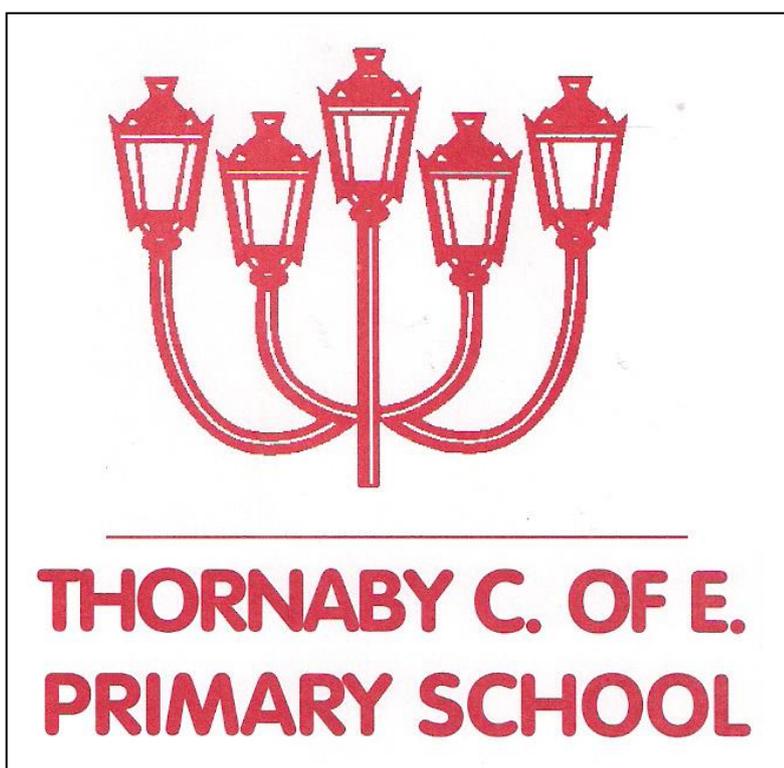


**Stockton-on-Tees Borough Council**

**Thornaby CE Primary  
School  
Single Equality Scheme**



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## Introduction

This Single Equality Scheme for schools in Stockton-on-Tees brings together action plans for Race, Gender and Disability equality, thus meeting a school's statutory duties in these areas. It also goes beyond these three streams and begins to consider how the school develops its approach to equalities and diversity for all its pupils, staff and their parents and carers.

The scheme highlights how Thornaby CE Primary School works with and listens to its staff, pupils, parents and carers to inform development of its action plans and the need and commitment required to ensure the scheme is a success. We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best mechanism for achieving this.

As well as delivering high quality services to its pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices.

## 1.1 The Borough of Stockton-on-Tees

Stockton-on-Tees is a diverse Borough located in over 20,000 hectares at the heart of the Tees Valley. It comprises an urban and rural environment with a number of towns and villages, each with its own distinctive characteristics, including Thornaby, Billingham, Stockton, Ingleby Barwick and Yarm. The area has a population of 187,100 (up from 175,300 in 1991) and records the largest population increase of the Tees Valley Boroughs over the last twenty years; this rise is projected to continue and population trends suggest a total population of 189,200 by 2016. Despite having some of the most populous urban centres in the Tees Valley the population growth figures are unevenly balanced across the area; with growth being driven in the south of the Borough, particularly in Ingleby Barwick.

Projections show that the resident population will age sharply in the next ten years, coupled with a decline in the number of children born in households in the area. By 2021 the population of working age will account for only 59% of total population down from 63% in 2005. The overall growth disguises these significant shifts in the population structure. These changes will lead to rising demand for public services such as housing, planning and adults' social care, and infrastructure pressures in the south of the borough where most of the growth is situated.

Across the borough there is a wide social and economic mix, with areas of significant disadvantage situated alongside areas of affluence. While 15% of the Borough's population live within the top 20% of the most affluent areas nationally, 34% of the resident population live in the 20% of the most deprived areas nationally. Some 2.8% of the population is made up of Black and Minority Ethnic communities, an increase of 1.2% from 1991, and the area is culturally diverse with over 70 languages spoken within the Borough.

