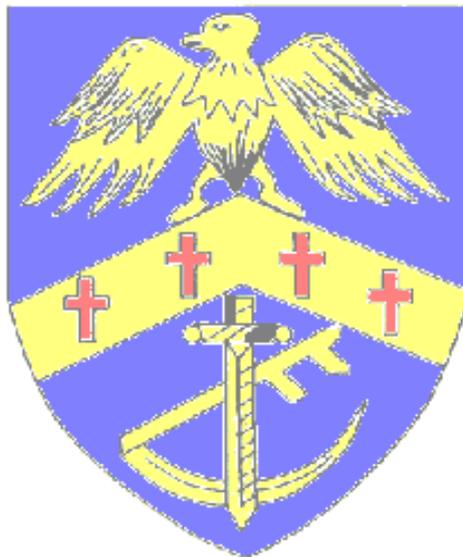


SUNNYMEDE JUNIOR SCHOOL

EQUALITY & COMMUNITY COHESION POLICY



Ratified by Governors: November 2015

This review: November 2016

Review: Annually

Next review: November 2017

Review date	Headteacher's signature	Chair of Governor's signature
November 2016		

Introduction

This Equality and Community Cohesion Policy sets out the School's approach to promoting community cohesion, equality and diversity. The policy brings together all issues connected with equality, replacing the previous individual policies. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes.

This Equality policy sets out:

- The School's context
- Aims and values
- The School's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination.
- Specific reference to community cohesion, race equality, disability equality, gender equality.
- Roles and responsibilities.
- Monitoring, reviewing and assessing impact

The policy draws together our Gender Equality and Disability Scheme into the wider context of Equality throughout the School.

The School's Context

Sunnymede Junior School is situated in a densely populated commuter town in Essex and also attracts pupils from further afield, particularly Basildon.

IDAC1 information shows that the School serves significant numbers of affluent homes, as well as a significant number of homes in deprived circumstances. The majority of the community of the School, and the wider area of Billericay, is White British with small, fluctuating numbers of Black and minority ethnic groups. School staff, at the time of writing this report, are mostly white British with one member of staff, a Russian-speaking midday assistant, from a minority ethnic background. Sunnymede Junior School does not currently serve any travellers, refugees or asylum seekers. The School has high stability of pupils and staff, except in the current Year six cohort where it is higher than the national average.

The proportion of children with SEN or disabilities is slightly lower than the national average. The School employs a senior member of staff who is deaf and she provides a very positive role model to children.

Gender data shows that there are differences in pupil gender numbers from year to year, though there are generally slightly fewer female pupils than found nationally. The School has a number of male staff including the site manager, the P.E. teacher, one class teacher, one Learning Support Assistant and peripatetic music teachers. The school also uses the services of a male counsellor through the BCT.

The School has a smaller number of pupils eligible for Free School Meals (FSMs) than is found nationally, although there are some parents who would be eligible who choose not to apply.

Currently there are eleven languages, other than English, spoken in the School. There is a small range of different religious beliefs at Sunnymede.

EAL pupils at Sunnymede Junior School generally achieve well. However, children admitted mid-phase may, in some cases, be working below age-related expectations due to their limited proficiency in English and lack of time in a UK school. Studies show that it generally takes 5-7 years for a child to gain full competence in speaking EAL.

The National Context & Statutory Responsibilities

Community Cohesion: The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 which introduces a duty on schools' governing bodies to promote community

cohesion. This came into force in September 2007. Ofsted have included the implementation of the duty in their inspection from September 2008. The legislative requirements on schools to meet this duty are in the Equality Act 2006 and outlined in the Race Relations Amendment.

The Equality Act 2010 (hereafter referred to as the Act) replaces previous separate legislation on Race, Disability and Gender and provides a single, consolidated source of discrimination law. It simplifies the law and extends protection from discrimination in some areas. For schools and public bodies it introduces the Public Sector Equality Duty (PSED). The information below is taken from the Equality Act 2010 DfE guidance for schools and summarises the main relevant points for our School. For full information a copy of the guidance can be obtained from the School office. In essence, the law means that schools cannot unlawfully discriminate against pupils or those associated with them because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender re-assignment
- Pregnancy or maternity

As Sunnymede Junior School employs less than 151 people, the Act applies only to pupils in the School and not to employees. Public bodies subject to the specific duties must publish information to show their compliance with the Equality Duty. This means that the information they publish must show that they had due regard to the need to:

- **eliminate unlawful discrimination**, harassment and victimisation and any other conduct prohibited by the Act;
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **foster good relations** between people who share a protected characteristic and people who do not share it.

