

Vallis First School Single Equality Policy

Legal Framework

1. Vallis First School welcomes its general duties under the 2010 Equality Act and the 2011 Equality Duty to:

- eliminate discrimination, harassment and victimisation,
- advance equality of opportunity, and
- foster good relations,

in relation to age (for adults), disability, gender, gender identity/reassignment, marriage and civil partnership (with regard to the need to eliminate discrimination), pregnancy and maternity, race (including ethnicity, colour or national origin), religion or belief, and sexual orientation.

We also welcome our specific duties under the Equality Act to:

- Publish sufficient information to demonstrate our compliance with the general duties and,
- Prepare and publish equality objectives, which are reviewed regularly and rewritten every four years.

2. We welcome our duty 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, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our School Context and Ethos

4. Frome is a rural market town in Somerset. The town is predominantly white with a small population of Travellers/Gypsy Roma and people from Black African and Asian heritage. The school serves a very mixed catchment, which represents the breadth of diversity in the town, including: social, economic, heritage, faiths, family composition etc.

5. The ethos we try to create is 'Vallis, a safe and happy school' where everyone can achieve our motto 'to be the best we can be'.

Our Overall Aims

6. We aim to :

- promote equality of opportunity through vision, strategy and practice
- involve people from different groups in the development and review of our equality work
- eliminate all forms of unlawful discrimination
- eliminate harassment and bullying
- ensure equality of opportunity for disadvantaged groups
- narrow the attainment gap in outcomes for children and young people
- improve other outcomes where we identify inequality
- take positive action to meet needs, even if this requires more favourable treatment
- increase participation of under-represented groups in activities and public life
- promote positive attitudes and good relations between people from different groups and support community cohesion

Guiding Principles

7. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners, parents/carers, governors and staff are of equal value

We see all learners and potential learners, and their parents and carers, and our governors and staff, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status

- whatever their gender and gender identity
- whether or not they are pregnant or mothers
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and of the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made and needs met
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised, and specific needs met
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised and met
- religion, belief or faith background, so that different needs and experiences are recognised and met
- pregnancy and motherhood, so that different needs and experiences are recognised and met
- sexual orientation, so that different needs and experiences are recognised and met

We also understand that people have complex, multiple identities. No-one is just one thing and people have many affiliations and loyalties. We know that although social class is not explicitly mentioned in the Equality Act, we need to consider and address inequalities of income and social class as part of our work to address other inequalities.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, fair treatment for those who are pregnant or mothers, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity
- whatever their age

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

We use a social model of disadvantage, understanding that disadvantage is often caused by the structures, systems, attitudes and opinions of society as a whole, not by the people that suffer the disadvantage. Therefore, in addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men, people who are pregnant or mothers and others
- people of different sexual orientation or gender identity

Principle 6: We will seek to consult as wide a group of views as possible

We try to engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We recognise that there are risks that consultation processes do not always access the views of some disadvantaged groups. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- girls and boys, women and men, people who are pregnant or mothers and others
- people of different sexual orientation or gender identity

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- girls and boys, women and men, people who are pregnant or mothers and others
- people of different sexual orientation or gender identity

Principle 8: We base our practices on sound evidence and openness about the issues that face us

We maintain and publish quantitative and qualitative information (as appropriate) about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender
- pregnancy and maternity
- sexual orientation and gender identity

We also publish other information needed to show how we are meeting our duties to eliminate discrimination/harassment/victimisation, advance equality and promote good relations between different groups.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement through which we have involved people from different groups (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender
- pregnancy and maternity
- sexual orientation and gender identity

8. We recognise that the actions resulting from a policy statement such as this are what make a difference.
9. Accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.
10. We keep our equality objectives under review and report annually on progress towards achieving them.

The Curriculum

11. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out in paragraph 7 above.

