



### Introduction

Christ Church Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

This is the agreed vision statement of Christ Church School.



## Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

*Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)*

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

All our work in school is also guided by our school's Christian values of **compassion, creativity, courage, simplicity and community**.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups enabling all groups to experience *life in all its fullness*.

As a Rights Respecting School, we recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **Our approach to equality is based on the following 7 key principles**

- 1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. At Christ Church School we believe that all learners are of equal value whatever their ability level.
- 2. We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## **Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” and, although they are not part of the school provisions related to pupils directly, they are indirectly addressed in other policies and areas of provision and in policies related to adults.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

### **The Public Sector Equality Duty or “general duty”**

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

### **Two “specific duties”**

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

**Appendix 1** is a checklist of key equality considerations

**Appendix 2** shows the school’s current Equality Objectives in an Equality Action Plan

## **Development of the policy**

This policy was developed by the staff and Governors of Christ Church School in 2013 and builds on our previous Equality Policy and Plan for 2010-13, taking account of all surveys and consultations we have held with stakeholders. This policy was reviewed in 2015 and 2019 and 2021 with very minor changes, there having been no subsequent changes in requirements for schools.

When developing the policy, we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework updated in 2018, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

### **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included, where relevant, in our school improvement plan, self evaluation review, the school prospectus, school web site and newsletters.

This policy should be read alongside our Positive Behaviour and Anti-Bullying Policies, SEND policy and Teaching, Learning and Assessment Policy.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in the guidelines for recruitment and dealing with staff published by both the Local Authority and London Diocesan Board for Schools.

### **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent and in line with the national admissions code.

### **Behaviour, Exclusions and Attendance**

The school Positive Behaviour and Anti-Bullying Policy takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

### **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the Positive Behaviour and Anti-Bullying Policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously. Training is also provided for staff.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

### What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
  - We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions process.
  - We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
  - We collect and analyse data with governors:
    - on the school population by gender and ethnicity;
    - on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
    - by year group – in terms of ethnicity, gender and proficiency in English;
    - on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
  - We analyse the standards reached by different groups (ethnic group, FSM, girls/boys, SEN stage) at the end of each key stage.
  - We also collect, analyse and use data in relation to attendance and exclusions of different groups.
  - A summary of the school population Equalities Data can be found on our school website. We also provide paper copies in the school office.
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- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.
  - We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
  - We use a range of teaching strategies that ensures we meet the needs of all pupils
  - We provide support to pupils at risk of underachieving
  - We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability or illness (including mental health) and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
  - people of different ethnic, cultural and religious backgrounds
  - girls and boys
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- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
  - Our Accessibility Plan is an integral part of our Equality Plan and is designed to: increase the extent to which pupils with disability can participate in the curriculum and improve the physical environment.

### Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. 'Week in the spotlight' and annual individual presentations (e.g. 'My family a century ago', 'One wonderful day')
- We include Equalities matters in our Newsletters to parents and carers

### **Other ways we address equality issues**

- We address Equalities issues in our training for staff
- Our monitoring records include evaluations of aspects of Equalities where applicable
- We keep minutes of meetings where equality issues are discussed
- The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from parents' surveys and other parent consultation
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, PSHE lessons, children's surveys;
- analyse issues raised in Annual Reviews or reviews of progress on Personal Plans, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's committees.

### **Publishing Equality Objectives (see Equality Action Plan/ School Improvement Plan)**

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

Our current Equality Objectives are

- To increase the staff team's understanding of equality related to sexual orientation and in this way reduce/eliminate prejudice-based language and/or promote respect for difference. This will be achieved through training all staff, at least every two years, on how to deal with and challenge homophobic language, ensuring that at least 90% of staff feel confident in dealing with this issue. In addition, we aim to reduce prejudice based on mental health issues by promoting understanding of mental health and wellbeing.

- To provide additional support as needed so that there is equality of progress of children of different ethnic groups (and who speak different languages) at KS2
- For all children to learn about all the major world faiths through a well-planned and taught RE curriculum; for all children to have visited the place of worship of at least four major world faiths by the time they leave the school at the end of Year 6

We produce an Equality Action Plan that shows how we will achieve our objectives.

