



**St Mary Magdalene C of E School  
with  
Christ Church C of E Primary School**

**EQUALITIES, INCLUSION AND DIVERSITY POLICY  
AND OUR EQUALITIES OBJECTIVES**

Let all that you do be done in love  
(1 Corinthians 16:14)

<b>This policy was:</b>	Written in	March 2021
	Review date	Spring 2023
	Formal Review of Objectives Due	March 2025

## Introduction

As a school we believe that all people are created in the image of God (Genesis 1:27) and that God loved the whole world and so sent His only son to save it from sin (John 3:16-17).

Promoting equal opportunities is fundamental to the aims and ethos of the Koinonia Federation and we see discrimination as sinful in the sight of God.

In the Koinonia Federation we strive for excellence and high standards through our vision:



We welcome feedback and operate an open-door policy for children, young people, parents and staff to talk with us about their experiences, concerns and suggestions for how the schools in our Federation can improve.

This policy has been prepared in accordance with the conditions set out in the Equality Act 2010. The policy recognises the nine protected characteristics, those who are directly affected by them which includes students, staff (including volunteers) and others using the campuses facilities. These are: Age, Sex, Race, Disability, Religion and belief, Pregnancy and maternity, Sexual orientation, Gender reassignment, Marriage and civil partnership.

## Legal Duties

As a school, we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

## Public sector equality duty

We take due regard to our equality duty when advertising for and interviewing staff. We will also ensure that the daily duties of staff are considered in light of their own needs and membership of different groups.

How do we do this:

- We collect data related to the protected characteristics above
- We analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school
- We use this analysis to spot trends and evolve our policies for admissions, attendance, attainment, exclusions and prejudice related incidents

We will not publish any information

that can specifically identify any child or member of staff. We understand that continuous work is needed to ensure

that those with protected characteristics are not discriminated against and are given equality of opportunity. We have equalities objectives (shared at the end of this document) as a tool to help improve the school experience for both pupils and staff. Where we find evidence that functions have a significant impact on any particular group we will include work in this area.

We support the work of Royal Borough of Greenwich in their Equality and Equity Charter (see Appendix One) , working towards ‘...eliminating barriers, encouraging a growth mindset, raising aspirations and creating opportunities for growth beyond limit.’

### Equality and Discrimination

Discrimination means treating someone less (or more) favourably than a “comparator”. Harassment (which is one form of discrimination) means violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation means discrimination because of a previous complaint. We recognise that discrimination can occur in the following ways and will actively work to alleviate it:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services
- Harassment
- Victimisation

St Paul in his letter to the Galatians states that there is nothing between us to differentiate ‘For we are all one in Christ Jesus’ (Gal 3:28).

The Federation will ensure it does not unlawfully discriminate against its students, prospective students, staff job applicants or parents/carers in the performance of its duties, policies and practices.

### Vision for equal opportunities and anti-discrimination

For everything created by God is good, and nothing is to be rejected, provided it is received with thanksgiving; for it is sanctified by God’s word and by prayer.

1 Timothy 4:4-5.

The Koinonia Federation seeks to promote diversity and inclusion and does not unlawfully discriminate against anyone in relation to any of the protected characteristics listed above.

The Koinonia Federation aims to eliminate all forms of discrimination, whether racial, religious, sexual, or arising from any other perceived difference and promote equality of opportunity and good race relations across all aspects of school life for our staff and students across all of our campuses.

How do we do this?

- building self-esteem and confidence in our children, so that they can then use these qualities to influence their own relationships with others;
- ensuring that our teaching takes into account the learning needs of all children through our schemes of work and lesson planning;
- having consistent expectations of children and their learning;
- removing or minimising barriers to learning, so that all children can achieve;
- actively tackling discrimination of any kind and promoting equality through such things as the school prospectus, website, newsletters to parents and displays of work;
- making clear to our children what constitutes unacceptable discriminatory behaviour;
- making children and staff confident to challenge discriminatory behaviour.
- identifying clear procedures for dealing quickly with incidents of discrimination;
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy, practices and procedures;

#### Advancing Equality of Opportunity and Promoting Diversity

'When Jesus saw the crowds...he began to speak and taught them' (Matthew 5:1 -2)

Our curriculum reflects the attitudes, values and respect that we have for all people which is driven by our faith and our vision to be a family or fellowship for all nations. Our staff are encouraged to be creative in delivering the curriculum and diligent in evaluating subject topics for equality issues.

The Koinonia Federation makes regular assessments of students learning and uses this information to track progress. As part of this process, we regularly monitor achievement by race, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

The Federation provide all our students across the campuses with varied opportunities to succeed, and to reach the highest level of personal achievement.