Ethos and Organisation

12. We ensure the principles listed in paragraph 7 above apply to the full range of our policies and practices, including those that are concerned with:
- pupils' progress, attainment and achievement
 - pupils' personal development, welfare and well-being
 - teaching styles and strategies
 - admissions and attendance
 - staff recruitment, retention and professional development
 - care, guidance and support
 - behaviour, discipline and exclusions
 - involvement in extra-curricular activities
 - working in partnership with parents, carers and guardians
 - working with the wider community.

Addressing prejudice and prejudice-related bullying

13. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:
- prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.
14. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
15. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of racial incidents at our school and how they are dealt with.

Roles and Responsibilities (see Appendix A)

16. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
17. A member of the Governing Body has a watching brief regarding the implementation of this policy.
18. The Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.
19. All staff are expected to:
- promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
 - support pupils in their class who have particular needs arising from disability, Special Educational Needs, or for whom English is an additional language or who are Travellers
 - keep up-to-date with equalities legislation relevant to their work.

Information and Resources

20. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. Our Equalities statement (**see Appendix B**) is on our website summarising the principles behind our approach to meeting the Equalities Duty.

Religious Observance

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

Staff Development and Training

22. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams, to ensure that we are able to meet our obligations under the Equality Act.

Breaches of the Policy

23. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Monitoring and Evaluation

24. We collect, study and use quantitative data and qualitative evidence relating to the implementation of this policy, and make adjustments as appropriate.
25. In particular we collect, analyse and use data on achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, and gender.

Meeting our specific duties under the 2010 Equality Act

26. We publish information annually on our school website to show that we have complied with our general duties under the Act.
27. We have a four yearly equalities action plan to help us meet and identified areas for improvement. We review our progress annually. **(see Appendix C)**

Date Approved by the Governing Body: Summer 2013

Appendix A

Responsibilities:

We believe that promoting equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher /Principal	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head as above Leading on actions to achieve our equality objectives. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Helping in delivering the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum Ensuring that they are aware of their responsibility to record and report prejudice related incidents.
Non Teaching Staff	Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders Upholding the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Supporting colleagues within the school community Ensuring that they are aware of their responsibility to record and report prejudice related incidents.
Parents	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Helping the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

Vallis First School equality statement of commitment for the whole school community

Vallis First School welcomes our duties under the 2010 Equality Act to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity; and,
- foster good relations;

in relation to age (for adults), disability, gender, gender identity/reassignment, marriage/civil partnership (for discrimination), pregnancy/maternity, race (including ethnicity, colour or national origin), religion or belief, and sexual orientation.

In fulfilling these duties we are guided by nine principles:

1. All our learners, parents/carers, governors and staff are of equal value;
2. We recognise and respect difference and understand that treating people equally does not necessarily involve treating them all the same, as different people have different needs;
3. We foster positive attitudes and relationships, and a shared sense of belonging;
4. We observe good equalities practice in staff recruitment, retention and development;
5. We actively work to reduce and remove inequalities and barriers that already exist;
6. We seek to consult those who are affected by our policies and activities;
7. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and participation in public life;
8. As required by the Act, we base our practices on sound evidence and openness about the issues that face us – we maintain and publish information to show how we are meeting our duties and about our progress towards greater equality;
9. As required by the Act, we publish equality objectives, based on the evidence we have collected and the engagement with people from different groups, also taking into account national and local priorities and issues.

We recognise that the actions resulting from a policy statement such as this are what make a difference. Therefore we draw up an action plan within the framework of the overall school improvement plan setting out how we shall pursue our objectives. We keep these under review and report annually on progress towards achieving them.

We ensure the nine principles listed above apply to the full range of our policies and practices. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles.

