



Equality policy

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December 2020, reviewed September 21 and September 22.

Approved - Darren Woodward
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1. Introduction

Catton Grove 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 offer a broad and balanced curriculum and are committed to upholding and promoting equality of opportunity. We understand the needs of our school community very well and use our understanding and data to inform our planning and objectives.

We believe that the Equality Act 2010 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. When developing the policy account has been taken of the DfE guidance on the Equality Act 2010.

2. Aims

Catton Grove aims to meet its obligations under the public sector equality duty by having due regard to the need to:

Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

The protected characteristics referred to above relate to:

- **Age** refers to a person belonging to a particular age or range of ages
- **Disability** A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- **Gender reassignment** The process of transitioning from one gender to another. Equalities Policy 2018-2021 TLP Committee 6.2.18 Approved by FGB 26.2.18 7/13
- **Marriage and civil partnership** Marriage is defined as a 'union between a man and a woman (or, in some jurisdictions, two people of the same sex) as partners in a relationship. The Marriage (Same Sex Couples) Act 2013 recognised the legal right for same sex couples to marry in England. Civil partnerships are able to be converted into marriages if couples choose to do so. If this is not the case then civil partners must be treated the same as married couples on a wide range of legal matters.
- **Pregnancy and maternity** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth.

- **Race** Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- **Religion and belief** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- **Sex** A male or a female.
- **Sexual orientation** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes

3. Legislation and guidance

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

4. Consultation

This policy has been revised by Claire Shenton (Deputy Headteacher) in consultation with Catherine Lorne (Headteacher), Ann Marie Lacey (Deputy Headteacher), Adam Greenall (Assistant Head for Inclusion) and Charlotte Mazzei (Diversity Champion) using guidelines issued by Norfolk County Council. All staff have been consulted. Consultation with parents and children regarding the content and effectiveness of the policy will be via the Class Dojo, Website and School Council.

5. Relationship to other policies/procedures

- Equality Objectives Action Plan
- Accessibility Plan
- SEN Information Report (SEN Policy)
- Behaviour Management
- Anti Bullying Policy
- Teaching and Learning

6. Roles and Responsibilities

The governing board will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Jamie Beck. They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The school has a designated member of staff for monitoring equality issues – Adam Greenall and Charlotte Mazzei.

Staff, children and parents:

All staff are expected to promote an inclusive and collaborative ethos in the school, deal with any prejudice related incidents that may occur, plan and deliver a curriculum which reflects our principles and keep up to date with equalities legislation relevant to their work.

All children have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

As part of our commitment to advancing opportunity we have formed a Diversity, Equality and Inclusion (DEI) committee who meet on a regular basis to discuss how we can further promote inclusivity through our curriculum, pastoral care, policies, school culture and environment.

Please see Appendix 1: for the DEI statement

7. Ethos, Values and Vision

We adopt the Norfolk Inclusion Statement's view that inclusion is: 'The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life'.

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

7.1 .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.

7.2. We recognise, 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.

7.3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other. We seek the views of our school and wider community.

7.4. 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.

7.5. 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

7.6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential

7.7 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. We proactively identify and minimise existing barriers or inequalities.

8 . Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular protected characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular protected characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people 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 societies)

9. Equality through our Curriculum

- The school aims to foster good relations between those who share a protected characteristic and those who do not share it through our curriculum:
- This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach such as Norfolk LGBT+.

10. Race Equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

Our aims within our teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by pupil groups and provide intervention to address any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values, including identified British values, that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate and celebrate different cultures
- Seek to involve all parents in supporting their child's education
- Encouraging discussion of equality issues which reflect on social stereotypes and expectations and the impact on learning, including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

11. 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

12. Admissions and exclusions

Our admissions arrangements, which are the Norfolk School's Admission arrangements, are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Where exclusions are necessary these will always be based on the school's Behaviour and Exclusions Policy. We will closely monitor exclusions to avoid any potential adverse impact; Norfolk guidance is followed where an exclusion is enforced.

