

Annual Report 2021-2022 on Progress Against the School's Equality Objectives

December 2022

Aim 1: Eliminate unlawful discrimination, harassment and victimisation.

Objective	Success Criteria	Lead	Update 2021-2022 Evidence
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 and SLT	<p>This is clarified through management meetings and ongoing SEN training and development.</p> <p>SENCo training is repeated at the start of each year. Staff make adaptations and provide support to pupils in line with this training.</p> <p>Pupils provide feedback to staff to support their understanding of the impact of inclusive practices. (Pupil Voice)</p> <p>Sexual Harassment Safeguarding Training September/October 2021</p> <p>Safeguarding Training September 2022 (SEN students and safeguarding risks)</p> <p>Staff training and development: HT and AHT Sixth Form attended training Accompanying the LGBTQ community Diocese of Westminster (June 2022/October 2022)</p> <p>Restorative Justice Training – all staff – September 2022 and ongoing</p>
2. Make all reasonable adjustments so that all pupils, staff, parents/carers and visitors have access to school and all activities	<p>A clear policy is in place to ensure fair access to opportunities for enrichment, leadership and personal growth and development.</p> <p>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.</p>	HT	<p>The school complies with disability regulations.</p> <p>All pupils are able to sign up for enrichment activities. Engagement is monitored to ensure equality of access.</p> <p>All pupils have access to leadership opportunities and the Goals Graduate Programme to support the development and formation of every individual.</p> <p>Every form group has an equalities representative</p> <p>Diversity and Inclusion committees provide a forum for pupil voice</p> <p>The SENCo, KAIROS team, Counsellor and TACT team all work to ensure that the needs of all pupils, staff and carers are met.</p> <p>Students with limited ICT resources and poor WiFi identified and supported through allocation of lap-tops</p> <p>Monitoring of students access to curriculum enrichment</p> <p>All voluntary trips 20% allocation of PP places.</p>

<p>3. Continue to reduce the number of all prejudice based incidents.</p>	<p>The number of incidents. All such incidents are dealt with swiftly and thoroughly.</p>	<p>HT and SLT</p>	<p>The number of prejudice-based incidents last year was 10. As part of whole school development, the school has prioritised a review of inclusive practices. This includes all aspects of school life; systems, processes and policies as well as curriculum content, responses to behaviour, and stakeholder perception and experience. Review of behaviour, exclusions policy, August 2022 Assemblies/workshops to support diversity and inclusion Every form group has an equalities representative (September 2022) Diversity and Inclusion committees provide a forum for pupil voice The school has invested in Safeguarding software ‘safeguard’ to help identify and ensure early intervention on any issues to do with bullying, etc. All bullying and racist incidents recorded on Safeguard</p>
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AIM 2: Advance equality of opportunity for all.

Objective	Success Criteria	Lead	Update 2021-2022 Evidence
<p>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</p>	<p>A varied curriculum offer at all Key Stages enabling access for all pupils to ensure successful outcomes. Use a range of teaching pedagogies to stretch and challenge pupils of all abilities. Pupils have access to appropriate equipment as needed eg Wobbly</p>	<p>HT and SENCO</p>	<p>All students are in groups which are not based on prior attainment. All pupils at KS3 have access to a knowledge rich, broad and varied curriculum offer to ensure a secure foundation in key concepts and skills. Review of KS3 curriculum; intent, implementation and impact January 2022 ongoing/work with Local Authority autumn 2022 to support the further development of depth/continuity and access. 90% of all pupils follow an Ebacc pathway at KS4 5% of pupils follow a supported reduced curriculum pathway. KS5 curriculum offers a range of facilitating subjects as well as BTECs in Business and Science.</p>

