



**ST PETER'S CATHOLIC PRIMARY SCHOOL
GRANGE ROAD, LEATHERHEAD
SURREY KT22 7JN**

**SINGLE EQUALITY SCHEME
April 2020 - 24**

**Date of last annual review: SPRING TERM 2021
Next review scheduled for: SPRING TERM 2022**

MISSION STATEMENT

St Peter's – building firm foundations for life

- **We care for others**
- **We achieve our best**
- **We grow in faith**

SUMMARY

St Peter's Catholic School recognizes the general and specific duties it must undertake to promote equality. This single equality scheme, initially published in June 2012 and updated in 2016 and 2020, includes specific objectives to be achieved by June 2024. This document was ratified by the SLT & Governing Body in Spring 2020 and reviewed in Spring 2021.

Progress made against the objectives:

1. Policies have been reviewed and equality issues (race, gender, disability etc.) considered. The Governing Body, for example, receives and monitors termly reports of bullying incidents and absenteeism. Stakeholder views are provided by Governors who are appointed/elected from the parent body, local Catholic communities, an LA representative, and staff members. Relevant policies are available on the school website and views from the wider community are welcomed. The ongoing objective is to more fully engage other stakeholders (e.g. pupils/parents/carers) in the process of policy review/audit. Revised policies will be more widely disseminated and pupils' views obtained via the school council.
2. Our school is currently expanding and becoming more ethnically and linguistically diverse. Pupils are becoming more aware of racial diversity through the curriculum, extended learning activities and assemblies. A variety of initiatives have been introduced into the curriculum (including anti-bullying week and regular assemblies focused on this topic) and the school celebrates Black History month every year. The development of the new curriculum has also specifically considered the inclusion of activities that promote equality and British values. The Governing Body regularly monitors the curriculum with regard to our equality duties. An ongoing objective is to develop the curriculum further to ensure racial diversity is fully explored and experienced. Governors monitor racial and gender-based issues at their committees. Similar actions are being undertaken by the school's senior leadership team (SLT) to ensure staff meetings address equality whenever possible.
3. Achievement and attainment of pupils in relation to the gender and other categories (e.g. race, EAL etc.) is closely monitored by the school staff and Governors. Resources provided by pupil premium are effectively targeted to those groups that need it. Boys' and girls' attainment and progress is broadly similar and while numbers in other subgroups such as Pupil Premium, FSM and SEN are small, making it difficult to draw clear conclusions, there is a robust expectation that these pupils will make similar progress to their peers. The school continues to explore ways to diminish the difference between such pupils and their peers. Monitoring by the SLT and Governing Body is embedded into normal school practice (termly assessments of pupil achievement/attainment).
4. The school is well prepared to support pupils, staff and other stakeholders with disability. There is a regularly reviewed Accessibility Plan and a British Values Policy which emphasises that we are all equal under the law and that it is not only wrong, but illegal to discriminate against others on the basis of characteristics such as disability, gender, race or faith. The main objective is to ensure that positive images and greater understanding of disability are promoted at the school and that pupils with Special Educational Needs and Disability (SEND) are able to achieve their potential and have access to extracurricular activities. A wide range of activities are embedded in the curriculum to ensure this objective is achieved and the SENCO and Governing body are focusing on this during monitoring and auditing processes.

5. The Headteacher and SLT ensure that staff and stakeholders are aware of their responsibilities under the duty with regard to issues of equality and diversity. Training is arranged where necessary to ensure best practice, and assemblies ensure that pupils are aware (at an appropriate level) of the provisions of the law regarding Equality issues. Our British Values activities, such as assemblies, ensure that pupils are aware of protected characteristics. The provision for stakeholders will be reviewed and revised as needed.
6. The School is striving to improve communication with stakeholders about all the above issues. The publication of the Equality scheme and reporting on progress is part of this ongoing process. The introduction of a redesigned website has improved access to relevant documentation for stakeholders, with inbuilt features such as a translation button. The school now has a Facebook page and is exploring the use of Twitter to aid communication. There is a focus on identifying how resources can be provided for to support communications such access to translated documents, e.g. the Governing Body has introduced the use of translated versions of the admissions form and policy.