Specific Duties Under our specific duty we;

- Prepare an Equality Action Plan containing our Equality objectives
- Monitor and assess the impact of our policies and plans

13. Disability Equality

The general duty to promote disability equality is owed to all disabled people which means that we have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
4. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum

- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways. We must make sure that disabled pupils do not receive less favourable treatment and to do this the school must make reasonable adjustments.

14. Gender Equality

The general duty to promote gender equality means that we must have due regard to:

- 1) Eliminate unlawful discrimination
- 2) Promote equality of opportunity between men and women, girls and boys

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council considers that it has addressed this through the implementation of the Modern Reward Strategy and unified pay and conditions for school teachers.

15. Transgender Equality

Transgendered people are explicitly covered by the gender equality duty. This term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

16. Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and socio-economic groups. Age, sexual orientation, religion and belief We will ensure that we do not discriminate on these grounds.

17. Tackling discrimination including dealing with racist incidents

Staff:

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

Incidents:

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary.

All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

- Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.
- A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'. Types of discriminatory incidents that can occur are:
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments or course of discussion
- Ridicule of an individual for difference, e.g. food, music, religion, dress, etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

- Staff must follow school procedures for reporting racist incidents.
- A member of staff will investigate further (if incident reported) or challenge behaviour immediately if witnessed.
- The incident is reported to SLT and recorded on CPOMs
- School respond to Victim and family
- School respond to perpetrator and family and a consequence is issued
- Pastoral support is offered to victim
- Action taken to address issue with individual / year group / school if necessary, e.g. through circle time or assembly
- Incident form to be completed and filed.
- Incidents to be reported to Governing body and local authority on a termly basis.

18. Collecting and analysing equality information for pupils at Catton Grove

We collect and analyse the following equality information for our pupils:

- Information gathering (pupils)

- Attainment levels
- Progress information
- Attendance levels
- Exclusions (fixed term and permanent)
- Attendance at Extended School activities/extra curricular activities e.g. School clubs
- School trips
- Complaints of bullying and harassment including record of harm (on CPOMS).
- Participation in School and Class Council

19.Review of Progress

- We will continue to review annually the actions we have taken in meeting our general and specific duties under the Equalities Act, our equality objectives will be reviewed as part of a four year cycle
- The results of our information gathering activities for race, disability and gender and what you have done with this information
- The outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

Appendix 1:

Diversity, Equity and Inclusion Intent Statement

At Catton Grove Primary School, we have eleven school 'Core Values' which underpin the vital importance of Diversity, Equity and Inclusion (DEI) and what those principles mean to us as a school. We encourage all of our pupils and staff to look at themselves through a DEI lens and to reflect this into the school and wider community where it can be celebrated. We are the largest primary school in Norfolk with a diverse population of pupils with varying protected characteristics (under the Equality Act 2010). We strive to ensure that children are able to celebrate their own characteristics as well as each other's with curiosity and understanding.

Our vision is to view the school through the eyes of its pupils in order to embed a cultural approach that challenges biases and encourages an inclusive and global community. At our school, we have designed a curriculum that is culturally inclusive, with role models of varying protected characteristics so that children see themselves in their learning and the surrounding environment. We want all of our children to achieve a strong sense of belonging which will encourage them to be more passionate and focused learners who want to achieve highly.

Throughout their Early Years and Primary School journeys, we want our children to develop a toolkit that they need to be kind and understanding young people with a wealth of worldly knowledge. We want this toolkit to be created by giving them the cultural capital that we know that they need in order to thrive as many children at our school have limited life experiences outside of the school environment. We want our children to have a vast array of opportunities and experiences as we know that by doing so, children will have a greater perception of people of diverse backgrounds and different stories. By the time our pupils head to secondary school, we want them to be citizens for life that are empowered with knowledge so that they can continue to celebrate the wonderful diversity surrounding them and ready to gently challenge others when they need reminding.

