



School Equality Policy

Bassenthwaite School

Date agreed by Governors20/01/16.....

Review DateNovember 2018.....

Equality Statement

This Equality Policy is intended to respond to the spirit as well as the letter of the Equality Act (2010). The policy recognises that the school has a duty to remove discrimination, advance equality of opportunity and foster good relations, by integrating equality into the school's core priorities and functions.

This Equality Policy will inform our School Development Plan as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives

To ensure success and meet the Public Sector Equality Duty the school will:

- Publish annual information to demonstrate compliance with the Public Sector Equality Duty [PSED]
- Publish Equality objectives and review them annually

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of the population. Equality is impossible to achieve without recognising diversity.

What do we mean by a Protected Characteristic?

The Equality Act (2010) introduced the concept of a Protected Characteristic. This is an aspect, or characteristic, of a person's identity that is protected from discrimination. The concept recognises that we are all individual, however that our individuality is made up of characteristics we share with others. The following are the nine Protected Characteristics recognised by the Equality Act:

- Gender
- Marital status and civil partnership
- Pregnancy/Maternity
- Transgender
- Disability
- Ethnicity
- Age
- Religion and Belief
- Sexual Orientation

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people who share a Protected Characteristic, or an individual because they belong to a group. In the Equality Act this is called a Protected Characteristic. Discrimination is shaped by social assumptions that feed into:

- The way people behave towards each other
- The way in which institutions operate

Discrimination gives rise to long term patterns of inequality in terms of:

- Educational attainment
- Employment opportunities
- Distribution of wealth and resources
- Health
- Involvement in the criminal justice system

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

- The Equality Policy applies to staff, governors, pupils, parents/carers, and all other visitors to Bassenthwaite School
- Bassenthwaite School has a commitment to listening to staff, pupils, parents and other school users on developing the Equality Policy and does so through School Council meetings, Staff Meetings and stakeholder questionnaires
- The Equality Policy will be promoted within the school community and owned by all. A copy is available on the school website and available as a hard copy from the school office.
- The Headteacher and ultimately the Governing Body will have the responsibility for managing the Equality Policy
- The Equality Policy will be reported on annually, and will show what progress we have made in implementing our action plan and what has been the effect of what we have done. This will be done as a summary in the school prospectus with a signpost to the full report.

Profile of our school

- Boys: 17 Girls: 15
- The school is predominantly White British - 96.97%

- Three languages are spoken in the school.

- The school is physically accessible and an access plan is available.
- The School Council is made up of all Year Groups apart from Reception.

It is very important to note that it would not be appropriate for a school to publish information about its pupils or members of staff which may enable them to be identified. This is particularly relevant where there are very small numbers.

Nor, as a general rule, would it be appropriate to publish information that might be misunderstood by people outside the school. It would be inappropriate to publish information which might be used to harm the school's reputation.

It is also important to note that that schools need to respond **proportionally**, this means that, for example more is expected from a large school than a small school.

BASSENTHWAITE PRIMARY SCHOOL

Ethnicity Equality Policy

Bassenthwaite School aims to create a setting in which all staff, pupils and parents may grow intellectually, socially and spiritually and is committed to work towards racial equality and to combat racial discrimination and harassment.

Statement of values

- We believe that everyone in our school is of equal value and should be treated fairly, with dignity and with respect.
- We will seek to promote race equality at all times having respect for different cultures and backgrounds.
- We will endeavour to eliminate any racial discrimination, foster equality of opportunity and promote good race relations.

Links to other policies

- We will integrate our ethnicity equality policy and practice into all relevant areas of the school curriculum in order to meet the needs of any pupils from different cultures and backgrounds.

- Our curricular and extra-curricular activities will be available to all pupils irrespective of their background.
- We will ensure that pupils are treated fairly through:-
 1. Admission and transfer procedures.
 2. Monitoring and assessments.
 3. Raising pupil achievements.
 4. Planning and delivering the curriculum.
 5. Pupil behaviour, rewards and discipline.
 6. Care and support.
 7. Parental and community involvement.