We describe these as the three aims of the Equality Duty. The Act makes it unlawful for the responsible body of a school, the Governing Body, to discriminate against, harass or victimise a pupil or potential pupil

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service or
- by excluding a pupil or subjecting them to any other detriment

Schools must have 'due regard' to the 3 aims of the Act, which means that:

- decision makers in school must be aware of the duty to have 'due regard'

The Act defines 4 kinds of unlawful behaviour: direct discrimination, indirect discrimination, harassment and victimisation.

Direct discrimination – when one person treats another less favourably because of a protected characteristic than they treat – or would treat- another person. This describes the most obvious and clear cut form of discrimination – for example if a school was to refuse to let a pupil be a prefect because of their religion.

Indirect discrimination – occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding parents' evening on a Friday evening, when it would be difficult for observant Jewish parents to attend. It is a defence against a claim of indirect discrimination if it can be shown to be a 'proportionate way of achieving a legitimate aim'. This means

that the reason for the rule or practice is legitimate and that it could not reasonably be achieved in a different way which did not discriminate.

Harassment – defined as “unwanted conduct relating to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.” For schools, the Act applies this only to disability, race, sex, pregnancy or maternity, though it would still be unlawful under other legislation for other characteristics.

Victimisation – occurs when a person is treated less favourably because of something they have done (“a protected act”) in connection with the Act. A protected act might, for example, involve making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information. Even if what a person did or said is incorrect or misconceived, they are protected against retaliation unless they acted in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination for fear of retaliation. This also applies to a child, who cannot be victimised because of an act committed by a parent or sibling in relation to the Act. If a pupil carries out a protected act – such as making a complaint of discrimination against a teacher – then their own good faith is relevant. For example, if a parent’s complaint is based on information from their son and the son is deliberately lying, it is not victimisation for the school to punish him in the same way that it would any other dishonest pupil.

Disability

The law on disability works slightly differently to the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say it protects people who are disabled but not those who are not disabled. This means that schools are allowed to treat pupils who are disabled more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Under the Act there can be no justification for direct discrimination related to disability. Schools may not discriminate indirectly, unless they can show it is done for a legitimate reason and is an appropriate way of achieving the aim.

A school must not harass a child because of a disability. For example, a teacher shouting at a pupil because the disability means he/she is constantly struggling with class work or unable to concentrate.

The duty to make reasonable adjustments applies only to disabled people and is summarised as follows:

- Where something a school does places a disabled pupils at disadvantage compared to other pupils, then the school must take reasonable steps to try and avoid that disadvantage.
- Schools are now expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage in comparison to other pupils.

Schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments e.g. being prepared to produce large font papers for pupils with visual impairment, even though there are no such pupils currently in the School. This links to planning duties.

Schools **must** implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils are able to access the curriculum
- Improving the physical environment in schools to enable disabled pupils to take better advantage of education benefits, facilities and services provided and
- Improving the availability of accessible information to pupils

The Curriculum

The content of the curriculum is explicitly exempt from the Act. However, the delivery of the curriculum is explicitly included. Excluding the content of the curriculum ensures that schools are free to include a full

range of issues, ideas and materials and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial. The school must ensure that the way in which the issues are taught does not subject individual pupils to discrimination.

Acts of Worship

There is a general exception to the provisions on religion/belief which applies to all schools, allowing them to lead acts of worship or other forms of collective religious observance. This means that, in maintained schools, a daily act of worship is a mandatory requirement and there is not a requirement to provide an equivalent act of worship for other faiths. Schools are free to celebrate religious festivals and could not be claimed to be discriminating against children from other faiths if, for example, they put on a nativity play at Christmas or hold a celebration to mark other religious festivals such as Divali or Eid.

Equality – Aims and Values

At Sunnymede Junior School we aim to provide equality and excellence for all in order to promote the highest possible standards.

