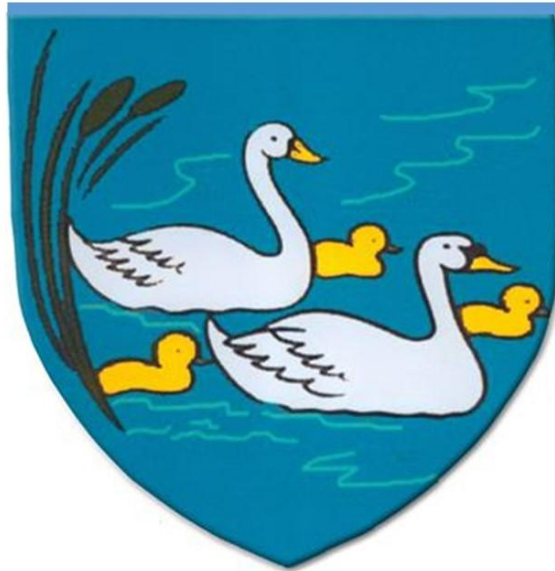


Policy & Procedure

Thornton Primary School



*Achieving Success
By Working Together*

Equality Scheme 2025-2028

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in **Autumn 2025** and will be reviewed again in **Autumn 2028**

Signed: _____ Chair of Governors Date: _____

Statutory Scheme

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Foreword

This Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

Headteacher
Mrs Sarah Acton

Chair of Governors
Mrs Andrea Hall

The **School Council** have told us:

“We feel that all children should have the chance to enjoy learning at Thornton Primary School. We should treat each other fairly and always think about the needs of everyone else.”

1 What is the Equality Scheme and Action Plan?

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

These are the main three aims of the duty.

Children, staff and governors at Thornton Primary School are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences. At Thornton, we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Our Equality Scheme and action plan covers a three-year period from **2025 to 2028**. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Equality Scheme and Action Plan enables us to achieve a framework for action which covers all equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Equality Scheme and action plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to the equality strands.

Legislation and guidance

This policy meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This policy is also based on Department for Education (DfE) guidance: [The Equality Act 2010: and schools](#)

2 Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Policy Statements

All of our school policies carry the following statements:

Equality Statement

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Race equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

We are committed, as part of our educational inclusion, to preparing our pupils for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour. We believe that striving for race equality is important for all schools and colleges whether multi-ethnic or all white, rural or urban. We believe our policy should be widely available to all who are members of our school community. We will assess the impact of our policies, including this plan on children, staff and parents by ethnicity including the achievement levels of these pupils and also towards raising the achievement of minority groups.

This policy reflects the general and specific duties on schools and colleges, featured in the Race Relations Act 1976 as amended in the Race Relations (Amendment) Act 2000.

Disability equality

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility strategy.

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day-to-day activities'.

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people

2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to pupils with a disability and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that pupils with a disability do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender equality

The Public Sector Equality Duty under the Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male children and between men and women and transgender people.

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Thornton Primary School considers that this has been addressed through the implementation of the school's Pay Policies.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

Sexual Orientation

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for children and treatment of children.

Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2011, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between children from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force in November 2011.

We therefore have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. We have incorporated our priorities into our Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

We seek to provide as many opportunities as possible for pupils to engage in learning that raises the profile of a range of cultures and that develops all stakeholders' understanding of the world around them.

Our school values and visions

Thornton Community Primary School Vision and Aims

Vision: Achieving success by working together

School Aims

These aims were developed through consultation with staff parents, pupils and governors.

In partnership with parents we aim to help all our children to:

- Make or exceed their expected progress.
- Develop a sense of honesty and self-discipline.
- Develop a positive view of themselves and others.
- Develop all of their abilities happily and in so doing, gain an understanding of themselves as learners.
- Develop an appreciation and respect for other people and cultures.
- Develop the confidence to work and think, both independently and with others.

- Develop a love of learning with a desire to become lifelong learners.

In meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:

- We strive to make the best possible provision for all pupils/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equality is not simply about protecting the potentially vulnerable. We believe that all children would be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

3 Our school profile

Thornton is a picturesque village in West Leicestershire and part of the Charnwood Forest.

According to the census of March 2021 the population of the village stood at 1031. The school also supports a wider community of the parish of Thornton & Bagworth. To this extent approximately half-of the children currently come from out of the village in which it resides, with many coming from Bagworth (population 3,500 in the same census).

The children attending the school cover a broad range of socio-economic backgrounds. We believe passionately that this has benefitted the school greatly and that the diversity that this can bring continues to enrich both the children and the staff.

The vast majority of pupils (but not all) are of white British backgrounds. This means we should work hard to provide our pupils with opportunities to integrate with people from other cultures.

4 Collecting and analysing equality information for pupils at Thornton Primary School

Thornton Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our pupils:

Information gathering (pupils)

- Attainment levels
- Attendance levels
- Suspensions and Exclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment
- Participation in School Council
- Participation in whole-school schemes such as the Job Centre

We have identified the following issues from this information-gathering exercise:

- *Some data collected was not separated sufficiently into groups*
- *Apparent under-representation of disadvantaged pupils attending extended school activities*
- *Lower achievement of pupils/students from disadvantaged groups*
- *Poorer attainment and progress of boys in some year groups*

These actions have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

5 Collecting and analysing equality information for employment and governance at Thornton Primary School

Thornton Primary School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Thornton Primary School also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We collect and analyse the following profile information for our staff and governors:

Example: Information Gathering (Staff and governors)

- Applicants for employment
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Performance Management

We have identified the following issues from this information-gathering exercise:

- ***We had a relatively low percentage of male staff members.***
- ***We are aware of specific physical difficulties experienced by members of our staff but adjustments would be made accordingly.***
- ***Our recruitment procedures give a fair opportunity for all members of the community to be recruited (see the school Application Form).***
- ***Governing body profile is regularly reflected upon.***

Actions to address the issues identified have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

7 Consultation and involving people

The legislation states it is important that minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and action plans.

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the Equality Scheme and action plan. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme and action plan. Examples include:

- Feedback from parent questionnaires and parents' evenings
- Discussions at school council meetings (see school council minutes)
- Staff surveys
- Discussions at staff meetings

- Involvement within local community activities
- Parents Association (Friends of Thornton Primary School)
- Feedback from the school council, PSHE lessons, pupil surveys.
- Issues raised in annual reviews or reviews of progress on IEPs/personalised provision maps, mentoring and support.
- Feedback at governing body meetings.

8 What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

Race equality

A low number of racist incidents were being recorded in school but through the training of key staff in how to recognise and deal with racist incidents, the Senior teaching staff now have a much clearer understanding of the issues and how to deal with them.

Disability equality

The school provides good access to the buildings for children and visitors with physical disabilities e.g. ramps, handrails, disabled parking spaces. The internal environment for children is on one level, suitable for wheelchair users or other walking aids. There is a disabled toilet which has been updated to comply with DDA requirements. All doorways and entrances are wheelchair friendly.

Gender equality

Gender stereotyping was evident in the selection activities and attitudes to learning (i.e. for boys, it was not 'cool to learn'). The leadership implemented a number of initiatives to raise the profile of working hard (rewards and incentives) and of selflessness (Job Centre) and also responsibility through Ambassadors. There was an identified increase in participation by boys in the Job Centre and boys' attitudes to learning and behaviour have improved markedly.

We now have a higher percentage of male staff.

9 Equality impact assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified, we then take steps to deal with this and make sure equity of service to all.

An inventory of existing policies has been undertaken.

