

# **St Joseph's Catholic Primary School**

## **Equalities Policy**





## St. Joseph's Catholic Primary School



### Equalities Policy

#### **Mission Statement:**

*Each one of us has been created by God for a special purpose and is therefore uniquely special.  
Together we pray, grow and learn in the footsteps of Jesus.*

#### **Introduction**

The Governors of St. Joseph's Catholic Primary School aim to promote equality in our policies and procedures and, most importantly, in our day-to-day practices and interactions with the whole community.

St. Joseph's Catholic Primary School places emphasis on the uniqueness of each individual. In our school we share our lives with Christ in the growing knowledge that Christ loves each one of us. Our schools are places where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, "Treat others as you would like them to treat you."

We accept with gratitude every child and adult who works in our community. We value and develop everyone's talents and skills, celebrating each other's achievements and sharing each other's worries and joys. We provide a broad and balanced curriculum, striving for quality learning whilst seeking to create an ethos, which stimulates interest, enthusiasm and offers pupils the opportunities to live and learn with our Catholic traditions. All staff aim to work as a team to build the best relationships with pupils, colleagues, our parents, governors, parishioners and the wider community. Staff and pupils care and support each other in our happy school family.

#### **Ethos and Atmosphere:**

- In our school, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

The School willingly accepts its responsibility to provide opportunities for the formation of each person in the community through the mission of integrating human development and the values of Christ: Believing that all life and human talents are gifts from God and that we are all formed in the image of Christ.

Recognising the need of all individuals for growth and development irrespective of circumstance, gender, race, ability, sexual orientation.

### **Rationale**

The Equalities Policy brings together St. Joseph's Catholic Primary 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 community.

Our policy includes students, staff, governors, parents, carers and all those within our extended 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. It is important to us all that we are happy at Schools, have lots of friends and have lots of opportunities to learn in different ways.

To be monitored, reviewed and amended as appropriate to meet legislation.

Our Equalities Policy and Action Plan covers a three-year period from 2022-2025 to race, disability and gender and promoting community cohesion.

The duties cover staff, students and people using the services of the Schools such as parents. It also addresses the Employment Equality Regulations 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 Equalities Policy and Action Plan enables us to achieve a framework for action which covers all six 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 on the progress of the Equalities Policy and action plan. This will be reviewed by Governors and will cover activities undertaken in relation to the six equality strands and promoting community cohesion.

### **Guiding Principles:**

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world. We are committed to promoting:

#### *The uniqueness of the individual*

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

#### *The search for excellence*

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

### *The education of the whole person*

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this we aim to prepare young people for a life working with others in a wider community which socially, culturally and religiously diverse.

### *The education of all*

We have the duty to care for the poor and to educate those who are socially, academically, physically or emotionally disadvantaged. We acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in 'inequality by default'. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

### Policy Statement

1. St. Joseph's Catholic Primary School acknowledges and welcomes diversity among students, staff and visitors.
2. We do not discriminate against anyone, be they staff or students, on the grounds of their sex, race, age, colour, religion, nationality, ethnicity, national origins or physical or mental abilities.
3. We promote the principles of fairness and justice for all through the education that we provide in our Schools.
4. We ensure that all students have equal access to the full range of educational opportunities provided by the school.
5. The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
6. We respect the religious beliefs and practices of all staff, students, parents and carers and comply with all reasonable requests relating to religious observance and practice.
7. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
8. We will make reasonable adjustments, when required to, in order to: increase access to the curriculum; improve access to the Schools building; and improve delivery of information.

### **The Equality Objectives for our School:**

- ✓ To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity;
- ✓ to reduce prejudice and increase understanding of equality through direct teaching across the curriculum;
- ✓ to narrow the gap between vulnerable or significant groups in writing, reading and maths by the end of a key stage
- ✓ to monitor the membership of equality groups in out-of-school clubs and activities, and in this way to reduce or remove inequalities in attainment throughout the school;
- ✓ to narrow the gap between children eligible for pupil premium funding and those who are not in reading, writing and maths
- ✓ to narrow the gap in performance of any disabled pupils;
- ✓ to increase understanding of religious diversity;
- ✓ to keep under review any incidents of homophobic, racial or bullying incidents;
- ✓ to monitor participation of ethnic by black pupils in after school activities;
- ✓ to encourage girls and boys to take part in consider non-stereotyped options;
- ✓ to anticipate the needs of incoming pupils from a new group, such as traveller children
- ✓ to monitor the incidences of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010.