ST PETER'S CATHOLIC PRIMARY SCHOOL SINGLE EQUALITY SCHEME

The Single Equality Scheme takes into consideration the 'General' and 'Specific' statutory duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- The school considers age as a relevant characteristic in its role as employer, but not in relation to pupils

The General Duty

The school recognises its 'General Duty' to:

- Eliminate conduct that is prohibited by the Equality Act (2010)
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Specific Duties

- Publish information showing that the school has complied with the General Duty (annually)
- Publish evidence of the equality analysis undertaken (annually)
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement it undertook in developing their Equality Objectives
- Set and publish Equality Objectives

The Specific Duties – a) Information Showing the School has complied with the General Duty

Duty	Actions taken
<p>Eliminate conduct that is prohibited by the act</p>	<ul style="list-style-type: none"> • School policies are reviewed annually to ensure the centrality of equality and inclusion in our faith school, recognising that our children belong to a society and world that is diverse and multi-cultural. Copies of relevant policies can be accessed via the website. Changes to the curriculum and information about how we teach the children are shared via parent information sessions. • The school has a discrete British Values Policy which describes in detail how our curriculum supports the development of these values. • Monitoring indicates that reported incidents of any kind of discriminatory or prejudice-related bullying or poor behaviour, (including racist and homophobic) are very rare, and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities. The headteacher continues to monitor and report racist or homophobic incidents to the Governing body. These are addressed robustly in school and with parents/carers. • The school has an Equality Policy in place and the current required Equality Schemes and Accessibility Plan. These are updated regularly in accordance with government guidelines. The school logs all parental engagement with the SENCO, who also supports wellbeing and pastoral care, in order to monitor themes or emerging patterns of behaviour that may affect vulnerable children and those with protected characteristics. • There has been ongoing engagement with our stakeholders to identify Objectives to further the aims of the General Duty via periodic parental questionnaires; governor in schools day; the School Council; contact with local residents; newsletter items; email communications with parents/carers; updates via parish newsletters. • The Governing Body has set an annual review date (Spring Term Full Governing Body meeting) to monitor progress against equality objectives and targets. This process is supported by termly meetings between the Inclusion Governor and a member of the SLT. Since 2012 all meetings have been attended, documented and stored on SharePoint.
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> • OFSTED (January 2017) stated that <i>'The support for the most vulnerable pupils is exemplary. Disadvantaged pupils regularly make better progress than their peers because pupil premium funding is used carefully. The funding is also used to include disadvantaged pupils in all school activities.'</i> • There are established and effective monitoring systems in place to track pupil attainment. Statistical data is regularly presented to the Children and Learning Committee and Full Governing Body so that individual pupil progress can be monitored via ASP; focused monitoring of children with protected characteristics on Pupil Premium; children with SEND and those who have Education Care and Health Plans. • Groups and individuals are tracked to ensure that their progress is in line with expectations for all pupils and a range of interventions is in place to support learning when required. For example: Reading Interventions; Small group support for Phonics or number concepts in Maths. • Pupils who have particular needs are well supported in our school and their progress is subject to specific checks to ensure that they make expected progress. • Adults intervene effectively to prevent and manage incidents of behaviour or bullying using the Restorative Approaches in which all staff have been trained to ensure a consistent approach. 'Positive Options' Training has further supported the development of appropriate behaviour management protocols. • School-based clubs are monitored by the senior leadership team to ensure equality of access. The school aims to offer a broad range of extra-curricular experiences to all pupils. • <i>'Parents are overwhelmingly positive about all aspects of the school's work. They are pleased that their children are able to attend such a welcoming and inclusive school.'</i> (OFSTED, January 2017). • <i>'The school has a strong culture of safety and safeguards pupils from harm... Pupils told inspectors that they feel happy and safe.'</i> (OFSTED, January 2017).