- ***We need to undertake an ongoing rolling programme of impact assessment for all our policies and procedures.***

10 Other School Policies

We have used our existing school policies and plans to inform our Equality Scheme. These include:

- Admissions Policy
- Administration of Medicines Policy
- Accessibility Plan
- Accidents, illness and near misses Policy
- Allegations of Abuse Against Staff Policy
- Attendance Policy
- School Improvement Plan
- Self Evaluation Form
- Anti-Bullying Policy
- Behaviour Policy
- Breakfast & Afterschool Club Policy
- Charging and Remissions Policy
- Capability Procedures
- Child on Child Abuse Policy
- Children with Health Needs who cannot Attend school Policy
- Data Protection Policy
- Equal Opportunities Policy
- Pay Policy
- SEND Policy
- Children in Care Policy
- Dignity at Work Policy
- Higher Attaining Pupils' Policy
- Maternity Adoption Leave Policy
- PSHE Policy
- Race Equality Policy
- Safeguarding Policy
- Safer Recruitment Policy
- SMSC Policy
- Intimate Care Policy
- Leave of Absence Policy
- Low level Concerns Policy
- Management of Attendance procedures

- Maternity and Family Leave policy
- Menopause Guidance
- Recruitment and Selection Policy
- Work Experience and Volunteering Policy
- Bereavement Policy
- Curriculum, teaching & Learning Policy
- Designated Teacher & looked After Children Policy
- EYFS Policy
- Marking & Feedback Policy
- Fire Safety Policy
- Handwriting & Presentation Policy
- Homework Policy
- Thornton Local Offer
- Online Safety Policy
- RSE Policy
- Uniform Policy
- All subject Policies

Roles and Responsibilities

The Governing Body

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan and will continue to ensure the school is fully inclusive to children, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make communications as inclusive as possible for parents, carers and children.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex, or disability.
- **In order to meet its reporting responsibility, the governing body will report on the progress of the School's Equality Scheme annually as part of its Annual Report to parents.**

The Senior Leadership Team

- Our Head teacher and the senior leadership team is responsible for the implementation of this Scheme, and will ensure that staff are

aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.

- The Head teacher has day-to-day responsibility for co-ordinating the implementation of this scheme and ensuring all staff are aware of their responsibilities under the Act and are fully informed of the school's 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.

The role of all staff – teaching and non-teaching

The school regards everyone as having a responsibility for promoting equality. All our staff are expected to promote an inclusive and collaborative ethos in the school by:

- Ensuring all children are treated fairly, equally and with respect.
- Strive to provide material that gives positive images based on the protected characteristics and challenges stereotypical images.
- challenging inappropriate language and behaviour and incidents of prejudice, racism or homophobia and record such incidents following the school's policy on recording incidents.
- Ensure appropriate support for pupils with additional needs.

The role of pupils

- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

Visitors to the school including parents

- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated at Thornton Primary School.

All staff are expected to deal with and discriminatory incidents that may occur. We have a coherent approach to responding to incidents through the systematic monitoring of any incidents that occur. The Academy uses Behaviour Incident Forms to record any incidences of discriminatory behaviour and in line with national requirements, the Governors will receive a termly report on the number and nature of incidents.

What is a discriminatory incident

Harrasment on the grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes or graffiti.

Types of discriminatory incident:

- physical assault against a person or group of people because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults or jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse and threats
- incitement of other to display discriminatory behaviour
- attempts to recruit others to discriminatory organisations or groups
- ridicule of an individual for difference e.g. food, music, religion, dress etc.
- refusal to cooperate with other people on the grounds of race, gender, disability or sexual orientation.

Types of information gathered

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

- Comprehensive and sensitive efforts are made to collect accurate data and meet data protection requirements in addition to secure accurate information relating to ethnicity and first language.
- Child attainment and progress data relating to different groups
- Children's views actively sought.
- Sports and activity choices, uptake of enrichment opportunities, suspension and exclusion data analysed by groups.
- Behaviour record analysis on the grounds of any equality issue
- Recruitment, staff development
- Outcomes of actions taken to secure involvement of parents and others who have been identified as difficult to engage.

13 Publicising our scheme

We publish our scheme on the school website at www.thornton.leics.sch.uk
Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.

14 Annual Review of Progress

We will review our progress against the plan annually. We will also revise our Equality Scheme and Action Plan every three years.

We make regular assessments of pupils' learning and use this information to track progress. As part of this, we also monitor achievement by groups such as gender, ethnicity and disability to ensure all groups of pupils are making the best progress and take appropriate action to address any gaps.