We welcome the emphasis in the Ofsted framework on the importance of narrowing gaps in achievement, which affect, amongst others:

- children from certain cultural and ethnic backgrounds
- children who belong to low-income households
- children who are disabled
- children who have special educational needs
- boys in certain subjects, and girls in certain other subjects

We have a full equality policy, available on request, which explains:

- How we respond to prejudice and prejudice-related bullying
- Roles and responsibilities of the Governing Body and staff
- How we support religious observance
- How we support staff development
- How we respond to breaches of the policy
- Our approach to monitoring and evaluating the success of our policy

Appendix C

Areas of focus for Equalities Action Plan using School, Somerset and National data and research outcomes:

Narrowing the gaps, in the context of improving performance overall

Attainment

- To continue to narrow the gap in mathematics between boys and girls
- To continue to narrow the gap between boys and girls in literacy
- To continue to narrow the gap between FSM and non FSM
- To narrow the gap in performance of disabled pupils and other pupils, particularly those with learning difficulties / ADHD / ASD

Attendance:

- To narrow the gap in attendance rates between Gypsy Roma Traveller and FSM children and other children throughout the school

Exclusions:

- To reduce the exclusion statistics for SEN children with BESD.

Participation:

- To increase the participation in the life of the school and after school clubs etc. between disabled children (including learning-disabled), FSM children and other children.
- To ensure the involvement of parents from the full diversity of the school population in school life eg. attendance at parents' meetings, school events, Vallis School Association Committee and Governors.

Other areas to see improvements

Aspirations

- To encourage girls and boys to aspire to future career choices which counter the national stereo types.

Bullying:

- To reduce the incidence of prejudice-related bullying, hostility and suspicion, particularly in relation to racism (especially towards the Traveller community), homophobia and sexism, and hostile attitudes and behaviour towards people who are disabled.

Community cohesion:

- To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.
- To increase understanding of multicultural Britain and the diverse beliefs of minority religious groups in Britain.
- To ensure that the school is suitably prepared to meet the needs of incoming pupils from a new group or one increasing in size, such as Traveller children, eastern European families etc.

Spiritual, moral, social and cultural development:

- To promote spiritual, moral, social and cultural development through the curriculum with particular reference to issues of equality and diversity.

Vallis First School Equalities Action Plan 2013 -2017

Aspect of the Equality Duty	Issues identified	Objectives and timescale	Example activities	How to measure progress
<p>Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Equality Act</p>	<p>Bullying</p> <ul style="list-style-type: none"> Significant national, local and school level evidence that children and young people from certain groups are particularly at risk of bullying, including those who are disabled, from minority ethnic groups or who are (or are thought to be) lesbian, gay or bisexual (or have same sex parents) 	<p>Over 2 years</p> <ul style="list-style-type: none"> To reduce prejudiced attitudes and the incidence of prejudice-related bullying, hostility and suspicion, particularly in relation to racism/xenophobia, homophobia and sexism, and hostile attitudes and behaviour towards people who are disabled 	<ul style="list-style-type: none"> Carry out small group activities such as word association activities (using words such as 'Gypsy', 'Gay', 'disabled', 'asylum seeker') to establish perceptions and baselines Develop targeted pupil voice work to ensure ongoing access to pupils' views Survey attitudes / self-esteem Run staff training Ensure all staff aware of procedures for reporting/recording all incidents Develop staff support mechanisms Review anti-bullying policies and effectiveness of procedures Introduce a zero tolerance approach to the negative use of 'gay' Continue to audit and develop curriculum work in several year groups, and assemblies, to develop more positive attitudes to targeted groups Increase involvement of parents/carers and/or community organisations in seeking resolutions to incidents if appropriate. Audit posters and literature to show cultural diversity, disability and different family make up. 	<ul style="list-style-type: none"> Revised procedures in place and evidence that they are being used by pupils at an early stage, avoiding escalation of disputes Reduced bullying incidents or cases of conflict between pupils Classroom activities and targeted pupil voice work show improvements Attitude and self esteem surveys show improvements
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> <ul style="list-style-type: none"> remove or minimise disadvantages meet the needs of people from protected groups where these are different from the needs of others 	<p>Attainment</p> <ul style="list-style-type: none"> Significant national, local and school level evidence that pupils from certain groups consistently achieve lower than average end of KS results, including boys, Travellers, EAL learners and pupils from some other minority ethnic groups, summer born pupils and those eligible for FSM Evidence of wide gaps between the attainment of children with SEN and others 	<p>Over 4 years</p> <p>Continue to narrow attainment and progress gaps for groups currently achieving lower than average end of KS 1 and Year 4 results including boys, some minority ethnic groups, pupils with SEN, summer born pupils and those eligible for FSM</p>	<ul style="list-style-type: none"> Continue to provide training for staff on classroom and whole school strategies for meeting the needs of targeted groups Through Pupil Progress meetings and advice, ensure appropriate targets are set Track progress of individuals and provide challenge and support as needed Ensure Pupil Premium Grant and SEN funds are achieving aims to increase equality of access and achievement 	<ul style="list-style-type: none"> Improved end of KS 1 and Y4 attainment and progress measures and narrowing of gaps between groups
<p>Advance equality of</p>	<p>Exclusions and internal sanctions</p>	<p>Over 4 years</p>	<ul style="list-style-type: none"> Continue to develop opportunities for those with 	<ul style="list-style-type: none"> Reduced