Our Equality Policy is based on the following core values:

- Respect
- Friendship
- Kindness
- Determination
- Honesty
- Responsibility

and are embodied within this School's vision statement:

'At Sunnymede Junior School we firmly support the concept that Every Child Matters. All children should be successful learners, confident individuals and responsible citizens. We aim to provide a caring and stimulating environment where all pupils are encouraged to thrive both academically and socially. Confidence and independence are highly valued and a positive attitude to learning is expected of everyone within our community. Mutual respect is vital and we attach great importance to the partnership between home and school.

We work hard to ensure optimum intellectual, social, physical and emotional development for all pupils. We do this by:

- Providing appropriate access to the National Curriculum
- Fostering an atmosphere of discovery and learning
- Promoting rigorous standards in work and behaviour
- Ensuring that all pupils have the opportunity to experience success
- Maintaining an ambience of tolerance and respect for all cultures and beliefs

The above statement is based on:

- culture of respect for others
- recognising and celebrating differences between people
- a community where pupils are well prepared for life in a diverse, pluralist society.
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Our Approach to Promoting Equality

The overall objective of the School's Equality and Community Cohesion Policy is to provide a framework for the School to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

This applies in various ways throughout the School, as set out below.

Pupils' Attainment and Progress

This School expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards. The School recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need, taking account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The Quality of Provision – Teaching and Learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning. Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and SEND. Our teaching styles include collaborative learning and staff use a range of visual, auditory and kinaesthetic approaches. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks and will be encouraged to be a resource for their peers. Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour. Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size. This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The Quality of Provision – Curriculum and Other Activities

This School provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis. All pupils participate in the mainstream curriculum of the School. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils holding a variety of beliefs and/or religion
- pupils from minority ethnic groups, including Gypsies and Travellers
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion
- pupils funded through pupil premium

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils, along with British values.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extra-curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

The Quality of Provision – Guidance and Support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the School. All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and ability ranges. Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children. Sunnymede Junior School provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to

enhance their learning. Victims of harassment and bullying are given appropriate support, using external agencies where appropriate. The perpetrators are dealt with promptly and in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

This School expects high standards of behaviour from all pupils, appropriate for their developmental level. We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline. It is recognised that cultural background and disability may affect behaviour. Our School takes this into account when dealing with incidents of unacceptable behaviour. Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently. These are in line with relevant Essex policies and guidance, such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters. We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in our School take care to lead through example, demonstrating high expectations of all pupils. We monitor any exclusions by gender, ethnicity and special educational need. Socio-economic circumstances, including pupil premium, are also considered. Action is taken in order to address any disparities between different groups of pupils. This School will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable. Where requested, information and advice on attendance and exclusion will be made available to parents in accessible formats such as relevant community languages and large print. There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils. Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability. We will make provision for leave of absence for religious observance for staff as well as pupils. We monitor attendance by gender, ethnicity and special educational need. Socio-economic circumstances are also considered. Action is taken in order to address any disparities between different groups of pupils. The School will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital. We expect full-time attendance of Traveller and Gypsy pupils.

Partnership with Pupils, Parents, Carers and the Wider Community

We monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all. Progress reports to parents are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information. Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about appropriate support when SEN is identified. Informal events are designed to include the whole community and, at times, may target minority or marginalised groups. This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference. The School's premises and facilities are also available and accessible for use by all groups within the community.

Leadership and Management

Steps are taken to ensure the School's admission process is fair and equitable to all pupils, including short-stay, traveller and refugee pupils and those with English as an additional language. This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission. We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms or gathered at admissions interview. The School adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Essex

County Council guidelines. We will take steps to encourage people from under-represented groups to apply for positions at all levels in the School and ensure recruitment and selection processes are monitored. Equality and diversity issues are reflected in our School's employment practices. Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of our School, promoting equality and challenging bias and stereotyping wherever they observe it. We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff. The skills of all staff, including non-teaching and part-time staff, are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy. Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community. This School opposes all forms of racism, homophobia, prejudice and discrimination. Resources and displays in our school aim to reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays.

Through the Equality and Community Cohesion Policy, the School seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender re-assignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

A Cohesive Community

We recognise that the school operates in the context of a range of communities and that one of our key tasks is to prepare children for life in all of these contexts. Although our school community is not currently ethnically or religiously diverse, this may change in the future and local data shows that the town of Billericay is becoming more diverse. Within the local district of Basildon and the South East, the population is constantly changing and reflects ethnic, cultural, linguistic and religious differences from around the world. Essex itself has a wide mixture of rural and urban settings. Our pupils need to be comfortable and confident to live in any of these communities.