Promoting race equality and good race relations

- We will show understanding and respect for different cultures and backgrounds through our PHSE, Citizenship Schemes and SEAL materials, the RE curriculum and other relevant curriculum areas.
- We will ensure that pupils are treated fairly and appropriately in the planning and organisation of the curriculum.
- School activities will offer all pupils the opportunity to experience a wide range of cultural diversity and exposure to positive role models and visitors.
- Literacy and numeracy hour programs will use material to provide experience from a wide range of cultural and racial backgrounds.
- The curriculum will meet the specific needs of any pupils who have English as an additional language.
- We will ensure positive and open consideration of such issues as stereotyping, prejudice, discrimination and the role of the media.
- Traditions, festivals and customs (e.g. dress, food) of different cultures will be respected and celebrated.
- All teachers will ensure that curriculum topics and activities will reflect a global dimension and use appropriate, positive images.
- We will encourage the use of heritage languages and dialect to promote understanding and a sense of belonging.
- We will seek positive links within the community, with groups and families from different racial backgrounds.
- We will consider cultural diversity in our staff and governing body as appropriate.

Tackling racial discrimination

- We will ensure all pupils and staff treat each other with respect.
- We will make every effort to challenge images of racial discrimination and stereotyping.
- Incidents of racial abuse or discrimination will be promptly and openly tackled and reported to Cumbria Education Service on a termly basis. A Racial Incident Report Form is completed and forwarded to the Specialist Advisory Teaching Service in Carlisle.
- We will promptly investigate and remove any racial graffiti.
- The Headteacher will be available to deal with any complaints.

Roles and responsibilities

Overall, responsibility of this policy lies with the Governing body and the Headteacher. Further guidance can be sought from DFES publication, *Recording and Reporting Racist Incidents Guidance* (Dec 2006).

Breach of policy

- We will encourage an atmosphere in which discussion of issues and the open reporting of incidents can take place.
- Pupils who feel they have been abused racially should report the matter to their teacher.
- Staff will take into account the seriousness of any incident, deal appropriately, inform the Headteacher and include support for the victim if required.
- Discussion with parents or carers of both victims and offenders will take place.

Training

- Staff opportunities for involvement in training will be encouraged in order to deal effectively with racist incidents.
- Opportunities for training of the governing body will also be encouraged.
- Links with other organisations dealing with racial issues to be made as appropriate.

Review: assessing and monitoring

- Staff, parents, pupils and members of the wider school community will be welcomed to contribute to the review.
- The governing body will receive regular reports on the implementation of the Ethnicity Equality policy.
- This policy will be reviewed in the academic year 20018/2019.

Promotion

- We will promote discussion within our school community to raise awareness of the need for racial equality and to determine and refine our policy and practice.
- The development of our policy and practice will involve staff, governors and pupils to ensure wide dissemination and observance of race equality procedures.

ACCESSIBILITY PLAN

DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

School Ethos, Vision & Values

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

Reasonable adjustments

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users. We will endeavour to:

- Act to prevent disabled pupils being placed at a disadvantage.
- Enable pupils to participate in all aspects of school life.

We will know if we are succeeding in making reasonable adjustments when disabled pupils are participating fully in school life:

- In the classroom
- In the school curriculum
- At breaks, lunchtime and beyond the school day
- Disabled pupils are included by their peers in all parts of school life.
- Parents feel their child is part of the life of the school.
- Staff feel confident working with disabled pupils.

Recruitment and Retention of disabled staff

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

Disability and special educational needs

Not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

What are the key issues for our school?

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

- Children with disabilities are able to participate in all aspects of school life and achieve both academically and socially.
- Children with disabilities are actively encouraged to stand for election onto the School Council.
- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

Involvement of Disabled People in Developing the Scheme

Bassenthwaite School is concerned that we do not have a truly representative involvement process because the numbers and diversity of disabled people directly connected to the school are so small. We will solve this problem by linking up with other primary schools in the area to work on the involvement aspect of the scheme together.