<p>opportunity between people who share a protected characteristic and people who do not share it</p> <ul style="list-style-type: none"> remove or minimise disadvantages meet the needs of people from protected groups where these are different from the needs of others 	<p>impacting on learning</p> <ul style="list-style-type: none"> Significant national, local and school level evidence that pupils from certain groups tend to be excluded a higher than average rates, including boys, Travellers, pupils from some other minority ethnic groups, pupils from some SEN categories and those eligible for FSM 	<p>Reduce exclusion and internal sanction rates for groups that currently have disproportionately high levels of exclusion including boys, some minority ethnic groups, pupils with SEN and those eligible for FSM</p>	<p>pupils to demonstrate their strengths</p> <ul style="list-style-type: none"> Continue to provide suitable personalised curriculum opportunities to increase motivation Challenge stereotypes Provide staff training on behaviour management Improve home school communication on issues related to behaviour and bullying 	<p>exclusion and internal sanction rates for targeted groups</p>
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> <ul style="list-style-type: none"> remove or minimise disadvantages meet the needs of people from protected groups where these are different from the needs of others 	<p>Workforce diversity</p> <ul style="list-style-type: none"> Significant national, local and school level evidence that the workforce does not reflect gender, disability and ethnic profiles 	<p>Over 4 years</p> <p>Increase the diversity of our workforce and other adults supporting the work of the schools</p>	<ul style="list-style-type: none"> Improve knowledge of the workforce, eg through surveys, other forms of data collection Map data against Somerset demographic profiles Continue to vet recruitment processes to ensure that it does not discriminate against specific groups Include positive wording in adverts Follow procedures in the 2 Ticks 'Positive about disabled people' policy (eg short listing all disabled candidates meeting person specifications) Actively explore opportunities for parents/community members from under-represented groups to get involved in the life of the school, VSA or governors 	<ul style="list-style-type: none"> Increased workforce diversity Increased diversity of governors and/or parents/community members involved in the life of the school (recognising that this is not a substitute for workforce diversity, but can nevertheless be supportive)
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> <ul style="list-style-type: none"> remove or minimise disadvantages meet the needs of people from protected groups where these are different from the needs of others 	<p>The extended life of the school</p> <ul style="list-style-type: none"> Evidence that pupils and parents/carers from certain groups (including some covered by the Equality Act) tend to participate less in extra-curricular activities and other aspects of the school's extended life 	<p>Over 3 years</p> <p>Increase numbers of pupils and parents/carers participating in the extended life of the schools, with a focus on those who are currently under-represented (particular those falling under Equality Act protected characteristics)</p>	<ul style="list-style-type: none"> Investigated barriers and address any problems identified Provide staff with information/training if appropriate Improve home school communication if appropriate, eg through translated materials Meet parents/carers if appropriate to overcome concerns they may have 	<ul style="list-style-type: none"> Improved participation rates for certain groups in a range of activities, including clubs, performances, residential visits, parents' consultation events etc.