#### *Monitoring and reviewing objectives*

We review and update our equality objectives every three years and report to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

#### *Governing body*

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys) every three years.

#### *Headteacher and Leadership team*

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

#### *Teaching and Support Staff*

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

#### *Visitors*

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

### **Equal Opportunities for staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. As a Church of England School we expect all staff members to support the Christian ethos and vision of our school and to attend Christian worship – this is made clear on recruitment materials.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Monitoring and Reviewing the policy**

We review the school summary information about equalities and carry out a light touch review of this policy annually. We review this policy fully with stakeholders every three years and make adjustments as appropriate. Our review involves staff and governors and takes into account relevant feedback from pupils and parents and carers.

### **Disseminating the policy**

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- as paper copies in the school office
- on the staff shared computer network
- as a summary in the school brochure

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.



## **APPENDIX ONE**

**School staff and Governors should be periodically ensuring that each of these actions is taking place:**

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders
- The school publishes summary equalities information about the school population
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- The head teacher has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that regular visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in events and activities to raise awareness of issues around race, disability and gender
- The Equality Plan includes our Accessibility Plan which sets out how we are making our school increasingly accessible to all pupils, staff and visitors
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- The Governing Body is increasingly representative of the community it serves  
Procedures for the election of parent governors are open to candidates and voters who are disabled

## APPENDIX TWO EQUALITY ACTION PLAN (including accessibility plan) 2012-2015, reviewed 2015-2018, 2018-2021 and 2021-2024

Progress towards these objectives is reviewed annually and summarised every three academic years. This Equality Action Plan forms part of our annual school improvement plan and includes objectives relevant to both children and staff within our school community.

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
<b>Eliminate discrimination, harassment and victimisation</b>	<p>To increase the staff team's understanding of equality related to sexual orientation and in this way reduce/eliminate prejudice-based language and/or promote respect for difference. This will be achieved through training all staff, at least every two years, on how to deal with and challenge homophobic language, ensuring that at least 90% of staff feel confident in dealing with this issue</p> <p>2019: In addition to the above, we have now added aim to reduce prejudice based on mental health issues by promoting understanding of mental health and wellbeing.</p> <p>2021: We have extended</p>	<ul style="list-style-type: none"> <li>School representative attendance at LA training on homophobic bullying</li> <li>Adapt LA materials on homophobic language for school training</li> <li>School training in Summer 13 (teaching staff) and in Autumn 13 (all staff) with follow up consultation about whether staff confidence issues in dealing with homophobic language have been addressed</li> <li>Include information and reminders in annual staff handbook (and for all new staff)</li> <li>Repeat training periodically</li> <li>Mental Health initiatives including the Happiness Project (with one week devoted to celebrating difference), School Wellbeing policy, Staff mental health focus</li> <li>Inclusion of staff</li> </ul>	<p>Termly Behaviour report to Governors records all discriminatory incidents</p> <p>Staff confidence in challenging and dealing with homophobic and transphobic language to be measured before and after any training. Staff to be asked whether further support/training is needed.</p> <p>Govs Behaviour and Safety Committee to monitor through analysis and challenge of behaviour reports</p> <p>Reports to governors on school's mental health initiatives</p>	Head teacher	<p>Initial training in Summer and Autumn 13</p> <p>Repeat training Aut 15 and every two years</p> <p>First aid Mental Health training for all staff Jan 2018/ follow up training March 2019</p> <p>Staff handbook updated and distributed every year – Sept.</p>	<p><b><u>Summer 15 progress at end of first stage of plan:</u></b>  <i>All staff have received training on challenging homophobic language. Include reminders in the staff handbook annually and re-training when necessary.</i></p> <p><b><u>Spring 2019 progress at the end of the second stage of the plan</u></b>  <i>Continue to repeat staff training on how to challenge homophobic language including annually in Sept INSET and information in staff handbook.</i>  <i>Spring 19 all staff trained in MHFA to raise awareness</i>  <i>Offer this training to future new staff</i></p> <p><b><u>Autumn 2021 progress at the end of third stage of the plan</u></b>  <i>Number of discriminatory incidents in school remains very low and all are isolated (and verbal) incidents. Continue to report on discriminatory incidents (including homophobic and transphobic incidents) to Governing Body and to analyse any trends.</i></p>

