality and fairness are considered in the mainstream of activities.

In addition to the above, some of the equalities objectives included in schools' plans will emanate from issues identified as a result of engagement with pupils, parents/carers, staff, governors and members of the wider school community. These combined objectives, together with issues arising from analysis of the school's data, will form the basis of the equality objectives within the school's Equality Plan for the next four years.

Should a school decide not to publish an equality objective covering each of the protected characteristics, it must publish robust and justifiable reasons why not.

A reminder that schools are no longer required to prepare Disability Equality and Race Equality Schemes but the requirement to prepare an Accessibility Plan remains and can be included as an Appendix to the Equality Plan.

The requirement to record, monitor and report on all racial incidents remains the same.

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1. Our Distinctive Character, Values, Priorities and Aims

1.1 School values

Berriew School's mission statement is 'Growing and Learning Together'.

At *Berriew Primary School* we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At *Berriew Primary School* we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.2 Characteristics of our school

At *Berriew School*, we are proud to provide a rich and balanced education where high standards of teaching and learning reflect the commitment and enthusiasm of both staff and pupils. We are equally proud of the inclusive, welcoming and cooperative atmosphere that makes our school a positive place for everyone to learn and work. We value and celebrate the diversity of our school community and are committed to ensuring that all pupils feel respected, supported and able to achieve their full potential.

Pupil voice and choice are central to our ethos. We actively encourage children to share their views, ideas and experiences, ensuring that all pupils feel listened to and valued as part of our school community.

Our school currently has 106 pupils on roll, with approximately 1% of pupils eligible for free school meals. We recognise the importance of promoting equality, inclusion and fairness for all members of our school community, regardless of background, ability, or individual characteristics.

1.3 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this Plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

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

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data according to the various protected characteristics and action any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

1.4 Setting our equality objectives (including pay objectives)

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Equality Plan (EP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of the school community and in all aspects of school plans and policies.

In setting the equality objectives for the school, we will take due regard to the Equality Act general duty to:

1. Eliminate discrimination, harassment and victimisation and other conduct that is prohibited by or under the Equality Act 2010;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not.

Our Equality Plan and Equality Objectives are set in the light of:

- The local authority equality objectives identified in **Appendix 2**;
- views expressed by stakeholders who have been involved in the development of the Plan;
- issues arising because of an analysis of pupil data, e.g. progress of boys v. girls;

The delivery of the Equality Plan will contribute to all of the school's actions and commitments to improve the attainment and progression of all pupils.

Our school Equality Objectives are set out in **Section 5 (p.10) and Appendix 3**.

2. Responsibilities

2.1 Governing Body

The governing body has set out its commitment to equality and diversity in this Plan and will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on the various protected characteristics.

The governing body will:

- seek to ensure that people are not discriminated against when applying for jobs at the school;
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;

- ensures that no child is discriminated against whilst in the school

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's Equality Plan, supported by the governing body in doing so;
- ensuring that all staff are aware of their responsibilities under the Equality Act 2010 and are fully informed of the school's Equality Plan and equality objectives;
- ensuring that all appointment panels give due regard to this Plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that the school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and by maintaining awareness of the school's Equality Plan;
- striving to provide material that gives positive images based on the protected characteristics and by challenging stereotypical images;
- challenging any incidents of prejudice, racism or homophobia, and recording any serious incidents as prescribed in the LA's and school's policies, e.g. reporting of racial incidents;

3. Information Gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The

information also helps the school to review its performance, so it needs to be detailed enough to enable the school to measure how it is delivering on equality duties. The information also helps the school to carry out accurate impact assessments and to identify which of the school's aims have been achieved and what needs to be improved.