Foster good relations across all characteristics

- OFSTED (January 2017) found that *'The school ensures that pupils learn about protected characteristics in their personal, social and health education lessons. This helps pupils develop positive relationships and prepares them well for life in modern Britain.'*
- Equality and Inclusion are central to our faith and to our school Mission Statement and ethos and this has been reinforced by our commitment to teaching pupils about British Values. OFSTED (January 2017) stated that *'The St Peter's school values-led ethos is based on the principles of care, achievement and growth. These values link seamlessly with the fundamental British values of tolerance, respect and the rule of law, which are well understood by pupils.'*
- Lesson plans are monitored to ensure that they differentiate according to individual need and have any links to British Values embedded in a specific section on the planning pro-forma.
- British Values are explicitly taught and celebrated in a weekly programme of assemblies (evidence: assemblies' timetables and resources).
- These values-themed school assemblies include: Equality as a concept and a human right, including the protected characteristics (at an age-appropriate level); Black History Month; Equality in Sport.
- We have been reaccruited as a Fairtrade school and have been awarded the highest level of award, the FairAchiever School. This award reflects the way in which learning about Fairtrade and the associated trade and social justice issues is embedded at St Peter's. The assessor said, *'...everyone in the school is engaged with the FairAchiever award and committed to raising awareness of Fairtrade.'* In Assemblies, RE, PSHE and other lessons, children learn not just about difference and diversity but celebrate the similarities among us both in our own community and others, including the global dimension. For example: visits to a Mosque; collecting for Mary's Meals; Fairtrade Assemblies; visits to the elderly in the local community.
- We are developing a more proactive approach to community engagement through our parish churches. For example, the Head Teacher has visited local parishes to speak to congregations about the school. In school children are celebrating the diverse nature of our school community with heritage tracking and a tree of diversity that celebrates British Values.
- Queen Elizabeth's foundation, working with the school to raise funds for mobility wheelchairs for preschoolers, has conducted a number of whole-school assemblies focusing on the accessibility issues facing child wheelchair users. These have included opportunities to use the wheelchair itself.
- Links with the Freewheelers, a local disabled and able-bodied theatre group, have resulted in Year 6 pupils trialing and taking part in diversity and disability awareness workshops.
- Pupils and parents participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities each year.
- We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media i.e. website is updated and there are hard copies of all relevant documentation for those who cannot access computer technology: the school has a sound field system in place.
- It is recognised that real inclusion requires listening effectively to children and this is encouraged through circle time; the school council; the worry box; buddy system to support isolated pupils and to smooth the transition of new students.
- We plan to work toward the UNICEF Rights Respecting Award or a similar quality mark once Covid restrictions have eased (originally planned for 2020-21)
- Our school council is democratically appointed and is fully reflective of the existing diversity of the school community. The theme of democracy was highlighted in 2019 by the UK General Election, as part of the Year 6 business enterprise activities and by visit to the House of Commons followed by visit from local MP.

The Specific Duties – b) Publish Evidence of Equality Analysis Undertaken

Policy/practice considered	How the outline policy/practice was evaluated	Outcome of analysis
Disability Awareness	<ul style="list-style-type: none"> • Evaluations of feedback from workshop with disabled performers and Year 6 pupils • Disabled performers reports re usability of our site • Specific feedback sought from disabled parents/carers and those with disabled children about accessibility of our site, leading to development of policy 	<ul style="list-style-type: none"> • Pupils reported greater understanding of disability issues. • Disabled performers reported good engagement from pupils. • Improved access at main entrance and KS1 by provision of ramped entrances; Improvement priorities identified: wheelchair access for KS2 and access issues with parking, at main entrance and on corridors. • Increased use of BSL to sign hymns in assembly and for Christmas services and Nativity plays due to Covid-19 proscribing singing/chanting in large groups.
Race Equality	<ul style="list-style-type: none"> • Incidents recorded by SLT, reported to and monitored termly by the Governing Body • Attainment by ethnicity monitored • Celebration of heritage and origins of pupils and their families to ensure greater appreciation of the diversity that exists within our community 	<ul style="list-style-type: none"> • All potential incidents are thoroughly investigated and incidents formally recorded. • Attainment between pupils of different ethnic groups is monitored closely through ASP, and there is no disparity in attainment between pupils of different ethnic minorities, (although numbers are very small, making direct comparisons challenging). • Increased focus on diversity within the school and surrounding community is celebrated through heritage tracking and the tree of diversity. • Parents are invited to come in to school to share and celebrate their culture, food and customs, e.g. in Reception, as part of the 'Around the World' topic. • Annual Black History Month celebrations raise awareness of race equality - assembly and subsequent discussions in class, with a focus on local relevant black history figures/movements, bringing the issue closer to home e.g. Cesar Picton, Kingston Coal Merchant; Woking Mosque (the first purpose-built Mosque in the country); Surrey's active anti-slavery movement https://www.exploringsurreypast.org.uk/themes/subjects/black_history