## How do we do this?

- Provide opportunities for all students to appreciate their own culture and celebrate the diversity of other cultures
- Take account of the achievement of all students when planning for future learning and setting challenging targets
- Use materials that reflect the diversity of the school population and local community without stereotyping and expose students to a range of thoughts and ideas
- Ensure equality of access for all students and prepare them for life in a diverse society
- Promote attitudes and values that will challenge racist, sexist, homophobic, biphobic, transphobic and other discriminatory behaviour or prejudice
- Seek to involve all parents in supporting their child's education
- Encourage classroom and staffroom discussion of equality issues which reflect on stereotypes to encourage social cohesion, expectations and the impact on learning
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students
- Seek to involve the community around the school in the celebration and raising awareness of cultural issues
- Use contextual data to improve the ways in which we provide support to individuals and groups of students
- Monitor achievement data by ethnicity, gender and disability and action any gaps, including providing targeted support where appropriate
- We regularly develop and change our curriculum in line with emerging high-quality resources and the need to address issues at local, national and global levels where children, young people and staff will benefit from support and the development of life skills.
- We will be providing further training for teachers on how to teach about racism and diversity and support the development of curriculum resources around these issues.

## Equal Opportunities: Roles and Responsibilities

### ...of the Federation Governors:

The governing body sets out its commitment to Equal Opportunities in this policy and it will continue to do all it can to ensure that the Federation is fully inclusive to all students, prospective students, and staff and is responsive to their needs.

We evaluate the equalities data received from applications to continually assess that our adverts and job packs enable people to make informed choices about applying and being selected for roles within the Federation. We are committed to ensuring wherever possible that the staffing of the Federation reflects the diversity of our community.

How do they do this?

- The governing body welcomes all applications to join the school, whatever a child's socio-economic background, age, race, gender, disability, sexual orientation, marital status or pregnant, religion or belief or gender identity.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics and will take all reasonable steps to ensure that the environment across all campuses gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers, students and staff.
- The governing body is liable for any breaches of legislation. It is also liable for the actions of its employees and agents of the school, unless it can show that it took all reasonable steps to prevent discrimination, harassment or victimisation taking place.
- The governing body will ensure that all staff fully understand our commitments to equality and inclusion and receive the necessary training and development to uphold their responsibilities.

...of the Executive Co-Headteachers and Leadership Teams:

It is the Executive Co-Headteacher's role to implement the school's Equal Opportunities Policy and is supported by the governing body in doing so.

How do they do this?

- They promote the principle of equal opportunity when developing curriculum. They promote respect for all people and encourage varied opportunities to participate in all aspects of school life.
- The Executive Co-Headteachers ensure that all appointment panels give due regards to this policy, so that no-one is discriminated against when it comes to employment and training opportunities.
- The Executive Co-Headteacher's ensure that all staff are aware of the Equal Opportunities Policy and that teaching and non-teaching staff apply these guidelines fairly in all situations. They treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

...of all Staff: Teaching & Non-Teaching

All staff will ensure that all students and members of staff are treated fairly, equally and with respect, and will maintain awareness of the schools Equal Opportunities Policy.

How do they do this?

- All staff will strive to provide material that promote diversity, increases awareness of other cultures and use positive images to challenge stereotypical images or attitudes that do not match our ethos, vision or desire for full equality across our schools.
- All staff will challenge any incidents of bullying, prejudice, racism, sexism, homophobia, biphobia, transphobia and record any serious incidents, drawing them to the attention of the Designated Safeguarding Leads, Deputy Safeguarding Leads or the Executive Co-Headteacher's. These incidents will also help our schools to learn from them and challenge them effectively.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discrimination incidents.
- We are developing strategies for restorative justice to promote community.
- Staff are personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment.

OUR EQUALITIES OBJECTIVES We have a Federation Equalities Objectives document which overarches the separate Primary and Secondary Phase Equalities Action Plans (see Appendices 2 and 3). The Objectives are written every four years as is statutory however our action plans are revised annually to ensure they are relevant and current to the work we carry out and areas of improvement we have identified.