Engagement is based on information gained through collaboration with people who the school considers represent one or more of the protected groups and who have an interest in how the school carries out its functions. In addition, the school also formally consults with stakeholders e.g. people from one or more of the protected groups who have an interest in the way the school carries out its functions. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board;
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected groups, if possible and appropriate. This helps the school to develop and monitor the Equality Plan. Comprehensive and sensitive efforts are made to collect accurate information in line with data protection requirements, in addition to the school's duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people's views are actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of enrichment activities by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;

- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

3.3 Engagement

The school involves **stakeholders** including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Berriew School has involved a range of stakeholders in the preparation of this Plan to ensure it reflects the needs of the whole school community. We consulted with pupils, staff, parents and carers, governors and members of the local community. This included seeking views from individuals representing different protected groups, such as those with disabilities, different cultural or ethnic backgrounds, different faiths and members of the LGBT community. Feedback was gathered through school council discussions, staff and governor meetings, and communication with parents and carers. We recognise that some people may face barriers to taking part, such as language differences, accessibility needs or confidence in sharing views. To help address this, we aim to provide clear communication, offer different ways to give feedback and consider suitable times and locations for meetings. The school has also worked with local partners and community groups to ensure the Plan supports equality, inclusion and accessibility for everyone in our school community.

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help the school act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance with the specific duties of the Equality Act 2010, we will continue to assess the impact of all new policies and plans prior to them being implemented. Similarly, we will assess the impact of existing policies and plans whenever they are reviewed. The results of any such assessments will be addressed, where possible. Impact assessments are incorporated into the school's planned review and revision of every policy.

5. Objectives and Action Plans

Our chosen Equality Objectives are:

- 1. Improve communication and understanding of equality, diversity and anti-bullying procedures across the whole school community.*
- 2. Promote pupil wellbeing and belonging so that pupils feel valued, supported and able to be themselves at school.*
- 3. Strengthen representation, diversity and respect for differences in the curriculum and school curriculum.*

We have action plans covering all relevant protected characteristics (**Appendix 3**). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Development Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

The school evaluates the effectiveness of its Equality Plan on a regular basis, through the governing body and with Estyn when the school is inspected.

6. Publication and Reporting

The school provides a copy of its Equality Plan and action plans to meet its equality objectives in a range of formats and actively makes it available to parents/carers and

others, including those identified as difficult to engage. The school prospectus includes a reference to the Equality Plan and the values underpinning it.

The school reports annually on the progress made towards fulfilling its equality objectives and the impact of the Equality Plan itself on the school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report to Parents.

All data collected will be used solely for the purpose of analysing trends by protected groups in performance, take-up and satisfaction with services offered by the school or local authority. Such information will be stored separately from personal information which identifies the individual. In order to protect the identity of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitoring and Review

As part of our responsibility to monitor the Equality Plan, we commit to:

- revisiting and analysing the information and data used to identify priorities for the Equality Plan and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected groups, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the Equality Plan informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidence based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

Berriew CP School

Equality Plan 2025–2029

Appendices

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Protected Characteristics under the Equality Act 2010

- Age*
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

* Schools do not have to consider the protected characteristic of **Age** when providing education to pupils or when providing benefits, facilities or services to them. This exception does not apply in relation to other functions, for example when acting in its capacity as an employer.

Local Authority Equality Objectives

Stronger, Fairer, Greener - Our Corporate Plan

Our Corporate and Strategic Equality Plan sets out the council's vision for the future of Powys and includes the well-being objectives we will focus on to help make our vision a reality.

The plan is effective from April 2023 onwards following the local government elections in May 2022. A variety of services and activities are planned to meet our objectives.

Our ambition is that by 2027, we will be:

- **Stronger** - We will become a county that succeeds together, with communities and people that are well connected socially, and are personally and economically resilient.
- **Fairer** - We will be an open, well-run, Council where people's voices are heard and help to shape our work and priorities, with fairer, more equal, access to services and opportunities. We will work to tackle poverty and inequality to support the well-being of the people of Powys.
- **Greener** - We want to ensure a greener future for Powys, where our well-being is linked to that of the natural world, and our response to the climate and nature emergencies is at the heart of everything we do.