If the occasion arises we can organise:

- Meetings for staff, parents and pupils in conjunction with other local schools.
- Social events for children with disabilities in conjunction with other local schools
- One off, targeted, or regular focus groups for staff, carers, parents and pupils.

Developing a voice for disabled pupils, staff and parents/carers -

- Parents and pupils are always involved in review meetings and transition planning.
- Telephone or e-mail appointments are available as are home visits to disabled parents and carers that might find it difficult getting to school.

The Governing Body -

- Disabled parents/carers/community members are encouraged to become governors.
- Governing body proceedings are accessible through the website and on request from the office.
- Telephone or e-mail appointments are available as are home visits to disabled parents and carers that might find it difficult getting to school.

Disability in the Curriculum, including teaching and learning -developing positive attitudes etc

Eliminating harassment and bullying -see policies in school

Contractors & Procurement - catering/school staff are aware who has food allergies (wheat, sugar, nut etc) and they promote disability.

Information, Performance and Evidence

- a. Pupil Achievement -All pupils have records of achievement.
- b. Learning Opportunities -All pupils are able to access all learning opportunities at Bassenthwaite School
- c. Admissions, Transitions, Exclusions (including SEBD) -policies are already in place for all these areas.
- d. Social Relationships -Our School vision actively promotes treating everyone as an individual.
- e. Employing, promoting and training disabled staff - We will collect information through the recruitment process, by encouraging disclosure of disability.

Impact Assessment

Methods will include:

- feedback from pupils with a disability and also their parents and/or carers.
- the increase in participation of pupils with a disability in out of school activities.
- allowing pupils with e.g. ASD 'quiet time' during breaks and lunch

Gender Equality Policy

What is gender?

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 and used to classify women and men and to assign roles and expectations to them. Gender identity is not always fixed and the Gender Equality Duty urges us to have due regard to the needs of transgender people.

Gender has a major influence on the ways in which boys and girls perceive themselves in terms of their identities, their aspirations for their future, and their expectations about how people should treat them. In Cumbria there are a number of persistent gender inequalities which could be influenced positively by a school adopting a conscious Gender Equality policy.

These include:

- Attitudes towards domestic and sexual violence.
- Reduction of gender segregation in employment
- Reduction of gender gaps in attainment and reduction of gender preferences for specific subjects.
- Development of healthy lifestyles that prevent future health risks that males and females are likely to suffer from in later life.

The General Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, Bassenthwaite School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator.

We understand 'sex' to refer to the biological differences between males and females and 'gender' to refer to the wider social roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

The Specific Duties

We welcome the responsibility to think and act more strategically about gender equality. To meet the specific duties, and guided by the Code of Practice prepared by the Equal Opportunities Commission, we have prepared, published and implemented,

and will maintain, a Gender Equality Action Plan which contains our current objectives. This is attached to and forms an essential part of this policy.

We are working to develop our understanding of the major gender equality issues in our school's functions and services. In order to do this we:

- Collect and analyse school data and other gender equality relevant information, including data about our local area
- Consult all staff, pupils, parents and relevant local communities
- When reviewing all our school policies and practices, assess the ways in which they might impact on gender equality
- Ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- Assess and address the causes of any gender pay gap

Responsibilities

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Gender Equality Policy and Action Plan. In addition:

The school governors are responsible for ensuring that the School prepares, publishes, implements, reports on and reviews a Gender Equality Policy and Action Plan (including budget requirements), and in particular the employment implications of meeting the Duty.

The Headteacher works with the staff to ensure that -

- the Policy is implemented
- staff recruitment, training opportunities and conditions promote gender equality
- all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Gender Equality Duty
- existing and planned policies are assessed for the ways in which they impact on gender equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality
- incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy
- visitors to the school, or those who use the premises, are aware of the Gender Equality policy and action plan

All staff have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

Pupils and parents have a proportionate responsibility to understand and act in accordance with the policy, as do visitors to the school.

These and other responsibilities are outlined in detail in our Gender Equality Action Plan which is attached to and forms part of this policy.