Objective	Planned Outcome	Activities	Lead
<b>A:</b> Evaluate and improve our curriculum offer across all phases in line with our growing understanding of unconscious bias, inclusivity and our work on 'decolonising the curriculum'.	<ul style="list-style-type: none"> <li>- Updated curriculum</li> <li>- More inclusive source material</li> <li>- Assessed through diverse cultural lenses</li> <li>- Delivered in ways that increase student and staff engagement</li> <li>- Develop culture of life-long-learning regarding issues of race, diversity and disability.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate curriculum in primary and secondary phases</li> <li>- Highlight areas to re-write and change</li> <li>- Source material and sources that are less euro-centric</li> <li>- Train and raise awareness in staff to increase understanding of concepts and context.</li> </ul>	<b>Curriculum Leads. Teaching and Learning Leads.</b>
<b>B:</b> Assess the diversity and representation across the governing body and all levels of leadership, staffing and pupil membership and representation of teams and groups. Promote and encourage inclusion through recruitment and retention.	<ul style="list-style-type: none"> <li>- Representation of all areas of protected characteristics across all levels of leadership and management and staffing that better reflects school and local community.</li> <li>- More inclusive membership of all groups showing wider welcome to all.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of local demographic, school demographic against current representation.</li> <li>- Highlight areas of concern and plan for positive change.</li> <li>- Assess all advertising/marketing information for inclusive language and images. Seek expert advice where applicable</li> <li>- Discussions with Leaders regarding membership and encouragement for all to join sports, students and governance groups.</li> </ul>	<b>Governors. Senior Leadership. HR.</b>  <b>Leads for student council, sports teams, Pupil Faith etc</b>
<b>C:</b> Seek to develop and promote inclusive ethos through resource selection and work displayed: books, library material, pictures, digital resources, toys and equipment.	<ul style="list-style-type: none"> <li>- Clearer understanding and delivery of inclusive ethos and vision.</li> <li>- Greater awareness of diversity and inclusion through all aspects of resourcing classrooms and delivering teaching, worship and play.</li> <li>- Develop culture of positive challenge and solution focussed approach to improving school environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of class resources for all phases to assess for diversity and inclusion.</li> <li>- Change or add images, text or artwork that highlights diversity and inclusion as positive.</li> <li>- Adapt monitoring and assessment tools to include areas of representation, diversity, equality etc.</li> <li>- Offer training and awareness raising opportunities across all teams in diversity and inclusion.</li> </ul>	<b>All teaching/classroom staff.</b>
<b>D:</b> Strive for our end of key stage attainment and progress to be in line with at least national expectations (from EYFS to GCSE) with no year-on-year trends in underachievement for all represented groups across our campuses.	<ul style="list-style-type: none"> <li>- Each set of end of key stage data is above national average</li> <li>- Analysis of data for each cohort indicates achievement is comparable across each represented group over time so there are no trends of underachievement for specific groups of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Termly assessments and analysis</li> <li>- Underachievement tracker</li> <li>- Pupil progress meetings</li> <li>- Targeted interventions</li> <li>- Targeted resources for support</li> </ul>	<b>Campus Leadership teams and teaching teams</b>

Monitoring and

Review

As part of the regular schedule for monitoring policies and other aspects of school life, this policy and the equality objectives will be reviewed by Governors. We will update our objectives in the light of our review of activities and information gathering undertaken throughout the year. We will formally review our Equality objectives every four years.

Any pattern of inequality found as a result of this monitoring will be used to inform future planning and decision-making. This Equalities, Diversity and Inclusion policy provides a framework within which all other school polices are implemented.

## APPENDIX 1:



# Royal Borough of Greenwich Equality and Equity Charter

Everybody counts – a pledge for equality across Royal Greenwich

Royal Greenwich is a vibrant borough with a growing diverse population. We share an ambition to create a fairer, safer, accessible and inclusive borough where everyone feels they belong, has a voice and an equal opportunity to succeed and thrive.

## We are committed to making a real difference by:

- making Royal Greenwich a welcoming borough where everyone feels they belong
- inspiring trust and confidence in all the borough has to offer
- recognising, valuing and celebrating diversity
- listening to and understanding the diverse needs of all people
- building good relations and understanding between people
- creating a fairer borough through promoting inclusion, participation and equal access
- challenging discrimination, harassment, bullying, hate crime and victimisation
- eliminating barriers, encouraging a growth mindset, raising aspirations and creating opportunities for growth beyond limit.

## As an organisation we will:

- actively promote equality
- work with partners and the community to make our information, services and products more accessible and inclusive
- put equal opportunity at the heart of our recruitment, employee development and service delivery
- continually review the diversity of our workforce and ensure it's representative of our local community across all levels
- address all allegations of discrimination, harassment, bullying and victimisation
- promote good relations between people from different backgrounds
- share good equality practice with our partners
- measure and share our progress and success.