To achieve our ambition, we have set the three objectives below that are the core aims of this Corporate and Strategic Equality Plan:

1. We will improve people's awareness of services, and how to access them, so that they can make informed choices.
2. We will support good quality, sustainable, employment, providing training opportunities, and pursuing real living wage employer accreditation.
3. We will work to tackle poverty and inequality to support the well-being of the people of Powys.

Berriew CP School

Equality Plan 2025- 2029

Equality Objectives and Action Plans

Equality Objectives and Action Plan

Objective 1: Improve communication and understanding of equality, diversity and anti-bullying procedures across the whole school community.

Evidence from survey data

- **Parents:** 6 were *unsure* whether the school's equality approach is effective and 5 were unsure about bullying procedures.
- **Pupils:** 32 pupils were unsure if all pupils are given equal opportunities to participate.
- **Governors:** 7 were unsure if there is a procedure for receiving equality information and 9 were unsure if there is a named equality governor.
- **Staff:** Most know who to speak to about equality issues, but some uncertainty remains about procedures.

Actions

- Provide **clear information to parents and governors** about equality policies and anti-bullying procedures through newsletters, meetings, and the school website.

- Introduce **pupil-friendly information about equality and inclusion** through assemblies and PSHE lessons.
- Ensure **governors receive regular equality updates** as part of governing body meetings.
- Identify and communicate the role of a **link governor responsible for equality and inclusion**.
- Provide **staff refresher training** on equality responsibilities and procedures.
- Access support from the Lead for Wellbeing and Equity through staff training sessions or learner workshops to support the Equality Action Plan.

Success Criteria

- Increased confidence in equality procedures in future surveys.
- Pupils demonstrate awareness of how to seek help if they feel excluded.
- Governors report greater understanding of equality monitoring procedures.

Monitoring

- Annual equality surveys
- Governor meeting minutes
- Behaviour and bullying incident records

Objective 2: Revised Equality Objective 2

Promote pupil wellbeing and belonging so that all pupils feel valued, supported and able to be themselves at school.

Evidence from survey data

- 21 pupils reported that something stops them feeling part of the school, and 30 were unsure.
- Some parents reported children becoming dysregulated or exhausted after school, suggesting hidden difficulties in managing the school day.
- Governors highlighted that pupils with additional learning needs, including autism, may struggle with routines or expectations.

Staff reported generally inclusive practice but acknowledged that individual adjustments are sometimes needed.

Actions

- Strengthen pastoral and wellbeing support for pupils who may struggle with school routines or social situations.
- continue identifying pupils who may experience hidden difficulties, including emotional regulation or neurodiversity needs.
- Access support from the Lead for Wellbeing and Equity through staff training sessions or learner workshops to support the Equality Action Plan.
- Provide safe spaces or wellbeing strategies where pupils can regulate emotions when needed.
- Promote pupil voice through school council, wellbeing surveys and class discussions.

Provide staff with ongoing training on neurodiversity, emotional wellbeing and inclusive classroom strategies.

Success Criteria

- Pupils report feeling safe, valued and supported in future surveys.

- Reduction in pupils reporting barriers to feeling part of the school.
- Pupils with additional needs demonstrate increased engagement and wellbeing in school life.

Monitoring

- Pupil wellbeing surveys

- Behaviour and pastoral records
- ALN/SEND review meetings
- Feedback from pupil voice groups

Objective 3: Strengthen representation, diversity and respect for differences within the curriculum and school culture.**Evidence from survey data**

- Parents suggested **greater representation of diverse role models**, particularly women and different cultural backgrounds.
- Pupils and parents highlighted the importance of **celebrating diversity and challenging stereotypes**.
- Governors noted that pupils are already learning about **different religions, cultures and neurodiversity**, which is a strength.

Actions

- Review curriculum resources to ensure **diverse representation of gender, culture, disability and achievements**.
- Continue celebrating **cultural events and diversity through assemblies, themed days and curriculum topics**.
- Ensure topics include **diverse role models** from different backgrounds.
- Access support from the Lead for Wellbeing and Equity through staff training sessions or learner workshops to support the Equality Action Plan.
- Promote values of **respect, kindness and understanding of differences** through PSHE lessons and school assemblies.
- Provide opportunities for pupils to **share their cultures, experiences and achievements**.