Equality Act 2010

Our equality objectives

December 2020-24

For further information or if you need this document in large print, audio, Braille, alternative format or a different language please contact Cathy Bryan (SENCo) or Adam Greenall (Assistant Head for Inclusion) on 01603 426728 or office@cattongrove.norfolk.sch.uk

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Introduction

1. Catton Grove Primary School has a statutory duty to publish one or more equality objectives at least every four years by the 6 April each year. This document sets out our five equality objectives.
2. The objectives seek to put key building blocks in place, to promote equality and accessibility across our school community. We have identified these objectives based on a range of evidence about the key issues for our school. Every four years, we review this evidence, and update our objectives accordingly. For more information about this evidence see below.
3. A theme running through our objectives is to maintain dialogue with pupils, families, staff and governors, to ensure we remain aware of any emerging issues and can address these effectively.
4. As well as setting out our objectives, this document summarises the legal context for equality and the issues informing our objectives.

The legal context

5. Schools have a statutory duty under the Equality Act 2010 to pay 'due regard' to the following when exercising public functions:
 - Eliminate discrimination, harassment and victimisation and other prohibited conduct;
 - Advance equality of opportunity for people with protected characteristics¹;
 - Foster good relations between people who share a relevant protected characteristic and people who do not share it.
6. The Act also requires schools to:
 - Publish equality objectives that are proportionate, specific and measurable
 - Report annually on progress
 - Publish a school accessibility plan.

Norfolk's diverse population & our school community

7. Norfolk is the fifth largest shire county in England, with 885,000 residents. Norfolk's diverse communities are interwoven into the county's history, spanning hundreds of years. For more information see [Norfolk Insight](#).

¹ The characteristics protected under the Act are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and
- sexual orientation

- Norfolk is a rural county with a diverse population of approximately 898,400. 39% of the population live in Norfolk's three major centres (Norwich, King's Lynn and Great Yarmouth) but 37% live in communities with fewer than 2,500 people.
- 7.6% of Norfolk's children are from a minority ethnic group (2011 census).
- The latest school census indicates that 25.62% (2018) of the school population speak English as an additional language (6.96% in 2015).
- 2.9% of children within Norfolk schools have an EHCP Statement of Special Educational Needs (July 2018)
- Based on National data 6,500 boys and 4,100 girls aged 0-15 are experiencing some form of disability in Norfolk (Disability Rights Commission).
- Norfolk has an ageing population – higher than regional or national average (Norfolk Insight).
- Estimates suggest 20 per 100,000 people in the UK have gender reassignment although numbers are rising. This would suggest a figure of 170 people in Norfolk and if spread across all age groups, there would be approximately 40 aged 0 – 19.
- 1.7% of the population are lesbian, gay or bisexual (ONS, 2015)
- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)
- In 2010, there were 487 conceptions to girls under 18. This is above the rate for the East of England but below the overall rate for England.

The diverse population of our school

8. Our school community has its own unique make up:

We are a larger than average inner-city primary school with currently 666 pupils on roll (as of December 2020). Our school serves an especially disadvantaged community – 41% of pupils are Pupil Premium. The number of pupils entitled to free school meals is significantly higher than national average. The majority of families are from a white UK background though we have a significant number of EAL pupils (28%). Pupils' attainment on entry to the nursery/ reception is well below national average as evidenced by baseline assessments.

Issues that our objectives take into account

9. Our equality objectives address the following issues:

- Like many areas of the country, Norfolk saw an increase in racial tension and hate incidents following the EU referendum. This has stabilised to a 'new normal'. This 'new normal' is a concern, which is why we have continued to prioritise work to build a school culture that respects and values difference in our community.
- There is an imperative to ensure that access for disabled children and children with special educational needs is integrated into day-to-day practice at the school. This is a major issue because Norfolk has a higher number of disabled people than other parts of the country and increasing numbers of disabled young people.
- Accessibility is sometimes challenging because there is a perception that increased accessibility means increased costs. However, we strongly believe that forward

planning can create many opportunities to embed good accessibility across our school community, to make good accessibility 'the norm'.

Our equality objectives for 2020-2024

10. Our five objectives are:
 1. **Curriculum** - To advance equality of opportunity by ensuring that teaching, learning and curriculum explicitly promote equality, celebrate diversity and promote community cohesion by fostering good relations.
 2. **Attainment** - To advance the equality of opportunity by improving the attainment of pupils eligible for Pupil Premium
 3. **Diversity, Race and Racism** - To prevent and respond to all hate incidents and prejudice-based bullying
 4. **Cultural Capital** - To promote cultural development and understanding through a rich range of experiences both in and beyond the school, including educational visits
 5. **SEMH** - To support pupils with Social Emotional and Mental Health (SEMH) with approaches that meet their needs.
11. Our action plan on the next page sets out more information.

