

10. EQUALITY OBJECTIVES

Christ the King Catholic Academy

Equality Objective: Promoting a whole School Equality ethos					
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Continue to promote the Equality Plan through the school website and blog, newsletter, staff meetings.	Statements on equality on both parental and staff surveys	Executive Headteacher	Monitor December 2018	Annual surveys followed up by staff meeting discussion mid-year
<p>Staff survey recorded 72.8% of the group asked confirming equality of opportunities for staff. This percentage was in line with other scores and within the “green” bracket of the survey, giving it a good rating. The question was not asked of pupils 87.2 “gold bracket” and classed as a real area of strength. Discussion around these areas of strength took place in early January 2019, once the survey had been analysed. Consultation process is underway with pupil, staff and parent surveys being completed before the end of the school year. For the first time will now compare responses from previous years, to explore trends in this area.</p>					
Equality Objective: Progressing Equality in Attainment through the Curriculum & Monitoring of Pupil Attainment					
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Monitor and analyse pupil achievement by race, gender, socio-economic deprivation factors, and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	English and Mathematics Cross Trust Leads or Senior Leadership Team	Termly	Data demonstrates the gap is narrowing for equality groups
All	Ensure that PSHE lessons over a year promote diversity by race gender ethnicity	Resilience Champions design scheme of learning that is implemented	Senior Leadership Team	September 2018	PHSE curriculum in place alongside RE curriculum
<p>Attendance and attainment data continues to be analysed according to the groupings detailed above. Trends as they appear are discussed and actions taken accordingly. Scheme of learning design has slowed down in light of no TLR appointment made for PHSE. That said strong and successful application for resilience funding from Headstart has allowed for a pilot of after school sessions promoting equality and overcoming diversity. The programme (year one of two) allows is currently running weekly for pupils in Year 5 and 6.</p>					

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Equality Objective: Progressing Equality through Engagement with Student Population					
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
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.	The Headteacher will use the data to assess the impact of the school's response to incidents.	Executive Headteacher	Reporting termly for Health and Safety Committee	Consistent reporting measures in place
All	Ensure pupils are given the opportunity to make a positive contribution to the life of the school e.g. through School Council.	School council representation monitored by race, gender, disability	Family Support Manager and Resilience Champions	Ongoing	More diversity in school council membership
Community cohesion	Promote links with the Community our school serves (Church Parishioners, Grange Park Local residents)	Staff and pupil engagement in local community.	Family Support Manager and Leadership team	Ongoing	Increased awareness of local community.
<p>Christ the King has recorded two racist incidents over the course of the school year 2018/19. The number of racist incidents in recent years has been recorded and shared with directors. Incidents are fully investigated and reported to the local authority. Continued work with key partners (police, health, religious groups) supports our engagement with pupils to develop their understanding of the need for zero tolerance. There have been fewer than five incidents over the last three years.</p> <p>School council is set up each year with a strong voting process behind selection. The group continue to meet monthly and engage with our family support manager and leadership team. In the last twelve months they have been particularly involved within the community in improving a local park, launching keep Britain Tidy projects and monitoring the amount of litter in our playground. They are having a positive impact on the life of the school. Pupils in the current council are a good representative of the diversity within the school. The council is 12 strong, with an equal number of girls and boys within it. There are 8 WBR pupils, 3 AOWB and 1AOMB pupils.</p> <p>Strong links continue to be developed between churches together and the new "Hope" Christian church on Grange Park, alongside the Anglican ministers. Most recent engagement was a celebration at the local community hub to mark their "birthday". Representatives from the school attend "Grange Park Community Partnership meetings monthly to plan co-operative estate wide events involving the children. Recent launch of "@thegrange" has aided that journey significantly.</p>					

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St Cuthbert's Catholic Academy

Equality Objective: Promoting a whole School Equality ethos					
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Continue to promote the Equality Plan through the school website and blog, newsletter, staff meetings.	Statements on equality on both parental and staff surveys	Executive Headteacher	Monitor December 2018	Annual surveys followed up by staff meeting discussion mid-year
All	Consult with staff, pupils and parents to ensure equality of access for all	Completion of annual consultation process with staff	Executive Headteacher	July 2018	Revision of Equality Plan as needed
<p>Staff survey recorded 74.6% of the group asked confirming equality of opportunities for staff, in line with Christ the King staff group. This percentage was in line with other scores and within the "green" bracket of the survey, giving it a good rating. The question was not asked of pupils 79.5 "green bracket" and classed again as good. Discussion around these areas of strength took place in early January 2019, once the survey had been analysed. A consultation process is underway with pupil, staff and parent surveys being completed before the end of the school year. For the first time will now compare responses from previous years, to explore trends in this area.</p>					
Equality Objective: Progressing Equality in Attainment through the Curriculum & Monitoring of Pupil Attainment					
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Monitor and analyse pupil achievement by race, gender, socio-economic deprivation factors, and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	English and Mathematics Cross Trust Leads or Senior Leadership Team	Termly	Data demonstrates the gap is narrowing for equality groups
All	Ensure that PSHE and RE lessons over a year promote diversity by race gender ethnicity	Resilience Champions design scheme of learning that is implemented	Senior Leadership Team	September 2018	PHSE curriculum in place alongside RE curriculum
<p>Attendance and attainment data continues to be analysed according to the groupings detailed above. Trends as they appear are discussed and actions taken accordingly. Scheme of learning design has slowed down in light of no TLR appointment made for PHSE. That said strong and successful application for resilience funding from Headstart has allowed for a large funding stream to be created to improve the outdoor area for the pupils. The Resilience champions (3 boys, 8 girls) have designed an outdoor play space following surveys on the quality of outdoor play equipment and the number of behavior incidents taking place. The team continue to meet monthly and promoting equality of access and ensuring that positive playtimes are explored and discussed. A set of guidelines were written by the pupils promoting fair and equal access.</p>					