<p>equipment where necessary</p>	<p>cushions, dyslexic aids, enhanced hearing systems, etc.</p>		<p>Development of draft rationale for student inclusion unit on site (November 2022) Trial implementation of Inclusion targeted provision (October 2022) to support students at risk of disengagement with curriculum. Review of the sixth form curriculum offer/ to incorporate T levels (September 2022 onwards) As a world class accredited High Performance Learning school, the principles of high performance for all are aligned and implemented in all aspects of school life and shape policy into practice. The school has a range of facilities in place for those with disabilities including writing slopes, hearing loops etc., and continues to develop this provision in line with the needs of individual pupils. We have multi-sensory approaches to teaching and staff are guided to use particular colours and fonts in written presentations. Learning mentors have been assigned to EHCP students; they meet weekly and advocate on behalf of these students to teachers. Implementation of intervention strategies for individuals and small groups post assessment cycles (3 times per year)</p>
<p>5. Strive to ensure the attendance of all disadvantaged pupils reflects the school target of 96%</p>	<p>Diminishing gaps between the attendance of disadvantaged children and other pupils.</p> <p>A clear policy is in place to ensure fair access to opportunities for enrichment, leadership and personal growth and development.</p> <p>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</p>	<p>HT and SLT</p>	<p>Review of Attendance Policy November 2022 Creation of Attendance Strategy November 2022 Work with all stakeholders, local authority (LBHF) November 2022 ongoing. The school has an appointed Attendance Officer and attendance is monitored closely with weekly breakdowns. Disadvantaged and vulnerable and at risk pupils are identified, tracked and prioritized as part of weekly TACT meetings. Pastoral support managers provide additional support to pupils and home contacts. For example through attendance contracts, regular calls home. They liaise with outside agencies including CAMHS, Early Help and the ACE team Expectations are clarified through information evenings for parents, regular reminders via the school bulletins, email and parent texts.</p>

			<p>Key Stage Assistant Headteachers, Year Team leads and Pastoral Support Managers meet weekly for pastoral updates and regularly evaluate interventions regarding attendance</p> <p>At risk pupils identified and monitored through Safeguard/enhanced measures in place in response to any absence.</p>
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AIM 3: Foster Good Relations between people.

Objective	Success criteria	Lead	Update 2021-2022
<p>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).</p>	<p>Assemblies, curriculum topics, enrichment activities, partnerships, visits and visitors reflect the cultural and ethnic backgrounds of our community.</p>	<p>HT and SLT</p>	<p>The school's Catholic ethos, mission statement, assemblies, prayer and liturgical life and focus on a Christ centered community, provides a context for the ongoing development of key British values; respect, the uniqueness of the individual, understanding of difference, the importance of positive relationships and community building.</p> <p>PSHE sessions across all key stages including a focus on; diversity, the workings of democracy, law and order and cultural events.</p> <p>PSHE curriculum has been reviewed and updated to include more focus on diversity and inclusion.(ongoing)</p> <p>Curriculum Review (January 2022 and on-going) to further develop diversity and inclusion. Review of content and representation – presentation to governors' Curriculum committee November 2022</p> <p>Pastoral support for the development of positive self-esteem on a one to one and small group basis. (Ongoing)</p> <p>Partnership work with external organisations such as MIND and Inner Drive</p> <p>These values run through behavior policy 'Behaviour for Learning and living in a sacred Heart Community'</p> <p>Celebration events; BHM, (November 2022) assemblies, (June 2022) Dance Workshops (October 2022)</p> <p>Refresh of school environment and display to improve inclusion and diversity (September 2022)</p>
<p>7. Continue to provide opportunities for all parents/carers to participate in the life of the school.</p>	<p>Extended range of events arranged for parents/carers and increase in numbers attending.</p>	<p>HT</p>	<p>The school holds regular Parent Teacher meetings and information evenings.</p> <p>Parents/Carers are invited to participate in the Catholic life of the school; masses, liturgies and celebration of achievement assemblies.</p> <p>Workshops for parents/carers to support different aspects of school life; curriculum provision and interventions, safeguarding, implementation of new software communication tools.</p> <p>Partnerships with external organisations which offer support for parents eg MIND</p> <p>Participation in the school's career programme.</p>

			<p>Relaunch of the PTFA (October 2022)</p> <p>Welcome mass and event for year seven parents (September 2022)</p>
<p>8. Strengthen links between the school and the local community including businesses, charitable organisations and other schools.</p>	<p>Extensive range of external opportunities and involvement for all pupils.</p>	<p>HT</p>	<p>The school aims to be outward facing with links to a number of charities and careers organisations and companies.</p> <p>The school has well established partnerships w, MIND (Hammersmith and Fulham based) Inner Drive</p> <p>Emmaus Partnership – partnership between both state and independent schools in the West London area with a focus on sixth form collaboration.</p> <p>Member of the West London Schools’ Alliance (October 2022)</p> <p>As a Teaching School we established and coordinated the West London Teaching School Alliance and we work closely with our 60+ partner schools (both primary and secondary)</p>