## 1.2 Thornaby CE Primary School

Thornaby CE Primary School is situated in Baysdale Road, Thornaby on Tees. Its catchment area is primarily the northern area of Thornaby in the Mandale Village & Stainsby ward which comprises mostly of a 1970's housing estate, current and former council housing and inter-war semi-detached housing.

As a voluntary controlled Church of England School recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all pupils.

At the school census of 2010 there were 320 pupils aged between 3 and 11. Of the 320 pupils, 271 were full time and 52 part time. Of these 149 were full time boys and 122 full time girls. Of the part time children in Nursery 27 were boys and 25 were girls. In total, 44.7% of pupils are girls. This compares with England and Wales where 48% female.

In total, 15.8% of the children on roll were eligible for free school meals compared with the national average of 15.9%.

Of the pupils aged 5 and over whose ethnic group was recorded, 92% were White - British, 7.0% were Black and Mixed Ethnic origin (BME). A total of 7 pupils had a language other than English as their first language and 263 had English as their first language. In primary schools in England and Wales, the percentage of BME pupils was 20.6% in 2006, whereas in the Stockton Borough area that percentage was only 5.9%.

Of all the 320 children on the school roll, 85 are SEN pupils without a statement. No SEN pupils have a statement. 26 children are on the Gifted & Talented Register.

## 2.0 Our Equalities Objectives

In order to ensure that equality and diversity are embedded in the School Improvement Plan, the scheme is organised by the five Every Child Matters themes

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well Being

Specific actions for equalities are identified under each theme in the relevant action plans.

## 3.0 National Context for Diversity

As well as delivering on its commitment to promote equality across all the six strands of diversity - age, disability, faith and belief, gender, race and sexual orientation - the school has a duty to comply with a large and complex suite of equality legislation. The Single Equality Scheme has thus been devised to ensure that our policies and practices meet all the legislative requirements.

**The Education and Inspections Act 2006** - establishes a new strategic role for Local authorities, including duties to promote choice, diversity, high standards and the fulfilment of potential for every child and places a duty on school governing bodies to promote well-being and community cohesion, and to take the Children and Young People's Plan into consideration

**Disability Discrimination Acts (DDA)** - give disabled people rights in a wide range of key areas such as employment, education, access to goods, facilities and services and buying or renting land and property. The Acts require public bodies to promote equality of opportunity for disabled people, and organisations to take reasonable steps to tackle policies, practices and physical features that act as a barrier to disabled people who want to access their services.

**Equality Act 2006** - establishes a single Commission for Equality and

Human Rights (CEHR) from October 2007 and a duty on public authorities to promote equality of opportunity between men and women (the gender duty'). It also makes discrimination on the grounds of religion or belief in the provision of goods, facilities, services, premises, education and the exercise of public functions unlawful, and provides powers to outlaw discrimination on the grounds of sexual orientation in the provision of goods, facilities and services, including adoption. The Equality Act regulations came into force in April 2007.

**Employment Equality (Religion or Belief) / (Sexual Orientation) Regulations 2003** - outlaw discrimination in employment and vocational training on the grounds of religion, belief or sexual orientation. It prevents both direct and indirect discrimination as well as harassment and victimisation on these grounds.

**Civil Partnership Act 2004** ensures same sex partners who register as civil partners will be treated the same as a married couple for a number of legal rights. These include pensions, recognition for immigration, equal treatment for tax purposes including inheritance tax and better protection from domestic violence. Civil partners are also exempt from testifying against each other in court as are married couples, and have next of kin rights, thus overcoming a number of previously experienced problems. Local authorities are obliged to provide civil partnership ceremonies as part of their register office functions where there are requested. A couple who have not registered their partnership but live together as if they were civil partners are to be treated as heterosexual unmarried couples living together as husband and wife.