The Billericay Community Trust, which Sunnymede Junior School belongs to, analyses data on the local community to inform planning and prioritising funding streams.

In order to achieve a cohesive community we will need to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Tackle discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum explores and addresses issues of diversity

Race Equality

Although Sunnymede Junior School is situated in a predominantly white British community, the Governors take very seriously the need to promote positive understanding of different cultures, races and beliefs. The School recruitment procedures follow Safer Recruitment and good practice guidelines and are open to all suitable applicants regardless of race, religious belief or ethnicity.

The School curriculum promotes race equality through everything it does and specifically through:

- PSHE
- The Arts
- SEAL (Social, Emotional Aspects of Learning)
- Assemblies & R.E. teaching

The Curriculum provides opportunities to explore other cultures and celebrate diversity. During the RE curriculum and the daily assemblies, stories, artefacts and key figures from a variety of religions are explored, alongside key celebrations for a variety of religious groups.

Outcomes for all pupils are analysed to ensure that no group of pupils is disadvantaged. If a group or individual is underperforming, this is addressed in the School Development Plan.

Gender Equality

Although the school workforce is weighted towards female staff, there are four male staff. The Governing Body is composed of both male and female representatives. As many of our volunteers are female, we actively encourage the involvement of male volunteers.

Teachers and leaders scrutinise the progress and attainment of pupils by gender every term. We recognise that there are some differences in attainment and addressing these forms a focus for our school improvement planning and performance management.

Disability

At the current time the School has few pupils or staff with disabilities. However, the school admissions policy complies with the most up to date Admissions Code which ensures that no child is discriminated against on grounds of disability. Where a child with SEND applies for a place to the school, a thorough assessment of the necessary adaptations will be made before the child starts and all reasonable adjustments made.

The School follows the Safer Recruitment and local HR guidance on recruitment and all suitable candidates are invited to apply for positions and will be shortlisted according to person specifications. The school will conduct an assessment of the environment and make all reasonable adjustments to enable the employee to fulfil their role. On some occasions it may be necessary to make adjustments to the role itself. This is done in conjunction with HR and the advice of the Occupational Health service may be sought.

Our Disability related objectives were formulated in consultation with staff and parents, including those with disabilities.

Roles and Responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Governor Responsibilities

Our governors are responsible for:

- Making sure the School complies with all current equality legislation, specifically the Single Equality Duty 2010
- Making sure this policy and its procedures are followed.

Headteacher Responsibilities

The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.

- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

Staff Responsibilities

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Visitors' and Contractors' Responsibilities

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Monitoring and Evaluation

Responsibility for overseeing equality practices in the school lies with a named member of staff and a named governor. The named member of staff is Ronnie Branch (Headteacher) and the named Governor is Michelle Wain.

Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils, including Gypsies and Travellers).
- Monitoring exclusions.

The objectives we have set are in place for 3 years but are reviewed and reported upon annually to the Governing Body. The School Development Plan ensures the objectives form 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.

This 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.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making. The named member of staff and a named governor responsible for equality will monitor specific outcomes on a yearly basis.

The Headteacher will provide monitoring reports for review by the Governing Body. These will include: school population, workforce, recruitment, retention and progression, key initiatives, progress against targets and future plans. The Governing Body will make use of the contextual information in the Raise online document to inform understanding of the make-up of the school community and to raise further questions for evaluation.

Our Equality Objectives 2015-2018

Long term objectives (by 2018):

- To ensure that the curriculum comprehensively addresses equality and diversity issues, SMSC and British values
- To narrow inequalities in learning outcomes between children funded through Pupil Premium and other pupils at the school
- To ensure that the range of opportunities for learning beyond the classroom is accessible to all groups of learners

Short term objectives (2016/17):

- To finalise the four year assembly plan, ensuring that it fully addresses a range of equality and diversity issues and actively promotes SMSC, including British Value, and addresses the different aspects of inequality
- Y6 pupil premium children make at least expected progress and demonstrate positive attitudes to learning, with minimum 20% making accelerated progress
- To continue to monitor the attendance of vulnerable pupils at clubs and ensure the school is pro-active in encouraging their participation – including all pupil premium funded pupils