## **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.

## **Disability Equality**

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

1. promoting equality of opportunity between disabled people and other people
2. eliminating unlawful discrimination
3. eliminating disability- related harassment
4. promoting positive attitudes towards disabled people
5. encouraging participation by disabled people in public life
6. taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

There is also specific disability legislation in relation to Special Educational Needs 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 Schools to increase access;
3. make written information accessible to students in a range of different ways

## **Gender equality**

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

1. eliminating unlawful discrimination and harassment and
2. promoting 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. However, the Governing Body considers that this has been addressed through the implementation of the Local Authorities conditions of employment and the unified conditions and pay for school teachers.

## **Transgender**

Transgender people are explicitly covered by the gender equality duty. The term transgender 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 reassignment and will provide a supportive environment within the school community.

## **Community Cohesion**

We also 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 Equalities Policy and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

## **Age, Sexual Orientation, Religion and Belief**

Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

In meeting the duties described above will mean that all our actions will embody St. Joseph's key principles and values, which includes the following:

- We strive to make the best possible provision for all pupils / staff 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. We have adopted the following Inclusion Statement that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." 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 equalities are not simply about protecting the potentially vulnerable. We believe that all children may 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 Schools, 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 Schools, 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 Schools.

## **Collecting and Analysing Equality Information within the Schools.**

St. Joseph's is an inclusive provision. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide learning environment in which each individual is encouraged to fulfil her or his potential.

### **Information Gathering (Pupils)**

Areas for analysis with regard to equality information include:

- Attainment levels
- Progress levels
- Attendance levels
- Rewards for progress and attitudes
- Exclusions
- Attendance at external provision Extended Schools activities/extra-curricular activities
- Complaints of bullying and harassment

## **Collecting and Analysing Equality Information for Employment and Governance**

The school is committed to providing a working environment free from discrimination, victimisation, and harassment.

We aim 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.

### **Information Gathering (Staff and Governors)**

We collect and analyse the following information for our staff and Governing Body:

- Applicants for employment
- Staff profile
- Governing Body profile
- Disciplinary and grievance cases

### **Consultation and Involving People**

We involved students, staff, governors, parents and carers, and our wider school community in creating Equalities Policy and Action Plan.

The Equalities Policy is underpinned by the following policies:

School Improvement Plan  
Special Educational Needs  
Policy Behaviour Policy  
Anti-Bullying Policy  
Safeguarding Policy  
Safer Recruitment Policy  
Community Cohesion  
Policy Disability Equality  
Policy Attendance Policy  
Equal Opportunities Policy

### **Roles and Responsibilities**

The Governing Body will ensure that the school complies with statutory requirements in respect of this policy and Action Plan.

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme. The Executive Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

All staff will be responsible for delivering the scheme both as employees and as it relates to their area of work.

The School Equality Scheme will be aligned with the School Development Plan. Its implementation will be monitored within the School's self-evaluation and other review processes as well as being updated at least annually.

The Equalities Policy will be reviewed at least every three years.

- The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities and that they are given necessary training and support.

- The Leadership Team has day-to-day responsibility for co-ordinating the implementation of this policy.
- Staff are expected to promote an inclusive and collaborative ethos in the School, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.
- 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.
- We will take steps to ensure all visitors to St. Joseph's, including parents/carers, are adhering to our commitment to equality.

### **Commissioning and Procurement**

St. Joseph's Catholic Primary School as required by law will ensure that when they buy services from other organisations to help provide their services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

The Equalities Policy will be available to all persons on request and be shared to all stakeholders through:

- The school office/website
- Induction

### **Ethos and Atmosphere:**

At St. Joseph's we are aware that those involved in a school setting and community are instrumental in demonstrating mutual respect between all members of the school community.