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Equality Objective: Progressing Equality through Engagement with Student Population					
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
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.	The Headteacher will use the data to assess the impact of the school's response to incidents.	Executive Headteacher	Reporting termly for Health and Safety Committee	Consistent reporting measures in place
All	Ensure pupils are given the opportunity to make a positive contribution to the life of the school e.g. through School Council.	School council representation monitored by race, gender, disability	Family Support Manager and Resilience Champions	Ongoing	More diversity in school council membership
Community cohesion	Promote links with the Community our school serves (Church Parishioners, Polish Community and Local residents)	Staff and pupil engagement in local community.	Family Support Manager and Leadership team	Ongoing	Increased awareness of local community.
<p>St Cuthbert's has recorded three racist incidents over the course of the school year 2018/19 so far. The number of racist incidents in recent years has been recorded and shared with directors and remains on average one a term. The school's incidents are fully investigated and reported to the local authority and in some occasions (such as within the last twelve months) have involved support from key partners (police, health, religious groups) to promote diversity and the richness of a multicultural society. Texts within the literary canon have also offered significant supports in our engagement of pupils on this theme (Journey to J'burg by Beverley Naidoo) in an attempt to develop their understanding of the need for zero tolerance. There have been fewer than ten reported incidents over the last three years.</p> <p>School council is set up each year with a voting process behind selection. The group meet half termly and engage with our family support manager and leadership team. In the last twelve months they have been particularly involved with the resilience council, led by a teacher in school. Their focus has been on improving the school grounds as well as supporting safety campaign within the school car park (recently redesigned to give better access to disabilities) and Keep Britain Tidy projects. They are having a positive impact on the life of the school. Pupils in the current council are a fair representative of the diversity within the school. School Council is 14 strong with an equal number of boys and girls. 7% of the group from "Any other White Background" with 14% of the group being of Polish origin. 7% of the group are Polish.</p>					



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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Promote the Equality Plan through the whole school website, school newsletter and INSET	Monitoring of website and meeting minutes and CPD plan for year.	Headteacher	Autumn Term 2018 & on-going	Staff are familiar with the principles of the Equality Plan and use them when planning lessons.
Disability Equality Duty	Review accessibility plan	Improved access to all parts of the building	Health and Safety SLT lead	July – Oct 18	Adoption by Directors
Review: Equality objectives are available on the BEBCMAT website. The objectives are also available on the Academy website and have been visited in various CPD sessions throughout the year, particularly around closing the gap work.					



Equality Objective: Progressing Equality in Attainment through the Curriculum & Monitoring of Student Attainment					
Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Monitor and analyse pupil achievement by socio – economic group i.e disadvantaged students, SEND with respect to progress 8. Target intervention resources at disadvantaged and SEND students to close any achievement and attendance gaps particularly with respect to persistent absence.	Achievement analysed by gender, socio-economic data Analysis of disadvantaged students. Attendance monitored by analysing data in respect of absence and persistent absence.	HoDs/HOLH SHoLH HOLH/SHOLH	Ongoing throughout the year Ongoing throughout the year	Analysis of teacher assessments and results spreadsheet shows progress 8 for disadvantaged students close to 0. Attendance data shows closing of gap between disadvantaged and none disadvantaged students.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils (eg, EAL, gender)	Achievement data analysed by race, gender and disability	HoDs SHoLH	Part of analysis of Directors data drops.	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
<p>Review: Pupil data analysed by socio economic group and by gender and SEND. Disadvantaged progress 8 score has improved from -0.8 to -0.5. An attendance data focus has continued this year. Attendance for disadvantaged students has remained broadly similar to last years and is better than national average for attendance and persistent absence (PA) (93.2 % compared to 92.2% national and 18.9% PA compared to 23.5% national). Attendance for SEND students has improved slightly by +0.1% compared to last year and by + 2% for PA and is better than National Average data.</p>					



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Race Equality Duty	Identify, respond and report racist incidents. Report to SLT.	The Headteacher will use the data to assess the impact of the Academy's response to incidents i.e. have whole Academy / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Head teacher	ongoing	Teaching staff are aware of and respond to racist incidents
Community cohesion	Promote Ghana as the Academy's chosen country for twinning by continuing staff visits and planning possible student visits.	Student engagement in twinning	Headteacher	Ongoing	Increased awareness of different communities and level of commitment to fund raising
Race Equality Duty	Ensure PSHE curriculum ensure opportunities to explore race equality in multi-cultural Britain as part of British Values	Monitoring of planned curriculum and through lesson observations.	SHOLH	Sept 2018 – July 2019	Increased awareness of equality issues and reduction in related incidents.
<p>Review: All incidents reported via correct forms to Headteacher and analysed. Project Ghana is ongoing. Staff have now visited Ghana twice and we are currently organising a visit for staff from Ghana here. The St Mary's community is very aware of our work in Ghana through assemblies and charity work each Lent. PSHE curriculum has a number of themes including race equality as part of a multi-cultural society.</p>					