

Annual Report 2020-2021 on Progress Against the School's Equality Objectives

Oct 2021

Aim 1: Eliminate unlawful discrimination, harassment and victimisation.

Objective	Success Criteria	Lead	Update 2020-2021 Evidence
<p>1. Increase staff understanding of 'equality' and implications for all on a daily basis, through CPD</p>	<p>All staff understand their role with respect to the 'Equality Act' and the implications for their practice</p>	<p>HT and SLT</p>	<p>This is clarified through management meetings and ongoing SEN training and development. SENCo training is repeated at the start of each year. Staff make adaptations and provide support to pupils in line with this training. Whole staff Show Racism the Red Card training (4 modules December 2020) Pupils provide feedback to staff to support their understanding of the impact of inclusive practices. (Pupil Voice) Whole staff Trauma-Informed training (September 2020) Anti bullying Training (September 2021) Sexual harassment Safeguarding Training September/October 2021</p>
<p>2. Make all reasonable adjustments so that all pupils, staff, parents/carers and visitors have access to school and all activities</p>	<p>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.</p>	<p>HT</p>	<p>The school complies with disability regulations. All pupils are able to sign up for enrichment activities. Engagement is monitored to ensure equality of access. All pupils have access to Leadership opportunities and the Goals Graduate Programme to support the development and formation of every individual. Every form group has an equalities representative Diversity and Inclusion committees provide a forum for pupil voice The SENCo, KAIROS team, Counsellor and TACT team all work to ensure that the needs of all pupils, staff and carers are met. As part of remote learning provision pupils have access to support, mentoring and enrichment online. Students with limited ICT resources and poor WiFi identified and supported through allocation of lap-tops, dongles and increased data SIMS cards</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 4 As part of whole school development the school has prioritized 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, anti-bullying and exclusions policy June 2021 Assemblies/workshops to support diversity and inclusion (June & September 2021) Every form group has an equalities representative (June 2021) 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 2020-2021 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</p>	<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</p>	<p>HT and SENCO</p>	<p>There has been a whole scale curriculum review including of setting arrangements with evaluation input from all stakeholders and as a result, all pupils are in groups which are not based on prior attainment. September 2021 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. 90% of all pupils follow an e bacc 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>and the use of specialist equipment where necessary</p>	<p>cushions, dyslexic aids, enhanced hearing systems, etc.</p>		<p>Review of the sixth form curriculum offer (October 2021) 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 catch up intervention strategies for individuals and small groups post Covid 19 Pandemic in core and foundation subjects. March 2021 onwards and ongoing.</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>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 Parents/carers are notified by letter where individual attendance falls below 90% and where appropriate referrals are made to the local authority. Expectations are clarified through information evenings for parents, regular reminders via the school bulletins, e mail and parent texts. KS AH, YTL and PSM meet weekly for pastoral updates and regularly evaluate interventions regarding attendance At risk pupils identified and monitored through Safeguard/enhanced measures in place in response to any absence.</p>

AIM 3: Foster Good Relations between people.

Objective	Success criteria	Lead	Update 2020 - 2021
<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 such as celebration of the European Day of languages.</p> <p>PSHE curriculum has been reviewed and updated to include more focus on diversity and inclusion.(September 2021)</p> <p>Curriculum Review (September 2021 and onging) to further develop diversity and inclusion.</p> <p>Pastoral support for the development of positive self esteem on a one to one and small group basis.</p> <p>Partnership work with external organisations such as MIND and West London Zone These values run through behavior policy 'Behaviour for Learning and living in a sacred Heart Community'</p> <p>Celebration events; BHM, (November 2021)assemblies, (September 2021) attendance at conferences to support Diversity and Inclusion in school (sixth form September 2021)</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. 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>The PTFA organise social events for parents and carers.</p>

			PTM organised online via School Cloud. Welcome mass and event for year seven parents (September 2021)
8. Strengthen links between the school and the local community including businesses, charitable organisations and other schools.	Extensive range of external opportunities and involvement for all pupils.	HT	<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 with West London Zone, MIND (Hammersmith and Fulham based)</p> <p>Establishment of the Emmaus Partnership – partnership between both state and independent schools in the West London area with a focus on sixth form collaboration.</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>