<p>Behaviour</p>	<ul style="list-style-type: none"> • Policy reviewed annually with engagement from pupils and parents through school council and the governing body • Incidents are recorded in a single behaviour log and monitored by the Headteacher for adverse trends • The SENCO logs all parental engagement in order to monitor themes or emerging patterns of behaviour that may affect vulnerable children and those with protected characteristics • The school is committed to and actively promotes multidisciplinary working in order to address the needs of individual children. 	<ul style="list-style-type: none"> • School awarded 'Outstanding' grade for Behaviour & Safety (OFSTED, Jan 2017). • Where children with protected characteristics exhibit challenging behaviour, the school takes strenuous action to prevent permanent exclusion, fully engaging with parents/carers and all possible external agencies, including Pupil Referral Unit, Specialist Teachers for Inclusive Practice, Surrey Exclusions team, CAMHS and other therapeutic agencies. • Continue to review policy annually to ensure compliance with best practice and wider school policies and practices. • Training updates ensure staff understand and are able to manage challenging pupils, e.g. Understanding Behaviour for teachers and support staff in April 2018 and September 2019. • Increased use of CPOMS by all staff to log behaviour-related incidents allows effective identification of any trends or ongoing issues. • Parental Engagement Log does not indicate any significant themes or issues. Most meetings focus on concerns about the learning or behaviour of individuals, but do not indicate adverse trends. There are also a number of individual pastoral issues.
<p>Anti-Bullying</p>	<ul style="list-style-type: none"> • Policy reviewed annually by SLT & Governing Body • Pupils have an important role to play in the implementation of this policy in their roles as mentors and playground friends • Pupil entries to 'Worry Box' monitored and followed up to ensure potential bullying incidents are investigated • Feedback from classes and assemblies during Anti Bullying Week • Ongoing E Safety and Safeguarding drive 	<ul style="list-style-type: none"> • OFSTED (January 2017) talked to pupils as well as staff and reported that <i>'There is no hint of bullying, harassment or racial prejudice in this school. Falling out and name-calling are not big issues. Issues of any kind are rare. Pupils told inspectors that they feel happy and safe.'</i> • Incidents, including online, are recorded by SLT and monitored by Governing Body. • The numbers of bullying incidents, defined by the school as sustained, deliberate targeting by one individual of another since 2012 is negligible. • Evidence from Anti Bullying Week work in class and assemblies indicates pupils understand what bullying is and how they can help to prevent it. • Children use the 'Worry Box' to report situations and invite adult intervention. • E-Safety is embedded in the curriculum; parent workshops have been held on e-safety and there have been consultations on policy. • Increased use of CPOMS by all staff to log behaviour-related incidents allows effective identification of any trends or ongoing issues
<p>Gender Equality</p>	<ul style="list-style-type: none"> • Equality Policy reviewed annually • Attainment by gender monitored 	<ul style="list-style-type: none"> • School progress and attainment data is closely analysed to identify any adverse trends in terms of gender. • Gender balance in clubs and societies is monitored, to ensure that, where they are over-subscribed, a fair gender balance is achieved. • In sport we attempt to ensure that clubs are open to pupils of all genders. • Where local competitions are not yet gender-inclusive, we continue to encourage and explore options which include both genders. • Work towards Science PSQM focuses on women and science.