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
	this target to include specific target related to staff confidence in challenging transphobic language.	discussion and training, where needed, to ensure confidence in challenging transphobic language: e.g. discussion of specific scenarios and language to use				<p><i>Continue to repeat staff training on how to challenge homophobic language including annually in Sept INSET and information in staff handbook.</i></p> <p><i>Continue for Mental Health awareness to have a high profile within the school, openly discussed with children, staff and families. Work has begun and will continue with external agencies (e.g. CSSA, swimming baths, PGL) to support the development of inclusive policies for pupils who identify as a different gender.</i></p> <p><i>Gender neutral toilets already available throughout the school.</i></p>

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
<b>Advance equality of opportunity between different groups</b>	To provide additional support as needed so that there is equality of progress of children of different ethnic groups (and who speak different languages) at KS2	<ul style="list-style-type: none"> <li>Develop processes for identification and tracking of proficiency in English for children across the school, from all ethnic groups.</li> <li>Provide targeted support for children with lower levels of English fluency to ensure equality of progress by the end of KS2</li> <li>Track in detail the progress of EAL/non EAL group in different cohorts, report to gobs and to staff</li> </ul>	Governors Teaching Learning and Standards Committee to monitor this target through analysis of attainment and progress data for all groups including specific comparison of EAL / non EAL group attainment and progress.	Head teacher, Inclusion leader and class teachers	<p>Tracking in place by Sept 13</p> <p>Additional targeted support in place where necessary from Sept 13</p> <p>Additional support provided for individual children at lower level of English proficiency.</p>	<p><b><u>Summer 15 progress at end of first stage of plan:</u></b>  <b><i>Provision in place for EAL learners at different levels (developed with school staff, external consultant support and governors) – to be implemented and shared with parents from September 2014.</i></b></p> <p><b><i>Ongoing training for staff in supporting EAL learners.</i></b></p> <p><b><u>Spring 2019 progress at the end of the second stage of the plan</u></b>  <b><i>Ongoing monitoring of attainment of EAL / non EAL groups show small (if any) gaps</i></b>  <b><i>Continue training for staff as needed.</i></b></p> <p><b><u>Autumn 2021 progress at the end of the third stage of the plan</u></b>  <b><i>School attainment data shows that the EAL learner group achieves as well as non EAL learner group in Reading, Writing and Maths (between +/-10% for R, W, M for each of the last three years).</i></b>  <b><i>Continue to track and report this data to governors and analyse for any trends given the changing nature of this group (mobility in the local area). Continue to provide training for staff.</i></b></p>