**Equalities Review**, which was jointly sponsored by the Equality Minister and the Minister for the Cabinet Office:

- Investigated the social, economic, cultural and other factors that limit or deny people the opportunity to make the best of their abilities
- Provided an understanding of the long term and underlying causes of disadvantage that need to be addressed by public policy
- Made practical recommendations on key policy priorities for: the government and public sector; employers and trade unions; civic society and the voluntary sector to which the Stockton Council is now developing its response

- Informed both the modernisation of equality legislation, towards a single equality act; and the development of the new commission for equality and human rights.

**Gender Recognition Act 2004** - allows transgender people (who are able to satisfy the necessary evidential requirements) to apply for a Gender Recognition Certificate, which provides full legal recognition of their acquired gender. Following a successful application, the law regards the transsexual person as being of their acquired gender, and ensures they have all the rights and responsibilities appropriate to that gender.

**Human Rights Act 1998** - applies directly to public authorities and incorporates the European Convention on Human Rights into UK law. Human rights are rights and freedoms that belong to all individuals regardless of their nationality and citizenship. They are fundamental in maintaining a fair and civilised society.

**Race Relations (Amendment) Act 2000** amended the 1976 Race Relations Act which was introduced to prevent discrimination on the grounds of race, colour, nationality, ethnic and national origin in the fields of employment, the provision of goods and services, education and public functions. It also set up the Commission for Racial Equality (CRE). The 2000 amendment to the act introduced onto public authorities the general duties to promote racial equality and eliminate unlawful discrimination.

## 4.0 The Gender, Race and Disability Equality Duties

These duties impose broad obligations on public authorities, including schools, to:

- eliminate discrimination and harassment
- have due regard to the promotion of equality and opportunity between persons and other persons
- promote positive attitudes
- encourage participation by minority and under-served groups take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others
- conduct impact assessments, and draw up relevant schemes (and publicise them)

The three duties are broadly similar in their approach and aims. However in order to ensure the school is compliant with all, they are detailed below.

## 4.1 The Race Equality Duty

### What is Race?

A race is a distinct group or population of people distinguished in some way from others most often in terms of physical characteristics but also language, history, ancestry and culture.

### What is the Race Equality Duty?

The duty was detailed in the Race Relations Amendment Act 2000 and includes both a general and specific duty.

**The General Duty** as set out in section 71(1) of the Act requires a school in carrying out its functions to have due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between different racial groups.

**The Specific Duties** are set out in articles 2(3) and 2(4) of the Race Relations Act 1976 (Statutory Duties) Order 2001. This states that a school should develop a race equality scheme which highlights those of its functions and policies, or proposed policies, which it has assessed as relevant to its performance of the duty imposed by section 71(1) of the Race Relations Act and its arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- monitoring its policies for any adverse impact on the promotion of race equality
- publishing the results of its assessments, consultation and monitoring, providing public access to information
- training staff in connection with the duties

The Race Equality Scheme must be reviewed every three years.

### What are the key issues for our school?

The school and its governing body consult regularly with parents on a range of issues and are very responsive to their comments and views on a

day-to-day basis. Our most recent Ofsted inspection in 2009 reports that "parents strongly support the school".

The school has not received any specific comments or complaints from parents relating to equality issues but will respond immediately if and when they arise.

A small number of children and their families do not speak English as their first language. It is therefore important that support is provided for these children and their families to ensure that they achieve their full potential.

School will closely monitor the progress of these children.

School will also raise awareness of the cultural diversity in society and foster Racial harmony.

### **What impact have we already had on race equality in our school?**

The school takes race equality extremely seriously. Incidents which are identified as being racially motivated or in which racist language is used intentionally or unintentionally within school are recorded and reported in accordance with national requirements and parents of the pupils involved are informed. In 2009/2010 there were no such incidents reported to the school governing body.

The school promotes race equality and awareness through themed assemblies, PHSE, RE and special events such as Anti Bullying Week. The school's Ofsted inspection in inspection in May 2009 noted that 'pupils personal development is good. They are well behaved, enjoy school and show great enthusiasm for learning.'

The school focuses strongly on supporting and advancing the knowledge and understanding of all its pupils. All our EAL children have received regular one-to-one teaching to help them advance their basic communication skills as quickly as possible.