Success Criteria

- Curriculum resources show **balanced and inclusive representation**.

- Pupils demonstrate understanding of diversity and respect for others.
- Positive feedback from parents regarding inclusion and representation.

Monitoring

- Curriculum reviews
- Learning walks and book scrutiny
- Pupil voice and parent feedback

Overall Aim

These equality objectives aim to:

- Improve **communication and awareness of equality policies**
- Ensure **all pupils feel included and supported**
- Strengthen **diversity, representation, and respect within the curriculum**

Together, these objectives support the school's commitment to **creating an inclusive environment where all members of the school community feel valued and able to succeed.**

Stakeholder Consultation

Name of School _____

Questions for Pupils	Responses			
Q1. When you started at this school did you feel welcomed?	Yes <input type="radio"/>	Can't remember <input type="radio"/>	No <input type="radio"/>	
Q1a. Do you still feel this way?	Yes <input type="radio"/>	Can't remember <input type="radio"/>	No <input type="radio"/>	
Q2. Does the school make all its pupils feel included? (by this we mean that all pupils are given the same opportunity to take part fully in lessons, clubs, other activities, go on school trips etc)	Yes <input type="radio"/>	Don't know <input type="radio"/>	No <input type="radio"/>	
Q3. If you needed to, is there a person that you feel happy going to talk to, to help you feel part of the school?	Yes <input type="radio"/>	Not sure <input type="radio"/>	No <input type="radio"/>	
Q4. Are there any things which stop you feeling part of the school? If so, please tell us about them.	Yes <input type="radio"/>	Not sure <input type="radio"/>	No <input type="radio"/>	
Q5. What do you think about the way the school deals with bullying?				
Q6. Do you feel that you are treated differently from your classmates? If so, in what way are you treated differently?	Yes <input type="radio"/>	Not sure <input type="radio"/>	No <input type="radio"/>	
Q7. Has the school changed anything to help you play a full part in school life? Has this worked?				

Q8. What ONE thing could the school do to improve the way in which it makes pupils feel welcome and part of the school?	
Q9. Do you have any problems in taking part in lessons or school activities? If yes, please tell us about them.	

Questions for parents / carers	Responses
Q1. How effective is the school in recognising the needs of all pupils and ensuring that individual pupils are treated fairly and any differences/difficulties respected?	Very effective <input type="radio"/> Not very effective <input type="radio"/> Fairly effective <input type="radio"/> Not at all effective <input type="radio"/>
Q2. Does your child experience any special difficulties in taking a full part in lessons or school activities? If so, please tell us about them.	
Q3. Do you feel that this school actively welcomes you and your child/children?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q4. Do you feel that there are any social or physical barriers to you, your child/children or anyone you know accessing the school environment? If yes, please state what they are.	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q5. Do you feel that the school bullying procedures are effective?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q6. Do you think that the school approach to equalities is comprehensive and effective? If no, how could it be improved?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>

Q7. Has the school changed anything to help your child/children (if they need it) play a full part in school life? If so, how successful do you feel they have been? (If this question is not applicable please ignore or write N/A - thank you)	
Q8. What do you think the school does well to make sure everyone feels welcome and part of the school community?	
Q9. What do you think are the most important things that the school could do to promote equality and inclusion?	

