



# Christ Church School Equality Scheme and Plan

DATE: June 2015 - June 2018

## Check list for school staff and governors

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- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month and Disability Awareness Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

### 1. Mission statement

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive philosophies and outlooks. We promote a disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

## Introduction

Christ Church 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.

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.

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.
- 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" but are not part of the school provisions related to pupils.

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 by April 6th 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

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 Equality Objectives for 2015-2017 in an Equality Action Plan

### **Development of the policy**

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, 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.

We also took in to account our recent achievement of the Camden Award for Inclusion in June 2013.

### **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 in our school development plan, self evaluation review, the school prospectus, school web site and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

### 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 today 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 we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

### Behaviour, Exclusions and Attendance

The school Policy on Behaviour 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 staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously. 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 pupil admissions meetings.
- 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, analyse and publish data:

- 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 publish an analysis of standards reached by different groups at the end of each key stage:

White British FSM and non-FSM  
 Bangladeshi  
 Black African  
 Congolese  
 Somali  
 Black Caribbean  
 Free School Meals  
 EAL  
 All SEN  
 SEN School Action and SEN statement  
 SEN statements  
 Looked after Children  
 Known GRT

## Refugee

- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- 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 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

- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We are also implementing an Accessibility Plan 2011-14 designed to:

increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

## 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 eg Black History Month, Disability Awareness week
- We regularly include Equalities matters in our Newsletters to parents and Carers
- We reconstituted the governing body to ensure a post was created for a Bangladeshi link governor.
- We have allocated funds to employ a Bangladeshi mentor.

### Other ways we address equality issues

We maintain records of all training relating the Equalities

- Our monitoring records include evaluations of aspects of Equalities
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils.
- 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 the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- 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, whole school surveys on children's attitudes to self and school (PASS);
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

### Publishing Equality Objectives (see Equality Action Plan/ School Development 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 Equality Objectives for 2015-2018 are to:

We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our school development plan.

- Publish and promote the Equality Plan through the school website, newsletter and staff meetings.
- Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.
- Monitor and analyse pupil achievement by race, gender, SEND, FSM and disability and act on any trends or patterns in the data that require additional support for pupils.
- To create a Bangladeshi Mentor post, to support Bangladeshi pupils and offer a translation service for parents.
- To continue to develop the EYFS environment so it is engaging and accessible to all learners.
- To hold a disability awareness week (with a focus on ASD, hearing impairment and cerebral palsy)
- Audit staff knowledge of Autism Spectrum Disorder, cerebral palsy, language delay
- Audit disabled pupils on role and those about to start to ensure appropriate access to curriculum, desk and chair size, acoustics are correct
- Continue to promote the points from the Camden award for Inclusion report
- To ensure the new homework policy is implemented sensitively with adaptations made where appropriately.
- Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.
- Recognise and represent the talents of disabled pupils in Gifted and Talented programmes.
- Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.
- Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising, pupil voice etc.
- Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.
- Ensure the site is accessible to all

### **Monitoring and reviewing objectives**

We review and update our equality objectives every two years and report annually 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. A member of the governing body has a watching brief regarding the implementation of this policy.

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 annually 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).

The governors recently reconstituted the governing body and ensured a post was created for a parent governor with links to the Bengali community.

### *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.

The SENDCo has day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

### *Teaching and Support Staff*

All teaching and support staff will:

- o promote an inclusive and collaborative ethos in their classroom
- o challenge prejudice and discrimination
- o deal fairly and professionally with any prejudice-related incidents that may occur
- o plan and deliver lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- o maintain the highest expectations of success for all pupils
- o 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
- o 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.

### *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.

### Key contacts

**Staff responsible for equalities** - Paula Walker and Lorraine Puttick

**Lead governor** - Carol Moy

### 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.
- 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 information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors 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
- in the staff handbook
- on display for visitors, including parents and carers
- in an annual Equality Bulletin to parents on the website
- as part of induction for new staff

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

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

Signed: Chair of Governors

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Signed: Governor with responsibility for Inclusion

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Signed: Headteacher

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Date:

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## APPENDIX ONE

### Check list for school staff and governors

- 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 information to demonstrate purposeful action on the general duties
- 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
- A senior member of staff 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 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 annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World week etc. to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible possible to pupils, staff and visitors to the school - including the acoustic environment
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- 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) 2015 - 2018

Public sector equality duty	Equality Objectives	Actions	Who is responsible	Timeframes	How will the impact be monitored	Success criteria	Progress commentary/Review Autumn 2017
Eliminate discrimination. Harassment and victimisation	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Ensure parents are made aware of new scheme, by publishing in newsletter and signposting them to the website.	Headteacher / designated member of staff	Annually from 2015	Books looks Learning walks Class room organisation  Equality action plan is on the school website and in the lobby	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents are aware of the Equality Plan	Equality plan is published on the website.



