



St Joan of Arc Primary School and the PUBLIC SECTOR EQUALITY DUTY - October 2023

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 2023

| Objective | Actions | Impact |
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| <p>Monitor and analyse pupil attendance, attainment and achievement by protected characteristic 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 2023. 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 2023-24: : to identify and implement strategies 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. A particular focus of the English scheme of work (CLPE scheme) is to ensure that pupils are exposed to and share texts around a wide range of human experience (reflecting realities texts). Themes include cultural, racial, neurodiversity, familial composition, gender and other differences.</p> <p>Classroom whole reading texts and library books are chosen to reflect a wider range of diverse characteristics. Book selections updated in September 23 to reflect this. Wider range of experiences.</p> <p>Staff received training from Paul Millar and Baroness Floella Benjamin on the importance of an equitable and diverse curriculum in October 2022. This has been further built on with teacher training provided by Darren Chetty- focusing on how to have constructive conversation about diversity and inclusion across the curriculum- session 1 September 23.</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 topped up in September 2022 and 2023 with books reflecting the diverse composition of society and the school. Book stock now more suitably reflective of diversity as is 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 and different lived experiences.</p> |

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| | Staff to complete the National College certificate in equality, diversity and inclusion over the course of the academic year . | |
| Engage with organisations that challenge prejudice (e.g. Show Racism the Red Card, Equaliteach). | <p>All curriculum schemes of work are proactive in addressing all forms of discrimination, and in promoting equality (particular focus in English- CLPE/ History and Geography- Rising Stars/ RE – Come and See and Relationships and health Education- 10:10 Life to the Full).</p> <p>Equaliteach workshops exploring racism and its impact were used with the current years 5 and 4 last academic year. Was highly impactful and to be used again if a need arises in particular year groups.</p> <p>Year 6 visited the Transport for London Citizenship workshops last academic year and will continue to do so this academic year.</p> | <p>Organisations booked for 2023/24 include workshops on Judaism in October 2023. Anti-bullying alliance resources to be used in November 2022. Further workshops and learning opportunities to be explored as they become available.</p> <p>Year 6 to attend Junior citizenship workshops.</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>All pupils given opportunities to contribute to life of the school; action taken to address any under- represented groups.</p> <p>Mini Vinnies, eco-team, 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> |
| Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities. | <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.</p> |
| Ensure that school learning materials, displays and promotional material promote diversity in terms of race, gender and disability. | <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> |
| Identify, respond and report racist/ homophobic incidents as outlined in the plan. Report the figures | <p>Staff are regularly reminded and briefed on protocols for recording and monitoring such incidents. SLT monitor</p> | <p>Incidents are monitored and patterns to ensure that incidents of hateful behaviour (racist/ sexist/</p> |

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| <p>to the Governing Body/Local Authority on a termly basis.</p> | <p>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>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 work with the deputy head and subject leaders to provide an outline of how adaptation will look across the curriculum by the end of 2023-24 so that all learners are able to access a broad and balanced curriculum in a way that is accessible to them.</p> <p>The school provides a nurture group for younger children who are unable to access the National Curriculum in key stage 1 and require a curriculum more in line with the EYFS approach. The nurture group contains a higher staff to pupil ratio and more opportunities for physical breaks and required sensory stimulation.</p> | <p>Full scale Review of the school's SEN provision started in January 2023. Report was very positive (July 23) and indicated next steps, to be a focus for academic year 2023-34.</p> <p>All staff are clear on how lessons should be adapted to support learners rather than offering a different curriculum (unless the children are working at a pre-key stage level). Whole school- adaptation overview to be created by the end of the academic year 23-24</p> <p>The Nurture room continues to provide a supportive, engaging and purposeful learning environment to help prepare children for a more formal curriculum and the appropriate stage of each child's learning, while also providing for their sensory needs and learning challenges.</p> |
| <p>Ensuring all pupils are provided with opportunities to emotionally regulate themselves so that they can fully engage with their learning.</p> | <p>All pupils to have age-appropriate teaching input around the Zones of Regulation to help them recognise their own internal feelings and learn how to react appropriately to them so they can fully engage with all aspects of school life..</p> | <p>EYFS/ KS1 to have ZOR areas where the pupils can self-identify their feelings.</p> <p>Pupils in ks2 to complete zones of regulation journals in the afternoons as and when they wish to.</p> |