The school also makes every effort to be inclusive of all its pupils in its curriculum and extra-curricular activities. Again the Ofsted Inspection in 2009, in grading the school's care, guidance and support as good.

## **4.2 The Disability Equality Duty**

## What is Disability?

People are affected by disability or health conditions in different ways. This can happen suddenly, as a result of accidents or strokes, or gradually as a result of conditions such as arthritis and multiple sclerosis. There is often no defining moment when a health issue becomes a disability, at least for the individual concerned. If a condition affects everyday activities, such as

- the ability to move around
- manual dexterity
- physical co-ordination
- continence
- the ability to lift, carry or move ordinary objects
- speech, hearing or eyesight
- memory, or ability to concentrate, learn or understand
- ability to recognise physical danger;

and has lasted, or is likely to last, at least a year, then it is likely to be covered by the Disability Discrimination Act.

There are two approaches to disability commonly used, the Medical Model and the Social Model.

### Medical Model

The "medical model" is a traditional model of disability focused on the individual and their particular physical difficulties, which prevent them from undertaking everyday activities that non-disabled people take for granted.

The range of social contact for the disabled person where the 'medical model' is applied is illustrated in the diagram overleaf.



## Social Model

The "social model" focuses on the social environment and how it causes some people to be disabled. As a result if the organisation of society e.g. stairs to access buildings, lead to disability then it is these things which must be changed. The disabling forces at work where the 'social model' is applied can be seen below:



The School fully supports the Social Model definition of disability. As service providers we must ensure that we do not impose barriers on anyone accessing our services and that we consider the needs of the individual person rather than focusing on any impairment.

## What is the Disability Equality Duty?

There are two duties which apply to schools

The **General Duty** requires the school to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

This general duty provides a framework for the council to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. It requires us to adopt a proactive approach, mainstreaming disability equality into all decisions and activities.

The **Specific Duties** require the school to:

- Publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties
- Involve disabled people in the development of the scheme which outlines:
  - the way in which disabled people have been involved
  - the school's methods for impact assessment
  - steps which the authority will take towards achieving the general duty
  - the school's arrangements for gathering information in relation to employment, education and service delivery
  - deliver the scheme within three years, unless it is unreasonable and impractical to do so

### **What are the key issues for our school?**

The Stockton Borough area has a higher percentage of permanently sick and disabled people and people with a long-term limiting illness than the national average. This includes:

- 200 children with a disability receiving services throughout the local authority and in combination with Health Services
- around 1,000 children with a statement of special educational needs ac

Within Thornaby CE Primary School, there are 23 children on the SEN register. A total of 0 pupils and 0 staff have been identified as disabled using the social model for defining disability.

While preparing for the Disability Equality Scheme (2009-12) the school will contact all parents and carers to complete an audit of pupils and their relatives with disabilities to accommodate their needs in school where practically possible.

The school Accessibility Plan which was reviewed in October 2010 identifies short, medium and long term targets. These will inform the disability equality action plan.

The governing body is fully committed to ensuring equality of access to all the school's pupils and their families, its staff and other users. It actively encourages the involvement of all parents in its work and will act if a dispute arises between the school and a pupil over a disability equality issue which cannot be resolved by the head teacher and staff.

### **What impact have we already had on disability equality in our School?**

The school encourages all pupils and staff to develop awareness and understanding of as well as positive attitudes towards disability through:

- focussing on disability issues in PHSE
- participating in national awareness and/or fund raising campaigns to support people with a range of disabilities
- disability awareness training for staff where appropriate
- Lessons in all subjects are adapted to ensure that they are accessible to all pupils.
- Children with learning needs work within their class for the majority of lessons in class but may work one-to-one or in small groups with specialist teachers as required to improve that learning need.

The school focuses on creating an inclusive environment in which all pupils are treated equally. All curricular and extra-curricular activities are planned to accommodate pupils with disabilities

Tracking the academic progress of all pupils, including those on the SEN register, is established within each year group. This is monitored to assess that pupil progress is consistent with their ability and is not limited because of their disability or learning need. This information is added to the school's Primary SEN Data Set, which for 2009/2010 indicated that SEN children at Thornaby CE made satisfactory progress.

