

## St Joan of Arc RC Primary School and the PSED- October 2022

In giving due consideration to our duties under the Equality Act, we are committed as a school to applying the equality duty to help us identify issues and shape policies that will ensure we meet the needs of different groups of learners whose interests are protected by the Act. Furthermore, when reviewing school policies and procedures, we are also committed to considering emerging equality issues.

### **Ways in which we will promote the equality duty as a school:**

- Collating and analysing information and data on all aspects of school life to ensure that policies and practices are attuned to the needs of different groups of pupils.
- Analysing school performance data, on progress and attainment, to identify vulnerable groups of children and implement strategies to narrow the gap between them, the remainder of the cohort and national attainment averages.
- Eliminating potential discrimination to balance the interests of our pupils, ensuring best possible educational outcomes; for example guaranteeing accessibility for disabled pupils around the school site and during field trips / educational visits.
- Ensuring a stimulating and engaging learning environment that will meet the needs of all our pupils regardless of sex, race, disability, or sexuality.
- Providing additional support for those with disability or special educational needs to ensure that they are able to fully access the curriculum.
- Upholding standards of good behaviour outlined in the behaviour and safeguarding policies to ensure all pupils feel safe and secure.
- Promoting a sense of social conscience and aspiration amongst all groups of children enabling them to maximize their full potential as learners, citizens and human beings.
- Supporting effective partnerships by encouraging initiatives among pupils, parents, carers, and members of the local community

## Objective monitoring October 2022

Objective	Actions	Impact
<p>Monitor and analyse pupil attendance, attainment and achievement by race, gender, sexual orientation and disability and act on any trends or patterns in the data that require additional support for pupils.</p>	<p>Monitoring of attainment and achievement carried out by SLT in Autumn 2022. Trends in pupil attainment passed on to phase managers and class teachers to ensure that interventions and support are provided for groups where attainment is lower than the rest of the year group.</p>	<p>Specific underachieving groups are identified and planned for:</p> <p>Focus for 2022-23: to improve the performance of girls in maths across the school.</p>
<p>Ensure that the Curriculum continues to promote diverse role models that young people positively identify with.</p>	<p>New primary curriculum schemes of work are inclusive and reflect the diversity of the school's population.</p> <p>Classroom whole reading texts and library books are chosen to reflect a wider range of diverse characteristics.</p> <p>Member of the SLT has attended the diversity of the Curriculum course to help further development in this area (B Fuiava, November 21 onwards). Professor Paul Millar and Baroness Floella Benjamin led whole staff training on the importance of an equitable and diverse curriculum in October 2022.</p>	<p>SLT continue to monitor diversity within schemes of work and texts used in classes. Relationships and health education scheme (taught school-wide from Summer 2021 promotes respect for all characteristics and recognition of everyone being loved equally in the eyes of God.</p> <p>Classroom stock for reading corners to be topped up in 2022 with books reflecting the diverse composition of society and the school. Book stock to reflect diversity of all types in the selection of class readers. Books topped up for Empathy week and Black History Month with high quality texts as recommended by Peters book sellers.</p> <p>Adoption of the CLPE English scheme of work has been a chance to include more books that are highlighted by CLPE as being reflective of society</p>
<p>Engage with organisations that challenge prejudice (e.g. Show Racism the Red Card, Equaliteach).</p>	<p>All curriculum schemes of work are proactive in addressing all forms of discrimination, and in promoting equality.</p>	<p>Organisations booked for 2021/22 include workshops on Judaism in October 2022. Anti-bullying alliance resources used November 2022. Further workshops and learning opportunities to be explored as they become available.</p>

<p>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school (e.g. monitor involvement in the School Council, class assemblies, access to extended school activities)</p>	<p>All pupils given opportunities to contribute to life of the school; action taken to address any under- represented groups.</p> <p>Mini Vinnies, school council, school choir, sports teams and digital leaders all selected via meritocratic means- application/ audition</p>	<p>Opportunities for children to participate in sporting competitions in 2022/23 increased by introduction of house competitions at ks2 break times whereby all children can participate.</p>
<p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.</p>	<p>International evening October- children learn about Black History Month in classes (Linked to high quality whole class texts from Nursery to Year 6). November- children learn about Remembrance Day and the impact on countries all around the world.</p>	<p>Children learn about significant figures and cultures from all around the world.</p> <p>Project based learning linked to cultural diversity takes place across the year (e.g whole school unit of work based around Floella Benjamin's Coming To England – September/ Black History Month, scheme of work around famous Black Britons in history).</p>
<p>Ensure that school learning materials, displays and promotional material promote diversity in terms of race, gender and disability.</p>	<p>Diversity reflected in the school displays and promotional material across all year groups.</p>	<p>Teachers and SLT to continuously monitor displays to ensure that they reflect the diversity of society and the school and local population.</p>
<p>Identify, respond and report racist/ homophobic incidents as outlined in the plan. Report the figures to the Governing Body/Local Authority on a termly basis.</p>	<p>Staff are regularly reminded and briefed on protocols for recording and monitoring such incidents. SLT monitor log on central server and identify teaching resources to address and issues and patterns arising. Category on C-poms to show how this can be classified and monitored.</p>	<p>Incidents are monitored and patterns to ensure that incidents of hateful behaviour (racist/ sexist/ homophobic) are minimised and dealt with through an educational approach, i.e., additional pshe, the booking of additional workshops.</p> <p>Staff feel confident in recording and logging any such behaviour.</p>
<p>Ongoing training and monitoring to provide an inclusive and high-quality provision to support neuro- diverse learners and those with SEN.</p>	<p>Senco to co-ordinate a full-scale SEN review with the London Borough of Islington carrying out a full-scale review of the school's SEN. Information to be used to apply for the SEN Quality mark.</p>	<p>Review started January 2023. Staff team to feedback to SENCO and parental feedback/ input to be sought. Impact to be reviewed July 23</p>