

Annual Report on Progress Against the School's Equality Objectives for 2016-17

Aim 1: Eliminate unlawful discrimination, harassment and victimisation.

Objective	Success Criteria	Lead	Update
1. Increase staff understanding of 'equality' and implications for all on a daily basis, through CPD	All staff understand their role with respect to the 'Equality Act' and the implications for their practice	HT	This is clarified through management meetings and SEN training and development. SENCo training is repeated at the start of each year. Staff provide support to pupils in line with this training. In addition a presentation was given to all staff (and a letter was sent to all parents/carers) in Sept 2017 on Transgender Awareness.
2. Make all reasonable adjustments so that all pupils, staff, parents/carers and visitors have access to school and all activities	A clear policy is in place to ensure fair access to opportunities for enrichment, leadership and personal growth and development. The school takes account of all disability issues and does all in its power to cater for the needs of its pupils, staff and carers.	HT	An updated Accessibility Plan was approved by governors in November 2017. The school complies with disability regulations. In 2016-17, enrichment club bookings by students reached 1,025. This includes sports clubs and other after school activities. Ten students were from our curriculum access list and 36 were from our Pupil Premium list. Eleven year 11 Pupil Premium students applied and were accepted for the Roehampton University Class of 2020 programme which promotes access to third level education for female students from socially deprived backgrounds. They have attended workshops on public speaking, careers and culture. Our goals graduates programme is open to all pupils from year 7-10. 100% of pupils were involved in this and 80% of pupils received certificates, 45% received the bronze award, 25% the silver award and 10% the gold award. In the senior goals graduate scheme 80% received certificates and 60% became senior goals graduates. The SENCo, KAIROS team, Counsellor and TACT team all work to ensure that the needs of all pupils, staff and carers are met.
3. Continue to reduce the number of all prejudice based incidents .	The number of incidents. All such incidents are dealt with swiftly and thoroughly.	HT	The number of prejudice based incidents last year was 0. The school has now embedded its new Behaviour Policy 'Behaviour for Learning and Living in a Sacred Heart Community' and this is beginning to have an impact in how the school promotes good behavior and minimises poor behaviors and how we track rewards and sanctions, including communication with parents.

			The school is using safeguarding software 'Safeguard' to help identify and ensure early intervention on any issues to do with bullying, etc.
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AIM 2: Advance equality of opportunity for all.

Objective	Success Criteria	Lead	Update
4. Ensure fair access to the curriculum offer for those with different abilities; including access to appropriate pathways, EBacc/ facilitating subjects ; and through promoting inclusive approaches to teaching and learning and the use of specialist equipment where necessary	<p>A varied curriculum offer at all Key Stages enabling access for all pupils to ensure successful outcomes.</p> <p>Use a range of teaching pedagogies to stretch and challenge pupils of all abilities.</p> <p>Pupils have access to appropriate equipment as needed eg Wobbly cushions, dyslexic aids, enhanced hearing systems, etc.</p>	SEN	<p>The school has a range of facilities for those with disabilities including writing slopes, hearing loops etc. We have multi-sensory approaches to teaching and staff are guided to use particular colours and fonts in written presentations.</p> <p>We have introduced a vocational pathway at Sixth form (BTEC Business Double Aware) and in our admissions arrangements for Sixth form we have held 5 places for girls who have yet to achieve Grade 4 in GCSE English or Maths, with provision for retakes. We have reviewed our Sixth form entry requirements for 2019 to graduate the entry requirements for our different courses to make it easier for lower attainers to access vocational courses.</p>
5. Strive to ensure the attendance of all disadvantaged pupils reflects the school target of 96%	Diminishing gaps between the attendance of disadvantaged children and other pupils.	HT	<p>The school has an appointed attendance officer and attendance is monitored closely with weekly breakdowns.</p> <p>Overall for 2016-17 school attendance was 96.46%</p> <p>This compares with a level of</p> <ul style="list-style-type: none"> • 95.89% for Pupil Premium pupils • 94.40% SEN students

			Pastoral support managers provide additional support to pupils and home contacts. They liaise with outside agencies including CAMHS, Early Help and the ACE team. Expectations are clarified through information evenings for parents.
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AIM 3: Foster Good Relations between people.

Objective	Success criteria	Lead	Update Oct 2017
6. Ensure opportunities exist in our school curriculum to learn about and celebrate British values including respect for all (irrespective of their culture, ethnicity, gender, disability, sexual orientation or gender reassignment) .	Assemblies, curriculum topics, enrichment activities visits and visitors reflect the cultural and ethnic backgrounds of our community.		<p>Our RE GCSE curriculum addresses issues around diversity and British Values and this continues into core RE taught at Sixth Form; KS5 students follow a 6-week course looking at radicalization and extremism and how this mindset is in direct contraction to British values. In KS4 when studying approaches to war they explore the rise of radical and extremist views and how this is in direct contravention of the values of democracy. In KS3 PSHE we examined the electoral process and hosted a speaker from Scope (a charity supporting those with disabilities).</p> <p>In 2016-17 our sixth form PSHE programme addressed the challenges facing young people (eating disorders, drugs, alcohol, social media, extremism) as well as broader current affairs, US election, Trump, and the women's march.</p> <p>These values run through our behaviour policy 'Behaviour for Learning and living in a Sacred Heart Community</p>
7. Continue to provide opportunities for all parents/carers to participate in the life of the school.	Extended range of events arranged for parents/carers and increase in numbers attending.		In 2016-17 we held a Parent/Teacher meeting for each year group as well as a Tutor/Parent meeting for Year 7. In addition, we held information evenings for each year group at the start of the year and careers/UCAS information evenings for Sixth Form parents; and Sixth Form Leavers events.

		<p>Parents were invited into the school to attend awards evenings and liturgies and a social evening with refreshments. In 2016-17 parents also attended a Quiz Evening, an auction evening; a Christmas fair all organised by the PTFA. The PTFA also organised a Year 7 Disco.</p>
<p>8. Strengthen links between the school and the local community including businesses, charitable organisations and other schools.</p>		<p>The school aims to be outward facing with links to a number of charities and careers organisations and companies.</p> <p>Over the last year the school has raised £26,000 for charity which includes £10,000 for our Grenfell Fire Appeal and £16,000 through the following initiatives: Macmillan Coffee Morning; CAFOD Harvest fast and Syrian refugees- advent; Villa Jardin Lent appeal for Sacred Heart School in Argentina; Grenfell appeal through the Catholic Children's Society; Mary's meals 122 back packs.</p> <p>The sixth form students have worked with the Austin Forum; Nazareth house; the Archdiocese of Westminster, University of Oxford, Credit Suisse and four local schools (Queensmill Special School, Sacred Heart & Larmenier Catholic Primary School, Wormholt Primary School and St Mary's Primary School.</p> <p>As a Teaching School we established and coordinate the West London Teaching school Alliance and we work closely with 55 partner schools (both primary and secondary)</p>