APPENDIX 2 AND 3

Equalities Objectives 2020-2024				
Objective (Link to Federation Objectives)	Planned Outcome	Activities	Lead	Evidence of Achieved Outcome
Decolonise the curriculum and use the curriculum to embrace equalities, including through explicitly anti-racist and anti-sexist teaching opportunities (A)	<ul style="list-style-type: none"> <li>- Embed practices that regularly evaluate and improve the curriculum in all subjects across Key Stages 3-5</li> <li>- Develop a curriculum which is inclusive, decolonised and delivered in ways that lead to increased student and staff engagement</li> </ul>	<ul style="list-style-type: none"> <li>- Subject leads and leadership review the curriculum in order to decolonise the curriculum, and to identify opportunities for explicitly anti-racist, anti-sexist opportunities.</li> <li>- Changes are made to the curriculum in response to reviews <b>and to student feedback</b>.</li> <li>- Teachers work with students and other stakeholders to make explicit the work done towards this equality objective, and engage with student voice to gauge students' impressions of the curriculum and how far it promotes equalities and challenges racism and sexism.</li> <li>- Work with other agencies e.g. Greenwich Learning Hub and the Black Curriculum to carry out CPD, external reviews and networking opportunities.</li> <li>- As part of the regular cycle, review teaching and learning within lessons to support approaches to learning that embrace equalities and are non-Eurocentric.</li> <li>- Using CPD, train and raise awareness in staff of how to develop equalities and decolonisation in their own practice, creating a culture where all teachers take responsibility for developing their own knowledge and skills.</li> <li>- Make the most of cultural curriculum days, workshops and drop-down sessions to support the promotion of an inclusive and actively anti-racist, anti-sexist curriculum.</li> </ul>	<p><b>Vice Principal</b></p> <p><b>Assistant Principal Disadvantage &amp; Equalities</b></p> <p><b>Assistant Principals: Curriculum and Teaching &amp; Learning</b></p> <p><b>Subject Leads</b></p>	<p>2021-22</p> <ul style="list-style-type: none"> <li>- Most subject areas are now able to identify areas in which they have decolonised and have anti-racist and anti-sexist teaching opportunities.</li> <li>- Regular staff development and CPD sessions focused on developing a decolonised curriculum, evaluating and improving it.</li> <li>- School guidance on decolonisation created.</li> <li>- Curriculum changes identified across 2021-22 and shared with staff and parents.</li> </ul>
Develop staff understanding of unconscious bias and embed steps to address it (A, D)	<ul style="list-style-type: none"> <li>- Train and raise awareness in staff of unconscious bias, and steps that all can take to reduce it.</li> <li>- Embed practices which reduce the impact of unconscious bias in marking, and in other aspects of school life.</li> <li>- Regularly measure the outcomes for students by protected characteristics to judge the impact of the steps taken.</li> </ul>	<ul style="list-style-type: none"> <li>- Use training opportunities to raise awareness of unconscious bias in education, and specifically in terms of marking and assessment. Carry out training to ensure staff take steps to mitigate unconscious bias.</li> <li>- Subject leads and leadership regularly analyse relevant data trends (e.g. outcomes compared to predictions; progress by protected characteristic; differences between expected progress by FFT and teacher prediction; and setting of students) to identify potential areas of bias.</li> <li>- Embed blind marking for all formal assessments and, in practical subjects, other mitigating measures.</li> </ul>	<p><b>Vice Principal</b></p> <p><b>Assistant Principal Disadvantage &amp; Equalities</b></p> <p><b>Subject leads</b></p>	<p>2021-22</p> <ul style="list-style-type: none"> <li>- Staff development carried out focused on unconscious bias.</li> <li>- Use of candidate numbers for all students</li> <li>- Evidence of reduced attainment gaps in outcomes by students of protected characteristics</li> </ul>