<p>Race Equality Duty</p>	<p>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.</p>	<p>The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</p>	<p>Headteacher / Governing body</p>	<p>Reporting: December, April, July</p>	<p>Behaviour file Governor minutes</p>	<p>Teaching staff are aware of and respond to racist incidents</p> <p>Consistent reporting is challenged by the Governing Body</p>	<p>A section on racist incidents was added to the behaviour reporting sheet. Staff were trained in new recording methods, this system is embedded. All racist incidents are dealt with swiftly and reported to the Governors.</p>
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Public sector equality duty	Equality Objectives	Actions	Who is responsible	Timeframes	How will the impact be monitored	Success criteria	Progress commentary
Advance equality of opportunity between different groups	Monitor and analyse pupil achievement by race, gender, SEND, FSM and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Termly during Pupil Progress Reviews	Analysis of teacher assessments / annual data	The gap is narrowing for equality groups	This is achieved through Pupil Progress reviews and using PPT. The head and deputy/senco have identified groups who require extra support/extension and directed the Vulnerable Groups
Advance equality of opportunity between different groups	To create a Bangladeshi Mentor post, to support Bangladeshi pupils and	Head and SENDCo to write an advert and job description.	Headteacher / SENDCO/Governing body	2015 Reviewed annually	Analysis of teacher assessments / annual data	The gap is narrowing for equality groups	Achieved. The mentor has supported Bangladeshi pupils and their parents.

	offer a translation service for parents.	New post holder will support Bangladeshi pupils across the school. The post holder will also liaise with and translate for parents.				More Bangladeshi pupils attend school journey.	
Public sector equality duty	Equality Objectives	Actions	Who is responsible	Timeframes	How will the impact be monitored	Success criteria	Progress commentary
Advance equality of opportunity between different groups	To continue to develop the EYFS environment so it is engaging and accessible to all learners.	All pupils will be included in the EYFS	Head, deputy, EYFS leader, EYFS staff Consult with Eve Pearl (from Camden) for advice and guidance on including pupils with Cerebral	Reviewed termly	Regular observations of staff practice and pupils in the EYFS. Advice from Eve Pearl (Camden)	Pupils have a deeper understanding of disabilities	Achieved The EYFS area has been adapted and improved to make it more engaging and accessible.

			Palsy				
Disability equalities	To hold a disability awareness week (with a focus on ASD, cerebral palsy, hearing impairment)	Seek guidance from Swiss cottage school. Plan assembly. Invite visitors in for workshops.	SENDCo	Autumn 2015	Pupil's views and understanding pre and post week.		A number is visitors were invited in, including a guide dog trainer. Further work on ASD will be carried out this year.
Disability equalities	Audit staff knowledge of ASD, Cerebral Palsy, language delay	Audit staff Plan training accordingly	SENDCo	Carry out audit summer 2015	Staff understanding will be audited.	Staff confidence to support disabled pupils at Christ Church increases.	Achieved, training implemented.

Disability equalities	Audit disabled pupils on role and those about to start to ensure appropriate access to curriculum, desk and chair size, acoustics are correct	Liaise with Occupational Therapist, Eve Pearl and Speech Therapist	SENDCo	Autumn 2015	Classroom organisation and learning walks	Classrooms will be fully accommodating and accessible to our disabled pupils	Achieved, training implemented and classrooms adapted.
Disability equalities	Continue to promote the points from the Camden award for Inclusion report	Meet with SEND governor to ensure school is holding values reported in CAI report	SENDCo	Autumn 2015	Meetings with SEN governor	Christ Church will continue to be a fully inclusive school	Achieved.
Disability equalities	To ensure the new homework policy is	School curriculum lead to implement new	School curriculum lead	Implemented in Spring 2015 Review in	Homework consultation with parents Homework	Homework will be accessible for all learners and will	Achieved.

	implemented sensitively with adaptations made where appropriately.	homework and to review effectiveness through parental and child surveys		summer 2015 and Autumn 2015	marking	promote participation between family members	
Foster good relationships between different groups	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Humanities lead, through lesson plans and assemblies.	Reviewed annually	Books looks Assemblies	Notable increase in participation and confidence of targeted groups	Achieved. Disabled pupils are excited about trying new clubs e.g dance club, breakfast club. Staff are aware to use a range of examples when teaching.

All	Recognise and represent the talents of disabled pupils in Gifted and Talented programme.	Gifted and Talented register monitored by race, gender and disability	Member of staff leading on G&T	Annually from 2015	Analysis of the Gifted and Talented register	Gifted and Talented register indicates it is changing to reflect the school's diversity	Achieved.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity - monitor through PSHE	Headteacher	Ongoing - Reviewed Termly	Learning walks Classroom organisation	More diversity reflected in school displays across all year groups	Achieved.
All	Ensure all pupils are given the opportunity to make a positive contribution	School council representation monitored by race, gender, disability	Member of staff leading on school council	From 2015 Reviewed by SLT termly.	School council minutes	More diversity in school council membership	Achieved.

	to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.						
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	RE/PSHCE planning	Member of staff leading on PSHE/RE	From 2015 Reviewed termly.	PSHCE assessment monitoring	Increased awareness of different communities shown in PSHE assessments	Achieved.



<b>Accessibility - Premises (See Accessibility Plan 2015)</b>	<b>Ensure the site is accessible to all</b>	<b>To ensure regular sight inspections and adaptations are undertaken to allow access for the community</b>	<b>Headteacher / Governing body</b>	<b>Weekly inspections with head, admin officer and site services manager</b>	<b>Regular inspections</b>	<b>Inspections show site is safe</b>	<b>Achieved.</b>