

Objective	Which families and communities with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact:
<p><b>Sex and relationships</b> Where appropriate, children will have access to a sex and relationship programme of study.</p>	<p>Families and communities who share a protected characteristic.</p>	<p>Pupils will have learnt about personal safety, personal hygiene, about safe relationships and appropriate and safe touch.</p>	<p>This is included in the formal pathway and is addressed at least once a year. These sessions are bespoke to individual pupils and may be in either in a whole class group or in smaller groups depending on gender/age. Pupils are prepared for lift's changes and have a space to talk about this with key adults. Supports many parents who often express that they don't know how to talk to their children about hormonal and body changes.</p>
Objective	Which pupils with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact:
<p><b>Religion or belief</b> Children to learn about different cultural and faith celebrations and festivals.  This to be reflected much more in curriculum overviews and planning.</p>	<p>Pupils who share this protected characteristic and those who do not.</p>	<p>School curriculum will be revised to ensure breadth and coverage of multi-faith celebrations in topic planning.  Develop links with the local places of worship for curriculum visits.</p>	<p>This is now embedded in the new curriculum and is covered at least three times a year across all pathways. This may be learning about a faith or culture or participation in a faith or cultural experience. We also use WOW days to celebrate major cultural and faith celebrations once a term. We have already planned to hold an International Day with Ronald Ross School next year.</p>
Objective	Which parents/carers with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact:
<p><b>Gender</b> Develop opportunities for dad's to socialise and have fun with their children in school.</p>	<p>Parents/carers who share this protected characteristic and those who do not.  Single parent families</p>	<p>Develop a dad's only stay and play event, perhaps think about a Saturday event for Dads and their children.</p>	<p>This has not been actioned to date</p>
Objective	Which pupils with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact:
<p><b>Disability</b> All pupils will have a means for communicating</p>	<p>All pupils who do not have verbal communication skills to express themselves</p>	<p>Develop and implement personalised communication</p>	<p>Communication is very much embedded throughout the school day either formally or informally through the environment. There is</p>

		systems for every child that are consistently used throughout the school day and beyond.	a good communication working party set up which includes teaching and therapy staff. CPD focus over the last three years has focused very much on communication. There is an effective partnership with GOSH communication hub in place. Many more children now have their own bespoke means of communication. There is also a total communication approach used across the school. Over the past year we have delivered two bespoke parent workshops on supporting communication at home.
<b>Objective</b>	<b>Which parents/carers with protected characteristics will this most affect/influence</b>	<b>How will we know if we have met our objective?</b>	<b>Actions and impact:</b>
<b>English as an additional language</b> All parents/carers who have English as an additional language will be able to request and have an interpreter for meetings related to their children, to have documents/letters translated.	All parents/carers who have English as an additional language.	Offer an interpreter at all meetings, have documents/letters translated wherever possible.	The school have bought into the Interpretation Service and is offered to parents for all annual reviews. Documents translation has been offered but to date no parent has taken this up as they have extended family members able to translate documents for them.