		<ul style="list-style-type: none"> <li>- Use standardisation, moderation and sampling at all assessment points to further address unconscious bias.</li> <li>- Carry out work with external agencies and other schools to share good practice and develop approaches.</li> <li>- Discuss unconscious bias with students so all members of the school community understand it and seek to avoid it.</li> </ul>		
Develop staff and student understanding of sexism, sexual harassment and peer-on-peer abuse and embed steps to address these (A)	<ul style="list-style-type: none"> <li>- Train and raise awareness in staff of sexism, sexual harassment, and peer-on-peer abuse.</li> <li>- Embed practices which prevent and deal effectively with these problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Use training opportunities to raise awareness of - and develop skills in addressing - sexism, sexual harassment and peer-on-peer abuse in school.</li> <li>- Carry out work with external agencies and other schools to share good practice and develop approaches.</li> <li>- Provide education for students, including through PSHE, to counter sexism and harassment, and empower students to challenge sexism.</li> <li>- Obtain specific feedback from students – and particularly girls – about sexism and sexual harassment.</li> <li>- Maintain records of alleged peer-on-peer abuse and harassment.</li> </ul>	<b>DSL</b> <b>Director of Inclusion</b> <b>Assistant Principal Disadvantage &amp; Equalities</b> <b>Assistant Principal: Behaviour</b> <b>Assistant Principal: Curriculum</b> <b>Heads of Year</b>	2021-22 <ul style="list-style-type: none"> <li>- INSET day staff development carried out focused on anti-sexism.</li> <li>- PSHE resources updated.</li> <li>- New reporting systems introduced and shared with students.</li> </ul>
Language used by staff and students reflects our school's Christian ethos and a belief in the equality of all people (A)	<ul style="list-style-type: none"> <li>- Eradicate the use of homophobic, sexist, racist and other discriminatory language by students in the school.</li> <li>- Provide training for teachers on how to tackle sexism, racism, homophobia etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide regular training for staff on a range of types of discrimination, the use of language by staff and students, micro-aggressions, and the relationship to our school's Christian ethos.</li> <li>- Provide opportunities for educating students about the use of positive language and how to challenge discriminatory language, including in collective worship and PSHE.</li> <li>- Maintain records of all discriminatory language and discriminatory actions by students.</li> <li>- Ensure that all staff are aware of their duties under Prevent.</li> <li>- Lesson observations include a focus on the language used.</li> </ul>	<b>Vice Principal</b> <b>DSL</b> <b>Assistant Principal Disadvantage &amp; Equalities</b> <b>Assistant Principal Teaching and Learning</b>	2021-22 <ul style="list-style-type: none"> <li>- Equalities-focused staff development each half term linked to school ethos, with specific training delivered on anti-racism and anti-sexism.</li> <li>- Improved discrimination log created and overseen by Behaviour Manager.</li> </ul>
The safeguarding and behaviour policy and practices around behaviour management and restorative justice promote equality (A)	<ul style="list-style-type: none"> <li>- The behaviour policy and its implementation throughout the school promote the school's equalities objectives by ensuring all are treated fairly and equally</li> </ul>	<ul style="list-style-type: none"> <li>- Regular training for staff about effective safeguarding and behaviour management, restorative justice and unconscious bias.</li> <li>- Review, develop and improve the capability of the behaviour system and RJ to bring about changes to the behaviour of students where they have been discriminatory.</li> <li>- Ensure that all stakeholders understand that any form of discrimination is a clear breach of the behaviour policy, will not be tolerated and must always be publicly challenged.</li> </ul>	<b>Assistant Principal Disadvantage &amp; Equalities</b> <b>DSL</b> <b>Director of Inclusion</b> <b>Assistant Principal: Behaviour</b> <b>Heads of Year</b>	2021-22 <ul style="list-style-type: none"> <li>- New behaviour vision created with reference to school values.</li> <li>- Regular Collective Worships and assemblies to link behaviour expectations to school vision and equalities.</li> </ul>

		<ul style="list-style-type: none"> <li>- Regular reviews and reporting on behaviour incidents, including identifying links between protected characteristics such as ethnicity and the number of behaviour incidents, and the nature of teacher comments about behaviour incidents.</li> <li>- Monitor exclusions by protected characteristic and analyse the trends so as to attempt to minimise differences by protected characteristic.</li> <li>- Provide regular training to staff, and education for students, on the themes of sexual assault and peer-on-peer abuse.</li> </ul>		
Good representation of staff and students of different protected characteristics in positions of responsibility (B)	<ul style="list-style-type: none"> <li>- The representation of all protected characteristics across leadership and management, staffing and student representation better reflects the school and local community.</li> </ul>	<ul style="list-style-type: none"> <li>- Assess the local demographic and school demographic against current representation within leadership, management and the staff body; and within student representative groups.</li> <li>- Examine staff turnover and changes in the staff body by protected characteristics, for instance using exit interviews.</li> <li>- Highlight areas of concern and plan for positive change. Alongside the Federation plan, ensure that recruitment supports effective representation.</li> <li>- Staff leaders review, report on and take steps to improve the diversity/representation of membership of student voice and sports clubs.</li> </ul>	<p><b>Governors</b></p> <p><b>SLT</b></p> <p><b>HR</b></p> <p><b>Student voice leads</b></p> <p><b>Enrichment lead</b></p> <p><b>PE lead</b></p>	<p>2021-22</p> <p>-</p>
Equality is understood as central to the school's Christian ethos and embedded in the daily life of the school (C)	<ul style="list-style-type: none"> <li>- Ensure that all stakeholders understand the link between the school's Christian ethos and equality.</li> <li>- Embed the striving for equality in daily acts of worship</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure training takes place for all staff on the delivery of collective worship.</li> <li>- Use worship, including the resources used, to promote positive messages about equality and to challenge discrimination.</li> <li>- Use SRE and PSHE to promote equality and challenge discrimination, and link this to the school's Christian ethos.</li> <li>- Review the role played by worship and PSHE, including special assemblies and drop-down days, including the extent to which equality and the school's Christian ethos is promoted in daily acts of worship.</li> <li>- Ensure that there is information around the school making clear the commitment to equality and policies on challenging discrimination.</li> </ul>	<p><b>Vice Principal</b></p> <p><b>Chaplain</b></p> <p><b>Assistant Principal Curriculum</b></p>	<p>2021-22</p> <ul style="list-style-type: none"> <li>- Training for all staff on delivering Collective Worship</li> <li>- Links made in all equalities staff development to school vision</li> <li>- Collective Worship resources linked to equalities themes</li> <li>- Anti-discrimination resources link to the school's Christian ethos</li> </ul>
All members of the school community feel their culture is respected and they are treated as being of equal value (C)	<ul style="list-style-type: none"> <li>- Use worship, PSHE and the curriculum to promote cultural understanding and awareness.</li> <li>- All students and staff feel included, welcomed and equal.</li> </ul>	<ul style="list-style-type: none"> <li>- Review worship, the curriculum for the promotion of cultural understanding and for its impact in terms of raising awareness of different religious beliefs, cultures, and SEND; especially those within our school community.</li> <li>- Provide opportunities for student voice and surveys to review what is being done to ensure pupils feel safe to express their ethnic, cultural, gender and sexual identities, and treated equally within the school community.</li> </ul>	<p><b>Vice Principal</b></p> <p><b>Assistant Principal Disadvantage &amp; Equalities</b></p> <p><b>Assistant Principal Curriculum</b></p>	<p>2021-22</p> <ul style="list-style-type: none"> <li>- Points in the curriculum in which diversity is celebrated identified</li> <li>- Provision of prayer space for Muslim students and staff</li> </ul>