<p>Equality Policy</p>	<ul style="list-style-type: none"> • Reviewed annually by Governing Body 	<ul style="list-style-type: none"> • OFSTED (January 2017) found that <i>'The school prepares pupils for life in modern Britain exceptionally well by teaching them about people with different backgrounds, characteristics, cultures and beliefs while maintaining a distinctly Catholic ethos.'</i> • British Values Policy encompasses the requirements of the Equality Act, ensuring the protected characteristics are covered. • Annual assembly for children to remind them of main protected characteristics. • Uniform policy on website has been updated to remove gender-specific references.
<p>Curriculum, Religious Education & RSE Policies</p>	<ul style="list-style-type: none"> • These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. • The RE policy reflects the requirements of the Diocese of Arundel & Brighton within which our Catholic voluntary-aided school is situated • Our RSE policy meets the requirements of our faith school • Our British Values policy ensures that the school meets the requirements of the Equality Act. 	<ul style="list-style-type: none"> • Continue to consider how to more widely reflect the diversity of the Equality Act in our curriculum models. Although the curriculum content is excluded there is a need to ensure that all people are represented in our curriculum. • Need to ensure that protected groups are not viewed in a negative or discriminatory manner and that similarities are acknowledged. • 2020 RSHE Policy reflects the legal requirements to teach the new RSE curriculum from September 2020
<p>Learning and Teaching</p>	<ul style="list-style-type: none"> • Learning and Teaching is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the range of teaching styles and resources used • Provision-based learning ensures that children enjoy and take ownership of their learning • Lesson observations and pupil interviews focus on the progress and views of all groups • Policy is reviewed annually by Senior and Middle Leadership • There are regular lesson observations by school leaders and peers 	<ul style="list-style-type: none"> • (January 2017) stated that <i>'Teachers have high expectations of all pupils, and a strong belief that pupils are all able to make rapid progress. Classrooms at St Peter's are characterised by a sense of mutual respect and a determined attitude from pupils, who want to do their best.'</i> • Our policy on Learning and Teaching is continually evolving, underpinned by our commitment to Equality, Inclusion, British Values and evidence-based approaches to learning. • Lesson observations, Learning Walks and Pupil Progress meetings show an effective focus on the learning needs and progress of all pupils. • All of the disadvantaged pupils in Year 1 met the Phonics standard in 2019. • For KS1 disadvantaged pupils in 2019, all met the 'Expected' standard for Reading, Writing & Maths at the end of Year 2 • In the 2019 KS22 national tests, all disadvantaged pupils were working within the 'Expected' level for Reading, Writing & Maths and in the end of KS2 Assessments, reached the 'Expected' level in GPS and missed it for Reading and Maths by only a few points, despite an absence rate of over 25% (due to illness) and progress over the year was at least good and at times accelerated compared to peers. • Our last OFSTED (January 2017) inspection confirmed that <i>"Disadvantaged pupils are making at least the same progress as their peers in the school and in many cases</i>

		<p><i>more progress. The majority of disadvantaged pupils are on track to catch up with other pupils nationally and reach at least the expected standard at the end of Year 6.”</i></p> <ul style="list-style-type: none"> • OFSTED also found that “Pupils who have special educational needs and/or disabilities make at least good progress from their starting points because of the highly effective provision, teaching and support they receive.” • Staff training addresses any skills gaps for pupils with high-needs or complex SEN. • Special attention paid to those who do not qualify for additional support, for example Young Carers whose progress is monitored and who are brought to the attention of the Surrey Young Carers organisation, which offers additional support and guidance. • Work towards Science PSQM focuses on women and science. • Feedback from parents and carers about arrangements for home learning has influenced provision.
<p>Safeguarding</p>	<ul style="list-style-type: none"> • A core policy reviewed annually by staff and Governing Body which is updated to reflect changes in legislation and practice. This policy encompasses areas of practice closely linked with many others, including Equal Opportunities • There is a Safeguarding committee that reviews safeguarding termly and an annual report reviewed annually reviewed by Governing Body 	<ul style="list-style-type: none"> • OFSTED (January 2017) found that ‘Leaders promote a culture of safety and vigilance. They know each of their pupils and families very well and are able to support them when they face difficulties. Leaders responsible for safeguarding are acutely aware of the particular challenges that can sometimes face pupils at St Peter’s. These leaders work closely with experts from other agencies when required to ensure every pupil is safe at school and at home...The most vulnerable pupils, including those who have special educational needs and/or disabilities, are disadvantaged or have been adopted from care, are especially well supported.’ • Designated Safeguarding Leads’ training is updated every two years. We have a team of four DSLs, ensuring at least one is always in school; • Annual Safeguarding Audit completed and plan implemented for action points. • Training in staff meetings reflects issues pertaining to Equality such as changes to SEND legislation following the Children & Family Act in 2014; accessibility issues, effective differentiation, meeting the needs of pupils with specific needs (e.g. Working Memory difficulties, ASD, PDA, Attachment & Trauma. ADHD).
<p>Recruitment</p>	<ul style="list-style-type: none"> • Relevant policies and procedures reviewed annually by Governing Body - changes to ensure compliance with the new requirements of the Equalities Act are already underway 	<ul style="list-style-type: none"> • Policies link closely to the Equality policy and reflect the new requirements around Health Related questions in applications etc. • The school rigorously adheres to recruitment and employment law as per Surrey County Council's Guidance. • The governing body is aware of the importance of creating a more representative gender balance when recruiting staff and in recent years the ratio of men to women has increased significantly. • Increased use of CPOMS by all staff to log safeguarding-related incidents allows effective identification of any trends or ongoing issues