We believe that, even having the Equal pay Act of 1970 and the Sex Discrimination Act of 1975, there is still widespread discrimination and gender inequality in society. We believe that having this gender equality policy and action plan will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

Breaches of the Gender Equality Policy

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff. Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

Sexual Orientation Equality Policy (Including Transgender)

Bassenthwaite Primary School is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We aim to ensure equality of opportunity for LGBT people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within Bassenthwaite Primary School and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

At Bassenthwaite Primary School:

Homophobic bullying, language and stereotypes will be challenged

The PSHE curriculum will address these issues as part of its

- Sex and Relationships Education (SRE) programmes of study

The resources used to raise staff and pupil awareness of their rights and responsibilities and the rights of others include:

- Work of UNICEF and Amnesty International
- Approved websites

Age Equality Policy

The Equality Act protects people from unfair treatment on the grounds of age. In terms of the school population, the Equality Act recognises that people aged below 16 can be treated differently and the Act is aimed at unfair treatment that is not justified by the policies of the school. This has particular application to staff employment policies.

There may be cases where a pupil's prime carers are teenagers, young adults, or grand parents, and that age equality can apply to norms and expectations that parents fit a standardised age group.

Bassenthwaite Primary School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

Religion/Belief Equality Policy

The Equality Act recognises that Religion and Belief as a Protected Characteristic. Whether a school is denominational or not, every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

Bassenthwaite Primary School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

We are committed to eliminating discrimination and exclusion on the basis of religion or belief.

We also recognise the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

Equality with regard to religion or belief is promoted at all levels in Bassenthwaite Primary School and particularly within the RE and PSHE curriculum. This is supported by:

- Learning skills/ Values linked to our curriculum
- Visiting speakers into assembly
- Raising awareness of local faith events
- Making provision for pupils to have space and dignity when practising their faith, or to take a course of study in their particular faith, **if requested**
- Flexibility to allow parents to request their children be withdrawn from RE lessons on moral / religious grounds

We will monitor the effectiveness of our policy regarding faith and belief discrimination through:

- Discussion with the Subject Leader for RE, regarding its priority on the curriculum and how it can best be supported
- Discussion with the Pupil Council regarding the matter, and taking account of their voice
- Analysing relevant behavioural incidents on an annual basis, and reporting that to

Governors

Pregnancy and Maternity Policy

The Equality Act recognises that Pregnancy and Maternity is a Protected Characteristic. Every school is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

It is important to ensure that all policies do not treat any person unfairly who is pregnant or who has recently given birth and that the person is not discriminated on those grounds.

In the case of a school, no pupil will be discriminated against purely on the grounds of pregnancy. Up to 18 calendar weeks authorised absence period may be given immediately before and after the birth in order to ensure that the student is reintegrated into education as quickly as possible.

Female members of staff are already covered under existing employment legislation.

Good Relations Policy

This has now been incorporated into the Public Sector Equality Act as a Duty to Foster Good relations between people who share a Protected Characteristic and people who do not.

What is meant by good relations?

Good relations between people from different backgrounds exist when:

- There is a common vision and sense of belonging for all communities

- The diversity of backgrounds and circumstances are appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools and our communities
- There is a coherent and robust policy on all types of bullying, along with specific measures to address bullying related to identity.

Schools and their communities

Good community relationships have to be owned by all organisations and community groups if it is to be effective. Schools belong to many different communities. Our school's communities include:

- the *school community* - our pupils, their families, school staff, school governors, users of the school's facilities
- the *local community* - our school in its geographical community and the people who live or work in the area
- the *UK community* - we are by definition part of this
- the *global community* - formed by EU and international links

Teaching, learning and curriculum

- Promoting shared values
- Building pupils' understanding of their own identity and the diversity around them
- Having high expectations of all pupils
- Skilling pupils to challenge prejudice, discrimination and stereotyping

Equity and excellence

- Analysing assessment results to identify performance of different groups
- Tackling underperformance by any particular group
- Removing barriers to access to the school for all groups

Engagement with extended services

- Building positive relations with different groups
- Building meaningful partnerships with the local authority, parents, local community groups and voluntary groups
- Enabling the pupil voice to be heard and enable change