To do this, we:

- Speak the word of God
- Welcome all with equal fellowship
- Promote the welfare of each individual member of the community using all resources to reduce barriers which prevent children from flourishing
- Respecting and catering for diversity in how we worship
- Encourage the strong to support the weak in bearing witness to the Christian message

As Catholic Schools with a clear Christian mission we:

- Cherish and uphold an 'openness' of atmosphere which welcomes everyone to our schools
- Support the children in encouraging friendliness and respect towards visitors
- Promote high quality displays to reflect diversity across all aspects of opportunity
- Provide for the spiritual needs of all the children through planning of classroom assemblies, Masses, classroom celebrations and classroom based and external activities

## **Pupil Admissions:**

Our admissions arrangements are fair and transparent and may be found on the school's website and the website of the London Borough of Barking and Dagenham. We do not discriminate on race, gender, disability or socio-economic factors. As a faith school we give priority to practising members of the Catholic Faith.

## **Curriculum:**

Our school seeks to ensure that the curriculum is personalised to the needs and aspirations of all pupils. The Governing Body keeps this under review. Our curriculum is published on the school website.

Setting, booster groups, group work and 1-1- learning may be used to support the needs of specific groups.

Our expectations are appropriately high for all pupils so that self-esteem in those that experience disadvantage is nurtured at all times. The rights of the weakest are considered the same as the rights of the brightest.

## **Rewards and Sanctions: (See Behaviour Policy)**

All pupils are able to access rewards starting with verbal praise, moving through to individual points, class points and prizes. The system is designed to reward good effort and improvement so that all pupils regardless of their starting point are included.

Sanctions, when issued, are always issued in the spirit of justice and fairness. Exclusions will always be based on the School's Behaviour Policy.

## **Bullying: (See Anti-Bullying Policy)**

We believe all pupils are entitled to an education within an environment of welcome, love and respect for each member of our learning family.

We do our best to ensure that all our children

- are safe
- can participate, enjoy and succeed
- learn how to be a good and active citizen

and that our staff

- are safe, happy and with an improving work-life balance
- can lead, participate, enjoy and succeed

We actively celebrate difference. Where pupils are singled out and harassed because of difference we will interpret this as a form of bullying and will be centrally recorded and logged.

Staff are equally entitled to the same protections. Harassment of staff/workplace bullying is completely contrary to the ethos of the school. (See Staff Code of Conduct and Whistle blowing Policies).

**Racial Equality (See Anti-Racism Policy):**

All incidents are centrally recorded, logged and monitored.

**Employment of Staff**

The Governing Body is an equal opportunity employer and is committed to ensuring that, within the framework of the law and faith schools, the school is free from unlawful or unfair discrimination on the grounds of colour, race, nationality, ethnic or national origin, gender, sexual orientation, marital status religious belief or disability.

The Governing Body aims to ensure that all staff can achieve their full potential and that all employment decisions are taken without reference to irrelevant or discriminatory criteria.

**Appointments:**

Recruitment and employment decisions will be made on the basis of fair and objective criteria. Selection procedures will be reviewed from time to time to ensure that they are appropriate for achieving the School's objectives and for avoiding unlawful discrimination.

Advertisements and job specifications will all carry a statement that this school is an Equal Opportunities employer. People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment. The requirements of job applicants and existing members of staff who have, or have had, a disability will be reviewed to ensure that whatever possible reasonable adjustments are made to allow them to enter into, or remain in, school employment. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully.

Person and job specifications shall be limited to those requirements which are necessary for the effective performance of the job. Interviews will be conducted on an objective basis and personal or home commitments will not form part of employment decisions. Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment.

**Staff Development**

All staff have a right to equality of opportunity. All staff have a duty to implement this policy. All employees should have equal chances of training, career development and promotion. All appointees to the school will be offered induction training, which will include a reference to the school's equal opportunities policy.

Staff development opportunities will be monitored and information presented to the governors as requested. Appropriate training will be provided, where necessary, to enable staff to implement and uphold this commitment to equality of opportunity.

Training needs will be assessed as part of the normal annual personal development review process. Working patterns will be reviewed, when necessary, so as to enable flexible working by staff with

carer and/or childcare responsibilities, where this is possible. Where necessary, special provision will be made for training for staff returning to work following a break for domestic reasons.