Questions for staff	Responses					
Q1. Are there any social or physical barriers preventing you or any pupil, parent or another teacher from accessing the school environment or participating in school activities? (if yes please list them)	Yes	<input type="radio"/>	Not sure	<input type="radio"/>	No	<input type="radio"/>
Q2. If you face any problems relating to equality issues do you know who to speak to for advice?	Yes	<input type="radio"/>	Not sure	<input type="radio"/>	No	<input type="radio"/>
Q3. Do you feel that the school bullying procedures are effective?	Yes	<input type="radio"/>	Not sure	<input type="radio"/>	No	<input type="radio"/>
Q4. Do you feel that you are treated differently by your colleagues or peers? If you are, why/in what ways are you treated differently?	Yes	<input type="radio"/>	No	<input type="radio"/>		

Q5. Has the school made any “adjustments” in order to provide you with equal access to school life. If so, how successful have they been? (If this question is not applicable to you please leave blank or write N/A in the space provided - thank you)	
Q6. How confident are you that the concept of equality has been recognised at this school? What area/issue do you feel could be improved upon?	Very confident <input type="radio"/> Not very confident <input type="radio"/> Fairly confident <input type="radio"/> Not at all confident <input type="radio"/>
Q7. Do you feel pupils from any of the protected characteristic groups (see the listing provided) face any specific barriers/difficulties at this school? If so, what are the barriers and how could they be addressed?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q8. What could be improved and/or introduced at the school to promote equality of opportunity?	
Q9. Does the school provide you with the training/information you require to ensure that you are able to teach pupils effectively and cope yourself with any equality and diversity issues?	Yes <input type="radio"/> No <input type="radio"/>
Q10. How confident are you that you are able to meet the diverse needs of all the pupils within your teaching groups?	Very confident <input type="radio"/> Not very confident <input type="radio"/> Fairly confident <input type="radio"/> Not at all confident <input type="radio"/>
Questions for governors	Responses
Q1. How effectively does the school communicate with you about equality and diversity issues?	Very effectively <input type="radio"/> Not very effectively <input type="radio"/> Fairly effectively <input type="radio"/> Not at all effective <input type="radio"/>

Q2. As a governor do you feel that there are any social or physical barriers that affect you or any pupil, parent, teacher or visitor from accessing the school environment?	Yes <input type="radio"/>	Not sure <input type="radio"/>	No <input type="radio"/>
Q3. Does the governing body have a procedure in place for receiving information on equality and diversity issues within the school?	Yes <input type="radio"/>	Not sure <input type="radio"/>	No <input type="radio"/>
Q4. Do you feel that school staff are appointed according to ability, irrespective of the protected characteristics? (see list provided)	Yes <input type="radio"/>	Not sure <input type="radio"/>	No <input type="radio"/>
Q5. Do you feel that the school bullying procedures are effective?	Yes <input type="radio"/>	Not sure <input type="radio"/>	No <input type="radio"/>
Q6. How comprehensive and effective do you think the school approach to equalities is? In what ways could they be improved?			
Q7. Do you feel that equality complaints are dealt with effectively? If not, how could they be improved?	Yes <input type="radio"/>	Not sure <input type="radio"/>	No <input type="radio"/>
Q8. Has the school made any "adjustments" in order to provide equal access to school life for the whole school community? If so, please give details.			
Q9. How confident are you that the concept of equality has been recognised at this school? What areas/issues do you feel could be improved upon?	Very confident <input type="radio"/>	Not very confident <input type="radio"/>	Fairly confident <input type="radio"/>
			Not at all confident <input type="radio"/>
Q10. Do you know of any pupils from any of the protected characteristic groups who face any specific barriers/difficulties at this	Yes <input type="radio"/>	Not sure <input type="radio"/>	No <input type="radio"/>

school? If so, please state the characteristic and difficulties this pupil/pupils face and what role the governors play in helping to support this pupil/pupils.	
Q11. Does the school provide you with the training/information you require as a governor to ensure that you are able to deal with equality and diversity issues?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q12. What do you feel the school does well to make everyone feel welcome and part of the school community?	
Q13. Do the school and governing body work collaboratively to ensure that appropriate equality and diversity training/information is provided? Please give one example.	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>
Q14. Do you have any suggestions as to how the school can improve the environment for staff and pupils who have or belong to one or more of the protected characteristic groups?	
Q15. Has the governing body identified a Governor with specific responsibility for equalities issues?	Yes <input type="radio"/> Not sure <input type="radio"/> No <input type="radio"/>