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
<b>Foster good relations between different groups</b>	<p>For all children to learn about all the major world faiths through a well-planned and taught RE curriculum; for all children to have visited the place of worship of at least four major world faiths by the time they leave the school at the end of Year 6</p> <p>2021: update this target to include : all children to have visited the place of worship of at least <b>five</b> major world faiths (currently: Christian church (all years), Buddhist centre (Y2), Mosque (Y3), Hindu Mandir (Y4), Sikh Gurdwara (Y5), Synagogue (Y1 and Y6))</p>	<ul style="list-style-type: none"> <li>RE curriculum reviewed and implemented from Sept 18</li> <li>World faith topic for Y1-6 in Spring term each year.</li> <li>Visits to places of worship an integral part of this learning.</li> <li>Links made to the local places of worship for ongoing learning partnership wherever possible.</li> <li>Virtual visits arranged when restrictions were in place</li> </ul>	<p>Governing Body to monitor this target through HT's termly reports to govs including lists of trips that have taken place.</p> <p>Children's learning in RE to be monitored, plus numbers of discriminatory incidents monitored to show impact of this work on fostering good relations.</p>	RE subject leader	<p>From 15/16 academic year (trips in place before this for some year groups and topics) Trips continue post changes to RE curriculum 2018/19</p> <p>Trips continue each year, as part of planned curriculum, plus visits from members of the faith community (often school families).</p>	<p><b><i>Target included from second stage of plan only</i></b> <b><i><u>Spring 2019 progress at the end of the second stage of the plan</u></i></b></p> <p><b><i>New RE syllabus adopted which includes range of world faith studies and continuing visits to places of worship</i></b> <b><i>e.g. Spring 2019 visits</i></b> <b><i>Rec – Christ Church</i></b> <b><i>Year 1 – Belsize Park synagogue</i></b> <b><i>Year 2 – Buddhist Centre, Bethnal Green</i></b> <b><i>Year 3 – Regent's Park Mosque/Holy Trinity Church NW3</i></b> <b><i>Year 4 – Hindu Mandir, Neasden</i></b> <b><i>Year 5 – Shepherd's Bush Gurdwara</i></b> <b><i>Year 6 – Camden Jewish Museum</i></b></p> <p><b><i><u>Autumn 2021 progress at the end of the third stage of the plan</u></i></b> <b><i>Trips have continued each year, including virtual visits wherever possible during coronavirus pandemic restrictions.</i></b> <b><i>Five major world faiths now covered consistently by the trips.</i></b> <b><i>No religion-related discriminatory incidents recorded.</i></b></p>

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
<b>Accessibility Plan</b>	To make reasonable adjustments for disabled pupils so that pupils with individual needs can take part in all aspects of school life	<ul style="list-style-type: none"> <li>Continue to source and purchase additional resources for disabled pupils where appropriate</li> <li>Continue to provide additional adult support for activities, clubs or trips to support disabled pupils</li> </ul>	Governors Teaching Learning and Standards committee to monitor impact through reports from Inclusion leader and Head teacher	Head teacher and Inclusion leader	Ongoing	<p><b><u>Summer 15 progress at end of first stage of plan</u></b>  <i>E.g. considerable adjustments made to support a pupil in wheel chair for 6 weeks in Autumn 2013, including full access to trips and curriculum.</i></p> <p><b><u>Spring 2019 progress at the end of the second stage of the plan</u></b>  <i>E.g. Adjustments made to ensure pupil with visual impairment took full part in the curriculum and activities including a whole school production</i></p> <p><b><u>Autumn 2021 progress at the end of the third stage of the plan</u></b>  <i>E.g. temporary adjustments made to timetabling and support for pupils with long term, serious and chronic illnesses (e.g. additional adult support on trips, changes to timetable, support with medication to attend residential trip)</i>  <i>No pupils have missed out on any opportunity or activity due to disability access issues.</i></p>
<b>Accessibility Plan</b>	To improve the physical environment to make the school site more accessible for disabled people	<ul style="list-style-type: none"> <li>Increased accessibility to the school site and to as many areas of the school building as possible remains a priority for our 'suitability' building project</li> </ul>	Governing Body to monitor impact in the long term through admission of pupils with disabilities, recruitment of staff with disabilities or welcoming visitors	Governing Body	<p>Initial planning process from Summer 13</p> <p>Building phase 2015 and 2016</p>	<p><b><u>Summer 15 progress at end of first stage of plan</u></b>  <i>Building is due to start before end of Summer term 2015 – level access to site is included in plan, plus levelling of access into building at other points</i></p>

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
			with disabilities.			<p><b><u>Spring 2019 progress at the end of the second stage of the plan</u></b>  <b>2015 &amp; 2016 building project created</b></p> <ul style="list-style-type: none"> <li>- Step free access to site</li> <li>- New wheelchair friendly disabled toilet</li> <li>- Step free access to KS1 classrooms and hall</li> </ul> <p><b>Ongoing monitoring of access issues including for parents and visitors</b></p> <p><b><u>Autumn 2021 progress at the end of the third stage of the plan</u></b>  <b>Whole of ground floor now accessible to those with physical impairments; adjustments to classrooms used would be made to accommodate pupils with physical disabilities. Ongoing monitoring of access issues including for parents and visitors.</b></p>