The Specific Duties – c) Publish Details of Engagement Undertaken

Individual/Group engaged or consulted with	Outline the nature of the engagement	Summary of outcomes
Pupils	<p>Pupils are increasingly involved in the leadership and decision making procedures of the school, primarily through the democratically appointed School Council, but also through class and group consultation and pupil directed questionnaires etc.</p> <p>Pupils understand Restorative Approaches and are encouraged to say when matters are not resolved to their satisfaction</p> <p>Whole school assemblies with Queen Elizabeth's Foundation and School Council fundraising for Bugzi, Happy Child, etc.</p>	<ul style="list-style-type: none"> • Pupils report feeling safe and well-looked after in school. • Pupils know what to do if they have an issue with bullying or behaviour. • There are no recorded incidents of prejudice-related bullying. • There are established and effective policies and procedures for dealing with all poor behaviour i.e. Restorative Approaches. • <i>‘Pupils have great confidence in the school's systems to support them. They know that they can use the ‘worry box’ to share any worries with trusted members of staff. Pupils have complete faith in the fact that adults will help them to resolve any concerns. However, pupils, because of their maturity, will often resolve issues themselves without resorting to this.’ (OFSTED, January 2017)</i> • Pupils report feeling engaged in the life of the school and say that their ideas are listened to. Their ideas are brought to the school council and, where possible, incorporated into school policy and practice e.g. pupils were recently consulted on the layout and equipment for our new playground area. • Pupils meet with governors on the annual Governors' Day in school and with OFSTED inspectors. • School Council has direct role in planning fundraising events. • Pupils are able to articulate some of the accessibility issues facing young wheelchair users and their need to be able to move independently.
Staff	<p>Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being.</p> <p>Staff are aware of and protected by the Equality Act</p> <p>Staff have received training on the new SEND arrangements initiated following the 2014 Children & Family Act.</p>	<ul style="list-style-type: none"> • Through performance management, staff are able to identify their needs for ongoing training and CPD in a range of areas, including Equality and Diversity. • Although not an identified problem, staff would benefit from training to enable them to deal confidently with more uncharted areas of diversity, particularly managing potential homophobic and transphobic language and behaviour. • Audits of staff training needs address identified areas for development.