The school building has satisfactory physical access for pupils and staff. Main school entrances are accessible and there are no changes in level within the main teaching and functional areas of the building.

## 4.3 The Gender Equality Duty

### What is Gender?

The term 'gender' refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them. The significance of this is that the lives and experiences of women and men, including their experience of accessing services, can be significantly different. Gender is not always fixed and the Gender Equality Duty urges public service providers to have due regard to the needs of transgender residents.

### What is the Gender Equality Duty?

The duty to promote Gender Equality was issued under the Equality Act 2006 which amended the Sex Discrimination Act of 1975. In a similar vein to Race and Disability legislation, it contains both a general and specific duty:

**The General Duty** on all authorities is when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination between women and men
- to promote equality of opportunity between men and women

**The Specific Duties** are as follows:

- to prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives
- in formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap
- to gather and use information on how the public authority's policies and practices affect gender equality in the workplace and delivery of services
- to consult stakeholders and take account of relevant information in order to determine its gender equality objectives
- to assess the impact of its current and proposed policies and practices on gender equality
- to implement the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so

- to report against the scheme every year and review the scheme at least every three years

### **What are the key issues for our school?**

Thornaby CE Primary School is committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils is monitored on the basis of gender and we use this data to raise standards and ensure inclusive teaching. We aim to provide our pupils with a firm foundation, which will enable them to fulfil their potential, regardless of gender or stereotypes. We seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

### **What impact have we already had on gender equality in our School?**

As part of its Gender Equality Policy, the School has reviewed its practice to ensure it meets the following criteria for gender equality:

- pupil achievement is monitored by gender and identified trends or patterns in the data that may require additional action are promptly tackled by all staff
- pupils of both sexes are actively encouraged to participate in school life, including in class assemblies and the school council
- pupils of both sexes given the same opportunities to participate in physical activity both in and outside of school hours
- bullying and harassment of pupils is monitored and the information is used to make a difference
- stereotypes in terms of gender are actively challenged in both the class-room environment at all ages and in the playground
- pupils are encouraged to consider all career paths/occupations including those that have traditionally been gender stereotyped
- the school environment is as accessible and welcoming as possible to visitors of both sexes, including to parents with pushchairs

- parents of both sexes are encouraged to participate in their child's education by attending parents' evening, taking up parent/ family learning courses, and assemblies
- the governing body is representative of the pupils, staff and local community that it serves

## • **5.0 Age, Faith & Belief and Sexual Orientation**

The recent Local Government White Paper *Strong and Prosperous Communities* has recognised the importance of community cohesion and valuing all residents in improving quality of life.

The school is committed to improving its services and the quality of life for all pupils, staff, parents and carers, governors and other users regardless of their race, gender or disability. It fully acknowledges that its equality policy extends to all people irrespective of their age, faith or sexual orientation.

### **5.1 Age**

The Employment Equality (Age) Regulations 2006 came into force on 1<sup>st</sup> October 2006. They apply to employment and vocational training, and prohibit unjustified direct and indirect age discrimination, as well as harassment and victimisation on grounds of age. The regulations (which do not affect the age at which people can claim their state pension):

- ban age discrimination in terms of recruitment, promotion and training
- ban unjustified retirement ages of below 65
- remove the current age limit for unfair dismissal and redundancy rights

They also introduced:

- a right for employees to request working beyond retirement age and a duty on employers to consider that request
- a new requirement for employers to give at least six months notice to employees about their intended retirement date so that

individuals can plan better for retirement, and be confident that "retirement" is not being used as cover for unfair dismissal

Thornaby CE Primary School is implementing these regulations through its human resources function and employment practices to ensure no current or potential employee experiences discrimination as a result of their age and that they have equal access to services provided by the School.

School assemblies and extra-curricular activities are used to encourage pupils to increase their understanding of equal opportunity issues relating to age.

## **5.2 Faith & Belief**

As a result of the Employment Equality (Religion or Belief) Regulations (2003), it is unlawful to discriminate against an employee on grounds of their religion or belief. These regulations prevent the indirect and direct discrimination, harassment and victimisation of an individual and are implemented throughout the school.