### **Pupils and Their Learning:**

Pupils will have equal access to the curricular programmes of study throughout each Key Stage, differentiated to individual need. All pupils, irrespective of the teaching sets they are in will have high expectations from staff in terms of work and behaviour.

Analysis of attainment, progress and behaviour of pupils will be at pupil level and will seek to identify and remedy the under-performance of particular groupings within school such as gender, ethnicity, home language, special educational needs and their level of disadvantage determined by eligibility for Free School Meals.

School behaviour rules for students will clearly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religion, gender, sexuality and ability/disability or any other category listed in this plan. This equally applies to staff who, through the Whistleblowing Policy, have a duty to report occasions where the Code of Conduct in this respect has been broken. Positive attitudes and awareness development for equality of opportunity will be fostered through the PSHE, RE, Assemblies, and other appropriate programmes.

### **Language:**

At St. Joseph's we recognise that it is important that all members of the school community will use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups
- Creates the conditions for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians, African Caribbean rather than Afro Caribbean.
- Uses first language effectively for learning

### **Personal Development and Pastoral Guidance**

- All staff will take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- All pupils/staff/parents/carers will be given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models will be used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis will be placed on the value that diversity brings to the school community rather than the challenges.

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

## **Reasonable Adjustments:**

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers. Specifically, the schools intend that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In pursuit of this aim the schools consider the needs of current and future pupils and users of the school.

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom
- in the school curriculum
- at all times and in all parts of the building

And when;

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils

## **School Capacity:**

The school have made continuous efforts in promoting disability access and equality in recent years

<b>St. Joseph's Dagenham</b>
Entrance access
Disabled toilet access in foyer
The provision of washing & showering facilities
Specialist resources for visually impaired
Hearing Induction Loop
Annual Disability Risk Assessment of the School Premises
Provision of Interpreters
Welfare Assistant
Installation of a lift
Double hand rails in the Myers Building
Wheelchair

## **Annual Review of Progress**

We will continue to review annually the actions we have taken in the development of the Equalities Policy which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- 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
- Produce an Annual Report to the Governing Body with regard to all aspects of race, disability and gender within the Single Equality Scheme and Action Plan

The Governing Body will be responsible for monitoring the effectiveness of this policy.

The Governing Body will review this policy annually and revise it every three years or as appropriate in line with legislation.

Last Reviewed: November 2022.

Next Review: November 2025.

This policy will also be reviewed as and when legislation changes.

## Appendix 1

### **Advice For School Leaders, School Staff, Governing Bodies And Local Authorities**

This is non-statutory advice from the Department for Education. It has been produced to help Schools to understand how the Equality Act affects them and how to fulfil their duties.

#### Schools with a religious character

1.1 Schools with a religious character (commonly known as faith schools) have certain exception to the religious or belief provisions which allow them to discriminate because of religion or belief in relation to admissions and in access to any benefit, facility or service.

1.2 Schools with a religious character may give priority in admissions to members of their own religion. The Admissions code provides that this may only be done when a school is oversubscribed – schools subject to the code are not permitted to refuse admission to pupils not of their faith if they have unfilled places.

1.3 In addition to the admissions exception, schools with a religious character also have exception for how they provide education to pupils and in the way they allow access to other aspects of school life which are not necessarily part of the curriculum. (For example: a child of a different faith could not claim that they were being treated less favourably because objects symbolic of a school's faith, such as the Bible, were given a special status in the school).

#### The relationship between sexual orientation and religion

- a. Schools with a religious character, like all schools, have a responsibility for the welfare of the children in their care and to adhere to curriculum guidance. It is not the intention of the Equality Act to undermine their position as long as they continue to uphold their responsibilities in these areas. If their beliefs are explained in an appropriate way in an educational context that takes into account existing guidance on the delivery of Relationships and Sex Education (RSE) and Religious Education (RE), the schools should not be acting unlawfully.