<p>Governing Body</p>	<p>Governing Body regularly reviews issues pertaining to equality and inclusion at meetings.</p> <p>There is a link Governor for Equality and Inclusion who works closely with the SENCO</p>	<ul style="list-style-type: none"> • Governing Body is fully committed to the vision of establishing and maintaining a fully inclusive school by ensuring that the Gospel values of our faith find embodiment in our policies and practices. • Governing Body works with staff to set Equality targets annually based on this evaluation and ensure that relevant data is accessible for stakeholders. • Governing Body makes every effort to ensure that the Governing Body is open and inclusive through their recruitment practices.
<p>Parents</p>	<p>Parents regularly liaise with the school through events, consultation evenings, surveys, questionnaires, letters and emails.</p> <p>Parents have ready access to members of the SLT to discuss any issues they may have.</p> <p>Governors consult with parents/carers to discuss what the school is doing well and what could be improved.</p> <p>Consultation with disabled parents/carers and those with disabled children</p>	<ul style="list-style-type: none"> • OFSTED (January 2017) stated <i>'Parents are overwhelmingly positive about all aspects of the school's work. They are pleased that their children are able to attend such a welcoming and inclusive school'</i> • OFSTED's ParentView online responses (January 2017) indicate that parents <i>'...find teachers approachable and feel that they get helpful information about the progress that their child is making.'</i> • We support parents to recognise and value the Catholic ethos of the school and our commitment to inclusion (e.g. Parent learning sessions, meetings with parents (see Parental Engagement Log), in newsletter items. • Parents/carers show a high level of engagement with school communications via ParentMail (99% registered users) and Tapestry for Years R and 1 (100% registered users). • Evidence of high levels of engagement and attendance at Parents' evenings. • Regular opportunities for parents/carers to attend information sessions about key issues, e.g. E-Safety, Maths, Reading • Feedback from stakeholder consultation on Accessibility Plan has informed future planning. • Feedback from parents and carers about arrangements for home learning has influenced provision.

The Specific Duties – d) Set and Publish Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Continue to review all statutory and relevant policies and undertake a comprehensive practice review to audit equalities issues and impact.	All policies reviewed and updated, in consultation with stakeholders where applicable, in light of the Equalities Act and practices audited.	This document: April 2022 Policies reviewed termly by Full Governing Body.	SLT and Governing Body
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources and assemblies etc. provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own. Black History Month is celebrated every year and assemblies celebrate major festivals of other faiths. School to explore training opportunities re 'unconscious bias'.	April 2022 Continue to monitor and report annually to FGB via Headteacher report	DHT / Middle Leaders SENCO & SLT
Gender	Progress and attainment is not gender-reliant	Attainment and progress for girls and boys is broadly similar. Clubs reflect the gender balance in our school. The school has evidence of trends in attainment for particular subgroups and takes appropriate steps to try to ensure parity.	April 2022 Continue to monitor ASP data and develop action plans to address specific gender issues.	HT

<p>Disability</p>	<p>Steps are taken to maintain positive images of disability across the school and to promote greater understanding.</p> <p>Children with SEND are closely monitored to ensure appropriate support, assessment and intervention, to enable them to make good progress</p> <p>Children with SEND have access to extra-curricular activities</p>	<p>Lesson, curriculum and assembly audits identify a number of positive examples of disability and no negative stereotyping.</p> <p>Children with SEND make good progress and, wherever possible, taking into account their starting points, achieve at least age-related expectations by the end of KS2.</p> <p>Where necessary, additional resources are produced or provided to ensure access, e.g. visual teaching resources, child-friendly keyboards, pencil grippers, fiddle toys.</p> <p>Additional staffing is provided to ensure children are able to participate fully and to support inclusion of pupils with Social, Emotional and Mental Health Needs, whose behaviour may be very challenging.</p> <p>Appropriate adjustments are made to ensure that extra-curricular activities and clubs are open to all pupils irrespective of additional needs.</p>	<p>April 2022</p> <p>Termly pupil progress reports to Governors (Children & Learning)</p>	<p>SENCO and Governing Body</p>
<p>All</p>	<p>Stakeholders receive requisite training in a range of equalities / diversity issues.</p>	<p>CPD / INSET delivered to staff / Governing Body / parents as required to promote confidence in challenging prejudice and promoting equality</p>	<p>April 2022</p> <p>This is an ongoing action – SLT to monitor stakeholder requirements and arrange as necessary.</p>	<p>HT</p>

<p>All</p>	<p>Seek to broaden and strengthen further our commitment to effective communication with all stakeholders.</p>	<p>Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources e.g. signing; community languages. New website to include translation function. Teachers and TAs with multi-lingual skills are used to support learners</p>	<p>April 2022 Ongoing – SLT to identify areas where communication can be further improved.</p>	<p>HT / Governing Body</p>
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