<p>Foster good relations between people who share a protected characteristic and people who do not share it</p> <ul style="list-style-type: none"> tackling prejudice promoting understanding between people from different groups 	<p>Positive attitudes</p> <ul style="list-style-type: none"> Significant national, local and school level evidence that there are widely believed negative stereotypes of some groups of people, including Travellers, people moving to Britain for work or asylum, some faith groups (particularly Muslims), disabled people and people who are lesbian, gay, bisexual or transgender 	<p>Over 2 years</p> <p>Broaden pupils' perspectives and understanding of groups, cultures and countries different from their own (particularly Travellers, migrants, some faith groups, disabled people and people who are LGBT)</p>	<ul style="list-style-type: none"> Carry out classroom activities such as word association activities (using words such as 'Gypsy', 'Gay', 'disabled', 'asylum seeker') to establish perceptions Survey attitudes and knowledge using questionnaires Develop curriculum work in several year groups to promote more positive attitudes to disability Poet Pete and Glade events to look at Equality and diversity and living in multicultural Britain. Continue to work closely with traveller Education services to support traveller families and to share cultural understanding. 	<ul style="list-style-type: none"> Attitudinal measures show improvements (analyses of word association or survey results) Reduction in bullying name calling incidents
<p>Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Equality Act</p>	<p>Accessibility</p> <ul style="list-style-type: none"> Some school buildings are not fully accessible for pupils/family members with mobility impairments Some school websites are not accessible for people with visual impairments (for example, table formatting can create difficulties for people using screen reader programmes) 	<p>Over 2 years</p> <p>Implement a range of measures to improve accessibility for people with specific impairments</p>	<ul style="list-style-type: none"> Carry out a parental survey to identify accessibility issues Make building modifications to improve physical access Redesign website to improve access for people with visual impairments 	<ul style="list-style-type: none"> Physical improvements and other practical measures in place Repeat survey reports improvements.
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> <ul style="list-style-type: none"> remove or minimise disadvantages meet the needs of people from protected groups where these are different from the needs of others encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low 	<p>Communication with, and involvement of, families of pupils learning EAL and Travellers</p> <ul style="list-style-type: none"> The school experiences difficulties in communicating with some families due to language barriers and often involves other children as interpreters Some parents/carers do not attend consultation evenings and information sessions, possibly partly due to language barriers 	<p>Over 2 years</p> <p>Continue to improve attendance at parent/carers events of families with EAL and Travellers</p>	<ul style="list-style-type: none"> Contact informally and/or carry out a survey of families not attending meetings, using interpreters if necessary. Make use of local low-cost translation and interpreting services to support a series of meetings Use translated information and interpreters to help parents/carers understand important features of the education system and help their children make key decisions, eg using Local Authority booklets for parents about the English Education system Work with Somerset community organisations representing migrant groups (for example Midwest European Communities Association) and ensure that families are aware of the support they can offer (eg making leaflets available) Work with the Traveller Education Service and other agencies to develop improved communication with families 	<ul style="list-style-type: none"> Improved attendance at parents events

<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> <ul style="list-style-type: none"> • remove or minimise disadvantages • meet the needs of people from protected groups where these are different from the needs of others <p>encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low</p>	<p>Occupational stereotyping</p> <ul style="list-style-type: none"> • National evidence of occupational stereotyping • National evidence of slow progress in achieving pay equality. • School evidence of lack of aspiration, for boys and girls, towards a wide range of jobs 	<p>Over 4 years</p> <p>Implement a programme to widen and raise aspirations for both girls and boys</p>	<ul style="list-style-type: none"> • Develop curriculum work in several year groups and assemblies to raise pupils' awareness of non-stereotypical career choices • Notice board displays highlighting men and women succeeding in non-stereotypical career choices. 	<ul style="list-style-type: none"> • Before and after surveys of career aspirations show improvements
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