		<ul style="list-style-type: none"> <li>- Publicly recognise and celebrate the holy days and festivals of other faiths and cultures represented in the school community, as well as awareness weeks for groups.</li> <li>- Identify opportunities for a prayer space for Muslim students and staff.</li> </ul>	<b>Assistant Principal Behaviour</b>  <b>Director of Inclusion</b>  <b>Subject leads</b>  <b>Heads of Year</b>	
The resources held in the library reflect the student body and promote equality (C)	<ul style="list-style-type: none"> <li>- Books and other resources in the library, and the e-library, as well as subject reading lists reflect the diverse school community and promote these equalities objectives</li> </ul>	<ul style="list-style-type: none"> <li>- Review the resources and make additional purchases where required.</li> <li>- Obtain student voice about their representation in the resources currently held.</li> </ul>	<b>Librarian</b>  <b>Assistant Principal Disadvantage &amp; Equalities</b>	2021-22 -
All groups of students will make very good levels of progress and achieve high levels of attainment (D)	<ul style="list-style-type: none"> <li>- Rates of progress and levels of attainment will be regularly reviewed including by different protected characteristics</li> <li>- We will continue to close the gaps in progress and attainment between students of different groups</li> </ul>	<ul style="list-style-type: none"> <li>- Use underachievement trackers as a regular tool for teachers and subject leads to review attainment and underachievement by protected characteristic.</li> <li>- After termly data entry, review levels of attainment and progress for different groups in the school, and share this with appropriate stakeholders.</li> <li>- Regularly review attendance for different groups in the school.</li> <li>- Ensure individual teachers understand and analyse their own data on attainment and progress through the lens of equalities, and consider the impact of other factors such as behaviour and unconscious bias.</li> <li>- Use training to share teaching and learning methods which have been effective at closing the gaps in progress and attainment.</li> </ul>	<b>Vice Principal</b>  <b>Assistant Principal Assessment</b>  <b>Subject leads</b>  <b>Assistant Principal Teaching and Learning</b>	2021-22 - KS4 results gaps closed compared to 2021. - Go4Schools routinely used by all members of staff to analyse results by protected characteristic

APPENDIX 3

Personal Development and Ethos

3A. Implement our equalities and objective plans by providing diverse, decolonised and inclusive curriculum relevant to all children and implementing strategies which reduce the impact of unconscious bias on learner assessment

