

EQUALITY - ACTION PLAN

General Duty:

- to eliminate discrimination, harassment, victimisation and any other conduct which is prohibited by or under the Act
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- to foster good relations between persons who share a relevant characteristic and persons who do not share it

RACE, RELIGION AND ETHNICITY: WE ARE COMMITTED TO A CURRICULUM WHICH EMBRACES AND CELEBRATES CULTURAL DIVERSITY AND THE INTERNATIONAL DIMENSION THROUGH A RICH RANGE OF EXPERIENCES, BOTH IN AND BEYOND THE SCHOOL		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>School fosters a sense of belonging through its mission, ethos, uniform, assemblies and international days.</p> <p>We deliver a curriculum which is underpinned by the school's mission statement</p> <p>We provide good quality training for our staff on cultural diversity.</p> <p>We promote positive links with our International partners</p> <p>Liaising and working in partnership with a number of professional organisations from diverse backgrounds.</p> <p>Celebration of International Mother Language Day</p>	<p>Our school admissions criteria which welcomes all pupils.</p> <p>Regular communication with international partners</p> <p>Shared learning experiences</p> <p>We enable all pupils to learn about the experiences of all people and the discriminatory attitudes they often experience.</p> <p>We ensure that the curriculum and resources we use have positive, non-stereo-typical images of all races, religions and ethnic groups.</p>	<p>RE; SMSC programme; SCARF for PSHE; LYFTA</p> <p>Mother Tongue day; Anti-Bullying Week; Unconscious Bias CPD; Prevent Duty</p>
		<p>NEXT STEPS 2023 -24</p> <p>Catholic Social Teaching</p>
		<p>NEXT STEPS: 2024 – 25</p> <p>International School Award; re-establish links with Mount Abu with a reciprocal visit</p> <p>Berlin re: German language development</p>

DISABILITY: WE ARE COMMITTED TO WORKING FOR THE EQUALITY OF PEOPLE WITH & WITHOUT DISABILITIES

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We set challenging targets to ensure our children with disabilities make good progress.</p> <p>We provide good quality training for our staff on inclusion.</p> <p>When required we gain external advice and support for many different professionals</p> <p>We promote positive links with our parents/carers.</p> <p>There is a designated Governor for SEND.</p> <p>Specific targeted support where appropriate.</p> <p>Annual reviews</p> <p>Liaising and working in partnership with a number of professional organisations.</p> <p>A wide range of resources stored in an easily accessible central location</p> <p>Adaptations are built into everyday teaching and learning as well as in enrichment and extra-curricular</p>	<p>Our school admissions criteria which welcomes all pupils.</p> <p>We work with the Infant School ensuring transfer into Year 3 is effective & as smooth as possible</p> <p>We liaise with special schools in the LA and beyond regarding effective provision</p> <p>Regular meetings with parents/carers.</p> <p>We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.</p> <p>We ensure that the curriculum and resources we use have positive images of disabled people.</p>	<p>EHCPs naming school</p> <p>Transition programme</p> <p>Regular meetings</p> <p>Non-Teaching SENDCo and designated Governor</p> <p>EHCP reviews</p> <p>PEP, PSP and IIPs in place</p> <p>Work with PLN/Catholic Cluster re: disadvantage/SEND</p> <p>Liaise with LA SEND team</p> <hr/> <p>NEXT STEPS 2023 -24</p> <p>Expert Teacher CPD</p> <p>Amended IIPs/ One Page Profiles</p> <hr/> <p>NEXT STEPS: 2024 – 25</p> <p>SEND Review</p> <p>Extension of Nurture Provision</p>

ETHNICITY & RACE INCL EAL LEARNERS: WE ARE COMMITTED TO WORKING FOR THE EQUALITY OF ALL ETHNIC GROUPS

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>Initial assessments are completed promptly for new pupils and learning plans are put into place, these may include targeted intervention.</p> <p>We identify appropriate provision and then monitor its impact.</p> <p>A supportive network: we use a variety of strategies to support our EAL families.</p> <p>Children are buddied up with a child within their class</p> <p>We set targets to improve the attainment and progression rates of particular groups of pupils.</p> <p>We identify and address barriers to the participation of particular groups in learning and other activities.</p>	<p>We use ICT to support translations</p> <p>An informal open-door policy: staff are available at the start and end of the day.</p> <p>We are revising the curriculum to ensure it explicitly supports all pupils to understand, respect and value difference and diversity.</p> <p>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</p> <p>We ensure that the curriculum challenges racism and stereotypes.</p>	<p>Documentation translated as required; baseline assessments to ascertain learning and language barriers; identified barriers addressed through IIP (inclusion); SMSC/Lyfta. International School and International days; School of Sanctuary Award</p> <hr/> <p>NEXT STEPS 2023 -24</p> <p>Catholic Social Teaching across the curriculum</p> <p>Diversity in subject areas.</p> <hr/> <p>NEXT STEPS: 2024 – 25</p> <p>EAL additional support as required</p>

GENDER: WE ARE COMMITTED TO WORKING FOR THE EQUALITY OF BOTH SEXES

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We monitor the attainment and progress of all our pupils by gender.</p> <p>We take a “Which boys? Which girls?” approach to address underachievement: neither boys nor girls are treated as homogeneous groups.</p> <p>We set targets to improve the attainment and rates of progress of particular groups of boys and girls.</p> <p>The School Council ensures both boys and girls views are equally represented.</p> <p>Sports teams: these are equally represented by boys and girls.</p> <p>Our pupil Curriculum Committee has both boys and girls.</p> <p>We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.</p> <p>We promote positive role models of different genders to all pupils.</p> <p>Careers day explores varied jobs/careers and pays diligence to gender stereotyping.</p>	<p>We support all our children in their interests of running extra-curricular clubs which are interest led, not gender led</p> <p>We try to ensure we include positive, non-stereotypical images of men & women in the curriculum</p>	<p>Attainment of boys/girls in RWM extended to other subjects such as Art.</p> <p>Commitment to fair representation</p> <p>Targeted boys in English and girls in STEM</p> <hr/> <p>NEXT STEPS 2023 -24</p> <p>School groups, such as House Captains, Ambassadors, Working Parties to be fairly represented.</p> <p>Further work on bias</p> <hr/> <p>NEXT STEPS: 2024 – 25</p> <p>Leadership Opportunities: Leader in Me</p> <p>Girls and maths</p>