



St Clement & St James, St Thomas' & Princess Frederica Partnership Equality Information Objectives February 2025-2027

Partnership vision

'Belonging, learning and growth for life in all its fullness'

Our vision is rooted in biblical teaching as defined by John 10:10:

'I have come that they may have life, and have it to the full'

Belonging - Everyone included, everyone welcome

Learning - Love to learn and gain knowledge

Growth - grow spiritually in confidence and courage

Our Ethos

We welcome children and their families to our school without discrimination. We strive to continually build a community in which there is equity and equality for all. A community in which everyone shows respect and understanding towards each other. By doing this, we improve the quality of *all* our lives. At our schools we support pupils to be proud of their unique identities and to reach for the highest level of personal achievement and wellbeing. Our schools are spaces where our whole community will be supported to grow, learn and flourish.

In line with the 2010 Equality Act, we seek to ensure that no student, member of staff, parent or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, ethnic or national origin, language, religion or belief, gender or gender reassignment, sexual orientation, pregnancy, marital status, disability, age, responsibility for children or other dependents, political views and social class.

Equality Act 2010

The partnership schools are inclusive schools where all are welcome. We celebrate diversity and champion equality and equity. Everybody who enters our school must behave in a way which respects the protected characteristics of the Equality Act 2010.

The Equality Act 2010 protects people from discrimination on the basis of these protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment ensuring that as a school, we must:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

We believe that the Equality Act provides a framework to support our ongoing commitment to tackling issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

Information on pupils by protected characteristics

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics. In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged groups (PP)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils is removed, or at least remains less than the gap nationally.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at the partnership schools. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Our relationships & behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying.
- Reporting, responding to and monitoring all racist and homophobic incidents and other incidents that relate to protected characteristics.
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping.
- Ensuring teaching is of the highest quality so that children reach their potential and all pupils are given equal entitlement to success.
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary.
- Ensuring that all pupils have the opportunity to access extra-curricular provision.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Enacting our anti-racism policy.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times
- Listening to staff

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that each school is seen as a community school within our local community.
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

- Ensure that equality and diversity are embedded in our schools' vision, values and ethos.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Equality Objectives

At the schools, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

- To fully implement the new Relationships, Sex & Health Education (RSHE) Policy.
- To fully implement our anti-racist curriculum.
- To increase positive representation of protected characteristics across the curriculum.
- To ensure children, parents and staff feel included and heard (race, neurodiversity, disability, gender in particular).
- To raise attainment and progress of pupils in receipt of the Pupil Premium Grant (PPG).
- To ensure that all pupils with SEND make progress towards ISP (individual support plan) outcomes.
- To continue our work towards becoming anti-racist organisations, with a focus on Voice, Identity, Belonging & Wellbeing (section 3 of the [ST Federation Anti-racist Schools Action Plan A Template for RBKC and WCC Schools 2022](#))

Linked policies which support achievement of these objectives:

[ST Federation Anti-racism Policy](#)

[ST Federation Anti-racist Schools Action Plan A Template for RBKC and WCC Schools 2022](#)

Equality Objectives 2025-2027

These objectives will inform and be integrated into the partnership school improvement plan. Progress towards the objectives will be monitored by governors on a regular basis. Leaders will report to governors on progress twice a year.

Objective 1: To narrow gaps in attainment between girls and boys

Why have we chosen this objective? At SCSJ and ST boys' attainment in maths at the end of KS2 is stronger than girls and girls attainment in writing is stronger than boys at ST/PF/SCSJ (this reflects the national picture).

To achieve this objective we plan to:

- Teach the foundations of writing transcription and mathematics to children in EYFS and KS1 so no child is left behind.
- Ensure children's physical development is prioritised in the EYFS and KS1.
- Rigorously track pupil progress so that action is taken quickly to ensure pupils get back on track.
- Promote oracy and talk for writing so that children are able to articulate their ideas before translating them into writing.
- Challenge gender stereotypes through the RSHE curriculum, the wider curriculum, school events and collective worship.

Objective 2: To improve the attendance of pupils from particular groups (PP)

Why have we chosen this objective? At ST and SCSJ and PF the attendance of pupils entitled to Pupil Premium is lower than non-PP pupils. We know that pupils who do not attend school regularly miss out on key learning opportunities and are less likely to be prepared for secondary school.

To achieve this objective we plan to:

- Follow the schools' attendance policy procedures: track pupil attendance regularly (bi-weekly) so there is early identification of attendance issues and persistent absentees.
- Engage with and challenge and support families with poor attendance; enlisting other agencies where necessary and issue PCNs.
- Investigate how the schools can incentivise and motivate children to attend school.
- Raise awareness with parents regarding when it's appropriate to be off school with sickness and when children should attend school.

Objective 3: To increase the participation of particular groups of pupils in school activities

Why have we chosen this objective? We aim to ensure all pupils are engaged and fully participate in lessons so that learning opportunities are maximised and pupils make accelerated progress. We aim to ensure that pupils with additional needs and those entitled to pupil premium have equal access to extra-curricular activities.

To achieve this objective we plan to:

- Build an educational offer:
 - Offer CPD (instructional coaching, training, teacher research group) to teachers to improve their understanding of pedagogical approaches that ensure pupil participation in learning.

- Consistently implement the schools' relationships and behaviour policy so that there is minimal disruption to learning.
- Track pupil progress and ensure that pupils have the foundational knowledge they need in order to enable them to access the curriculum.
- Amend and adapt our curriculum so that it is relevant and engaging for pupils by taking feedback from educational advisors, staff, parents and pupils.
- Offer extra-curricular opportunities:
 - Offer quality playtime activities through OPAL play so that all children are able to engage in a range of physical and social activities so they can flourish.
 - Fundraise for clubs and trips and use Pupil Premium funding to ensure there is no barrier to accessing activities.
 - Prioritise club places for children with additional needs and those entitled to PP and monitor that there is equal representation.

Objective 4: To reduce the incidence of the use of discriminatory language and prejudice-based bullying by students in the school.

Why have we chosen this objective? The schools' discrimination logs indicate that there are a number of prejudice based incidents recorded. We wish to foster good relationships across all characteristics between people who share a protected characteristic and people who do not share it. The schools therefore want to tackle prejudice, promote understanding and reduce prejudiced based incidents.

To achieve this objective we plan to:

- Continually assess the influence of social media on pupils' social and emotional development and work in collaboration with parents to encourage responsible use.
- Continue to ensure the consistent recording, reporting and action by staff following incidents of discriminatory language and behaviour, including bullying.
- Raise equality awareness with students, ensuring respect towards individuals who identify with any of the protected characteristics.
- Ensure the continued promotion of our Equality Values, to conduct special assemblies and circle group discussion time based on the following topics below throughout the year for all of our learners. Use Focus weeks (eg healthy schools, identity, book week) to highlight equality values.
- Ensure that teachers are using a wide variety of examples of role models in their lessons, engaging in positive discussions on diversity and promoting the idea that it is possible for everyone to achieve their goals in life regardless of race, gender or disability.
- Ensure that students are taught the language they need to have positive and constructive conversations about differences, equality, prejudice and protected characteristics.