INTENT Key Priorities	SUCCESS CRITERIA Planned Outcomes	IMPLEMENTATION Actions	Timescale	Lead and Job Title	IMPACT Evidence of Achieved Outcome
<p><b>A: Evaluate and improve our curriculum offer across all phases in line with our growing understanding of unconscious bias, inclusivity and our work on 'decolonising the curriculum'.</b></p>	<p>Develop a curriculum which is inclusive, decolonised and delivered in ways that lead to increased student and staff engagement.</p> <p>Increased access to the curriculum for pupils of different backgrounds regarding disability, ethnicity, sex, religion, belief or faith and sexual orientation. Working to raise standards for all pupils, but especially for the most vulnerable will improve the quality of education for the most vulnerable groups of pupils raises standards across the whole school.</p>	<p>Review of Primary Curriculum and schemes of work to ensure it reflects the wealth of diversity across our Federation and offers an engaging learning experience for all pupils. Work with other agencies e.g. Greenwich Learning Hub, Woolwich works and the Black Curriculum to carry out CPD, external reviews and networking opportunities. Have dedicated speakers to reinforce a decolonised curriculum. CPD training on unconscious bias for all staff. Embedded global history throughout the year e.g Black History to be taught throughout the year</p> <p>Encouraging students and staff who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs and enrichment activities).</p> <p>To ensure the PE curriculum teaches alternative sports to explore the role that play and games can have in celebrating difference (e.g. gaelic football, wheelchair basketball/sitting volleyball/ blind ball games)</p>		<p>SRe and curriculum leaders.</p> <p>SLT and HSLWs.</p> <p>PE leads.</p>	<p>Humanities leaders have worked with the history and geography team from the secondary clubs to decolonise the curriculum.</p> <p>Opportunities have been created to teach about influential women in history</p> <p>2 x INSET days in 2021/22 have focused on equalities- all staff have revisited our vision and our equalities action plan. Staff have had training regarding race, gender, poverty and LGBT+</p> <p>PSHE curriculum is in place. Throughout primary there are opportunities for pupils to learn about diversity and equality. Lessons and resources have been QA.</p> <p>Books that promote equality have been bought for the primary campuses. These can be used as hooks / stimuli for class discussions</p>

	<p>PSHE will acknowledge past challenges face by marginalised groups and ensure the key messages of British Values and Valuing All God's Children are delivered across the age ranges.</p> <p>The RE curriculum and Collective Worship cycle will reflect and celebrate our diverse community, promoting equity &amp; equality of opportunity.</p>	<p>PSHE Lead to ensure that wellbeing strategy in place and all evidence is collected throughout the year: parent questionnaires, pupil voice evidence and workshops (community, pupils and staff). Embedding appropriate cultural and gender based language into the curriculum and all social skills both in school and the community.</p> <p>RE lessons and collective worship will offer opportunities to challenge prejudice, question stereotyping and enhance understanding of the school's multicultural and pluralistic society.</p>		<p>JN And other PSHE leads.</p> <p>CK and RE and Campus SLT.</p>	<p>Need to now look in 2022/23 at other areas of the curriculum and equality and how we can further enhance our practice and provision.</p> <p>PSHE needs to continue in 2022/23</p> <p>RE lessons and CW monitoring show this is happening. Governor pupil voice activities demonstrate that equity and equality of opportunity is constantly being promoted.</p>
<p><b>B: Assess the diversity and representation across the governing body and all levels of leadership, staffing and pupil membership and representation of teams and groups. Promote and encourage inclusion through recruitment and retention.</b></p>	<p>Recruitment selection process adheres to our Federation recruitment protocol and in manner consistent with the requirements of the Equality Act 2010 (the 'Act').</p> <p>School representatives such as Faith Team &amp; School Council and House/Vice Captains to develop equity &amp; equality of opportunity.</p>	<p>Job vacancies will be widely advertised to promote a diversity of candidates. In all staff appointments the most suitable candidate will be appointed on professional criteria and person specification. Equalities and unconscious bias training to be carried out by staff and governors who are involved in interviews. Knowledge of children across all staff for covering e.g. children who are autistic etc.</p> <p>To ensure there is representation in Faith Team and School Council so children can 'see themselves' representing the school and aspire to become 'change agents'.</p> <p>Actively involve pupil faith, school council and House/vice captains to develop events alongside staff leaders to celebrate varying cultures, faiths and abilities and gender. (e.g. activities developed for Black history month to grow from</p>		<p>All leaders and governors. HR.</p> <p>SLT inc. CK and campus leads for RE and School Council</p>	<p>Co-HTs, Governors and HR ensure selection process adheres to requirements of the Equality Act. We have monitored and reviewed representation of protected characteristics for staff and governors. This work will be strengthen further in Autumn 2022 with deeper analysis and breakdown of characteristics compared to pupil/ student population.</p> <p>Need to plan unconscious bias training for primary team and governors in 22/23.</p>