Ongoing evolution of our Scheme

We will continue to review annually the actions we have taken in the development of our Equality Scheme which include:

- The results of your information gathering activities for race, disability and gender and what you have done with this information
- The outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

Engagement

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Equality Scheme and Action Plan. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues.
- A regular slot at staff meetings.
- The Head teacher is always available to discuss equality and diversity matters during parent consultation meetings.
- Regular weekly celebration assemblies for the school community to celebrate the work of pupils and give the opportunity for feedback.
- Information as necessary in termly newsletters
- Information as necessary on the school website and Weduc.

16 - Equality Scheme Action Plan 2025 – 2028

<p>Actions identified should be listed here. The examples are given to show how the table should be completed. R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion</p>							Success outcomes	Planned Actions	Timescale	To Be Actioned By	How monitored and by who?
R	D	G	SO	A	R/B	CC					
✓	✓	✓		✓			<p>Raised attainment Gaps narrowing for identified groups Improved Attitudes to learning and behaviour</p>	<p>Analysis of data in key year groups Ambassadors Job Centre Booster groups/intervention for identified pupils</p>	Aug 2026	Teachers	Assistant Head/Head Teacher through data analysis
	✓						<p>Additional support ensures all pupils are able to access learning and make satisfactory progress</p>	<p>Where appropriate provide extra and additional support for all pupils to make progress with their learning and their personal well-being by providing specialist access such as accessible texts, enhanced acoustics</p>	Ongoing	SENDCo	HT/Chair of governors
✓	✓	✓	✓	✓	✓		<p>Disadvantaged groups (especially Pupil Premium) represented in extra-curricular opportunities (including sport)</p>	<p>Records of attendance at clubs and activities Subsidised places for PPG</p>	Aug 2025	J Simpson G Barton-Harvey	By Head Teacher/J Simpson/PE Lead
✓	✓	✓	✓	✓	✓	✓	<p>Parents are aware of the equality scheme</p>	<p>Publish and promote the equality scheme through the school website and newsletters</p>	Ongoing	Head	HT/Chair of Govs

✓	✓	✓	✓	✓	✓	✓	All staff are aware of the Equality Scheme and have awareness of their responsibilities	Raise awareness of Equality Scheme at: Induction Staff meetings	Annual	Head	Governors
✓	✓	✓	✓	✓	✓	✓	Collection of Governing Body Profile	Head Teacher to work with the Clerk to ensure that we have an up to date record of governing body	Ongoing	Head Teacher	Chair of Governors
✓	✓	✓	✓	✓	✓	✓	The governing body is taking active steps to be representative of the local communities	Governors plan to ensure recruitment from under-represented groups. Also they will have a nominated governor with responsibility for community links	Ongoing	Governors	Chair of Governors
✓	✓	✓	✓	✓	✓	✓	Schemes of work explicitly address the causes and consequences of discrimination and help pupils recognise and understand and challenge stereotypes (especially SMSC, PSHE_	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, homophobia Work on protected characteristics. Anti-bullying initiatives such as taking part in Kindness workshops, anti-bullying week etc. Preparation for children of life in modern Britain	Ongoing	Teachers	HT
✓	✓	✓	✓	✓	✓	✓	Develop children's understanding of diversity through display	Ensure displays in classrooms and corridors promote diversity	Ongoing	Teachers	HT

✓	✓	✓	✓	✓	✓	✓	Membership of groups such as school council/Ambassadors/Well-being Ambassadors reflects different groups	Ensure all children are given the opportunity to make a positive contribution to the life of the school	Ongoing	Teachers	Monitoring of groups by Ass HT/HT
					✓	✓	Increased awareness of different communities	Celebrate cultural events throughout the year to increase child awareness and understanding of different communities	Ongoing	Teachers	HT
					✓	✓	School participates in opportunities to communicate with/visit other schools and communities	Provide means for pupils to communicate through school with other communities/schools from different backgrounds	Ongoing	Teachers	HT