Work will continue within the school to further develop understanding of the issues and consideration given to different faiths and beliefs, and how best to address any faith-based discrimination identified. Pupils will be encouraged to increase their knowledge and understanding of different faiths and beliefs in school assemblies and nurture groups as well as through the opportunities presented in RE, PHSE, History, Geography and Philosophy lessons.

## **5.3 Sexual Orientation**

Gay men, lesbians and bisexuals are protected at work by the Employment Equality (Sexual Orientation) Regulations of 2003, which, in a similar way to the faith regulations, prevent discrimination and harassment at work as a result of sexual orientation. The school has implemented these regulations and works to ensure no discrimination takes place amongst its workforce.

In the wider community the Government estimates that approximately 5% of the population are either gay men, lesbians or bisexuals although no national census has requested data on sexual orientation.

The school is committed to creating a community where everyone has equal access to its services and feel accepted and valued. As such renewed efforts will be made to consult and involve gay, lesbian and bisexual people in the development of school services.

## **5.4 How have we developed this scheme?**

This scheme has been developed collaboratively and is the result of working with pupils, staff and parents and carers. It has been discussed in staff meetings so that all staff are aware of its impact.

Equality issues relating to age, faith and sexual orientation will be considered in school through assemblies, school council and as appropriate in PHSE and RE.

## **6.0 Equality Impact Assessments**

Equality Impact Assessments are a crucial mechanism for ensuring the embedding of equalities and diversity. Impact assessments will be carried out covering all 6 equality and diversity strands (race, religion, disability, age, gender and sexual orientation) and will identify both good practice as well as areas where our performance in ensuring diversity could be improved. In line with statutory requirements our equality impact assessment process will be applied to both new and existing policies and functions on an agreed programme.

## **7.0 Roles and Responsibilities for Implementing the Single Equality Scheme**

### **The Head Teacher will:**

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day to day issues arising from the scheme whether for pupils or for the school as an employee

- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the scheme so that the school's actions are in line with the best advice available
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the scheme
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme
- provide appropriate support and monitoring for any pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as C.E.S.C.

### **The Governing Body will:**

- designate a governor with specific responsibility for the Single Equality Scheme
- establish that the action plans arising from the scheme are part of the SIP
- support the headteacher in implementing any actions necessary
- inform and consult with parents about the scheme
- evaluate and review this scheme every two year

### **The Senior Leadership Team will:**

- have general responsibility for supporting other staff in implementing this scheme
- provide a lead in the dissemination of information relating to the scheme
- identify good quality resources and CPD opportunities to support the scheme

- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the SIP

**Parents/Carers will:**

- have access to the scheme
- be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

**School Staff will:**

- accept that this is a whole school issue and support the Single Equality Scheme
- be aware of the Single Equality Scheme and how it relates to them
- make known any queries or training requirements

**Pupils will:**

- be made aware of any relevant part of the scheme, appropriate to age and ability
- be expected to act in accordance with any relevant part of the scheme

## **8.0 Action Plans**

The Action Plans attached to the annual SIP identify specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme.

The actions will be integrated into the School Improvement Plan and progress against the plan will be reported to the governing body.

## 8.1 Race Equality Action Plan

	Key Actions	Responsibility	Target date	Monitoring comments
Being Healthy				
Staying Safe				
Enjoying and Achieving				
Making a Positive Contribution				
Economic Wellbeing				

## 8.2 Disability Equality Action Plan

	<b>Key Actions</b>	<b>Responsibility</b>	<b>Target date</b>	<b>Monitoring Comments</b>
Being Healthy				
Staying Safe				
Enjoying and Achieving				
Making a Positive Contribution				
Economic Wellbeing				

### 8.3 Gender Equality Action Plan

	<b>Key Actions</b>	<b>Responsibility</b>	<b>Target date</b>	<b>Monitoring Comments</b>
Being Healthy				
Staying Safe				
Enjoying and Achieving				
Making a Positive Contribution				
Economic Wellbeing				