## Appendix 2

### Equalities Action Plan 2022-2025

<b>Equality Strand</b>	<b>Action</b>	<b>Success Indicators</b>	<b>Responsibility</b>	<b>Timescale</b>
All	Publish and promote the reviewed Equality Plan through the school website, newsletters and staff meetings.	Staff are familiar with the principles of the Equality Plan and use them to deliver the curriculum Parents, pupils and other stakeholders are aware of the Equality Plan	Headteacher	November 2022
All	Monitor and analyse pupil attendance, attainment and achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Analysis of teacher assessments / annual data demonstrates the gap is narrowing between identified groups of pupils	Leader of Learning for Inclusion	Ongoing
All	Ensure that the new Primary Curriculum promotes diverse role models that young people positively identify with. Engage with organisations that challenge prejudice (e.g. Show Racism the Red Card)	Cornerstones Curriculum schemes of work are proactive in addressing all forms of discrimination, and in promoting equality.	Leaders of Learning	Ongoing
All	Monitor and analyse pupil SEN and G&T cohorts so that they fully reflect the schools' population in terms of race and gender, and disability.	Pupil cohorts reflect the schools' diversity	Leader of Learning for Inclusion	Ongoing
All	Ensure that school learning materials, displays and promotional material promote diversity in terms of race, gender and ethnicity.	Diversity reflected in curriculum, school displays and promotional material across all year groups	SLT	Ongoing
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school (e.g. monitor involvement in	All pupils given opportunities to contribute to life of the school; action taken to address any	Leader of Learning for Inclusion	Ongoing

	the School Council, class assemblies, access to extended school activities)	under- represented groups		
All	Ensure all parents are given opportunity to become involved in the life of the school; monitor attendance at parent/carer consultations, school visits & Friends/PA events; organise translators/BSL interpreters where necessary. Emphasise importance of attending school during pre- school visits & parent consultation evenings	All parents given opportunities to contribute to life of the school; action taken to address any under- represented groups	Headteacher	Ongoing
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	All staff respond to racist incidents in line with school policy Incidents are low and isolated.	Leader of Learning for Inclusion	Ongoing
Accessibility Plan	Ensure that any new building works are fully compliant with current disability legislation	School premises continue to become more accessible for disabled users	Leader of Learning for Inclusion Executive School Business Manager	Ongoing
Community cohesion	Celebrate cultural events to increase pupil awareness and understanding of different communities Apply for International School Award in 2017 based on developing links with other countries	Pupil surveys show increased understanding of different contexts at local, national and global level	Leader of Learning for Inclusion	Ongoing
Ethos and Atmosphere	Pupil and Parent surveys Class observations Assembly observations	Pupils and Parent satisfaction is over 80% Pupil and Parent satisfaction is over 80%. Visitors to school regularly comment on the friendly and inclusive atmosphere of the school. Displays around school capture	All staff	Termly

		the cultural diversity of society.		
Curriculum	Monitor pupil outcomes	The gap between the performance of pupils in receipt of the Pupil Premium continues to narrow. The performance of pupils who are disabled or who have SEN compares well with national measures	SLT	Termly
	Appraisal	Lesson Observations reveal a positively inclusive approach to teaching with lessons adapted to pupils' needs.	SLT	
	Pupils Views	Pupil views regarding the coverage of the curriculum is highly positive	SLT	
	Governors	The GB is satisfied that the curriculum is broad and balanced and is accessed by all pupils.	GB	
Rewards and Sanctions	Monitor exclusion records, sanctions & rewards	Rewards are accessed fairly and inclusively by pupils and are open to all pupils. Data confirms this.	Headteacher	Termly
Bullying	Monitor bullying log for vulnerable pupils/groups	Levels of all kinds of bullying remain low. They are	Leader of Learning for Inclusion Headteacher	Termly

		<p>reported to Governing Body and analysed by group.</p> <p>There appear to be no patterns of a discriminatory nature.</p> <p>Pupils and parents report regularly that bullying is very low and dealt with very effectively when it occurs. Staff attendance is high.</p>		
Staff Recruitment	The Governing Body monitor applications and appointments	<p>All Appointments follow fair application of criteria which is free of any form of discrimination with the exception (within Law) of appointments which require the candidate to be a practising Roman Catholic: Head Teacher, Deputy Head Teacher, Head of RE.</p>	GB	Ongoing
Staff Development	Monitor CPD records	<p>CPD has been fairly implemented according to the needs of the school development plan and as far as possible in line with within appraisal needs.</p>	GB	Termly