	<p>After school clubs to build skills and confidence of all pupils with positive promotion of activities to groups that may be under- represented.</p>	<p>children's ideas/experiences and other cultural events). Introduce multifaith prayer &amp; reflection space to each campus.</p> <p>Monitor club membership and actively promote activities to all pupils, especially those under-represented. The range of extra curricular activities offered to be broad ranging and reflect the diversity and culture of the local community. Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying) . Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils or wider school community.</p>		<p>SLT and HSLWs</p>	<p>In Autumn 2022- need to look at club registers from previous years to analyse and identify any equality access issues and use this to plan for new academic year's provision. There are a wide range of after school clubs that are on offer for our pupils at CC. There is a small charge for the clubs. There is good uptake of</p> <p>There has been in 2021/22 a range of clubs across the campuses which have had a good uptake- this needs to continue in new academic year.</p>
<p><b>C: Seek to develop and promote inclusive ethos through resource selection and work displayed: books, library material, pictures, digital resources, toys and equipment.</b></p>	<p>Curriculum provision is inclusive with careful thought given to the selection of tasks and resources.</p> <p>Resource and display audits and learning walks will provide evidence that each campus promotes an inclusive ethos with resources positively representing the full range of protected characteristics.</p>	<p>Review curriculum ensuring that resources reflect the breadth of diversity in the local and global community. To replace/purchase resources where necessary.</p> <p>Exploration of communication of key policies available in differing languages/ formats such as braille, large font etc.)</p> <p>Communication methods include: internal signage, large print resources, braille induction loops, pictorial or symbolic representations.</p> <p>New families are welcomed to the school beforehand for a meeting</p>		<p>SLT and curriculum leads.</p> <p>Admin and premises teams to support SLT.</p>	<p><i>TS to action this in 2022/23.</i></p>



	<p>To offer a wide range of resources to support our EAL students in accessing the curriculum to support their English language acquisition and wider learning.</p>	<p>and meet with the Home School Link Worker. During the child's first few weeks, the new EAL child is buddied up with another child who can speak the child's first language. The school's EAL lead assesses the child in the first week to determine the child's level of English and meets with the class teacher to design personalised support. Where necessary a bank of resources to be created in advance to support multilingual families or families where there is an additional need. e.g. Preparing visual support – visual timetables, multilingual instruction mats, social stories, word banks, writing frames, curriculum-related visual support, visual word banks and frames using software such as Communicate in Print). Providing an EAL picture dictionary (such as Collins First English Words) and an age-appropriate bilingual dictionary (such as from Mantra Lingual). Speaking clearly and slowly, avoiding idiomatic language. Sitting the learner next to pupils who are supportive language role models. Giving single-step instructions. Repeating the same instructional phase. Targeting the learner daily for simple differentiated "Yes/No" questions. Planning for, teaching and modelling vocabulary and language structures needed for the task/subject.</p>		<p>Primary EAL lead</p>	
<p><b>D: Strive for our end of key stage attainment and progress to be in line with at least national expectations (from EYFS to GCSE) with no year-on-year trends in underachievement for all</b></p>	<ul style="list-style-type: none"> <li>- Rates of progress and levels of attainment will be regularly reviewed including by different protected characteristics</li> <li>- We will continue to close the gaps in progress and attainment between students of different groups</li> </ul>	<p>Leaders will analyse on a regular basis alongside class teachers to identify any trends within cohorts and phases that may require curriculum changes. Data Analysis School Tracking Systems Work/planning scrutiny.</p>		<p>All leaders  Data Manager.</p>	<p>End of year data will be analysed in July '22.</p>

<p><b>represented groups across our campuses.</b></p>	<p>A wide range of strategies and targeted interventions (where necessary) will help to ensure any underachievement trends are addressed.</p>	<p>In fulfilling this aspect of the duty, the school will:  Publish attainment data each academic year showing how pupils with different characteristics are performing.  Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.</p> <p>A wide range of activities to be offered to all children. Family learning sessions and signposting to agencies that can offer support. Parents learning events/ workshops to be planned and organised.</p> <p>When a child begins at the school, the family are provided an opportunity where possible to view the environment their child will be working in. If the child or family have any protected characteristics that may need to be supported in school (e.g. new to the English language, partially sighted, deaf), the school will liaise with the inclusion lead and staff team to ensure any additional materials/ resources are made available so that their transition is as smooth as possible.</p> <p>Weekly Early Bird Reading held at the school.</p>		<p>SLT and HSLWs</p> <p>Teachers and HSLWs</p> <p>Early Years Team</p>	<p>KS1 Sats workshops and Phonic workshops have taken place.</p> <p>Comprehensive intervention and provision plans were put in place from Autumn 2 2021. Impact has been evaluated by leaders at each campus and AE analysed the impact of school led tutoring. .</p> <p>Reception staff give support to all new families and tailor specific support for those who need it. The Lead LSAs at each campus ensure any special needs are recognised early and a support package put in place.</p> <p>Early Bird Reading has taken place in the Reception classrooms across the campuses which has not only supported the pupils but also the parents in developing the support strategies they can give their children in reading.</p>
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