Monitoring & governance arrangements

12. Our Governing Body is responsible for monitoring delivery of our objectives on a quarterly basis.
13. The date of the next formal review of these objectives is January 2021.

Further information

14. Catherine Lorne - Headteacher

Our Equality Objectives for 2020-2024

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
<p>Curriculum - To advance equality of opportunity by ensuring that teaching, learning and curriculum explicitly promote equality, celebrate diversity and promote community cohesion by fostering good relations.</p>	<p>Through the vehicle of Core Values assemblies – focus on respecting similarities and differences, tackling stereotypes and discrimination and understanding why some people discriminate. We aim to empower pupils to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.</p> <p>Through the vehicle of fortnightly Philosophy and Drama - pupils to learn that there are many differing views and experiences in the world outside of their own.</p> <p>The Catton Curriculum that embeds these additional sessions to meet the needs of our learners will be launched in Jan 2020 – new timetabling required, teacher CPD sessions.</p> <p>Evaluate range of resources in school and purchase any further relevant children's books for the curriculum that promote equality and diversity – subjects leaders to raise profile of cultural diversity through the resourcing of their subjects and the artists/scientists/historians etc they study</p>	<p>Monthly - ongoing from September 2020</p> <p>Launch – Jan 2020</p> <p>Ongoing CPD</p>	<p>Pupils are able to articulate the schools values and the core values.</p> <p>Philosophy and Drama and subject overviews show the coverage throughout the whole school.</p> <p>Curriculum map audit - Long term plans show a diverse study of people and places (including the protected characteristics)</p> <p>Subject Leaders monitoring</p> <p>Evidenced book week planning/ Deep dives, Pupil conversations etc</p>	<p>SLT / Year Leader Subject Leaders</p>
<p>Attainment - To advance the equality of opportunity by improving the attainment of pupils eligible for Pupil Premium</p>	<p>Pupil premium funding is spent effectively to ensure increased provision for PP pupils - see Pupil Premium report.</p> <p>Termly review of assessment data and targeted conversations in Pupil Progress meetings</p>	<p>Termly</p>	<p>Improved attainment of children eligible for Pupil Premium year on year.</p> <p>Data analysis and progress meetings minutes kept</p>	<p>SLT – AHT for Inclusion/ AHT for Learning</p>

	Appropriate interventions in place to narrow the gap – following data analysis and progress meetings.	Termly	Year group action plans detail interventions and specific pupils	
<p>Diversity, Race and Racism - To ensure all staff understand how to prevent and respond to all hate incidents and prejudice-based bullying consistently.</p> <p>To ensure all staff understand how to respond to pastoral issues that arise as one of the protected characteristics.</p>	<p>To ensure explicit teaching of respect and equality through PHSE lessons and Gr8asUR in order to foster good relationships between the pupils.</p> <p>Ensure a consistent response to incidents, e.g. bullying cases and racist incidents through staff meeting/training- via safeguarding update/ whole staff INSETs</p> <p>Share equality policy, the definition of a ‘racist incident’ and the process for dealing with incidents. Ensure all staff know and understand the ‘protected characteristic’.</p>	Spring/ summer 2020 – ongoing	<p>Number of racist incidents logged is reduced.</p> <p>Racists incidents are dealt with consistently.</p> <p>Staff are confident in dealing with pastoral issues that arise</p>	<p>Year Leaders/ Subject champions</p> <p>SLT – CS, AL and AMc/ all staff</p>
<p>Cultural Capital - To promote cultural development and understanding through a rich range of experiences both in and beyond the school, including educational visits</p>	<p>Plan in virtual experiences due to pandemic restricting visits/ visitors.</p> <p>Budget for the allocation of one free trip per year group to ensure access for all.</p> <p>Ensure ‘enrichment’ is shown explicitly on year group curriculum maps.</p> <p>The Catton Commandments are woven into curriculum planning and every child experience these 10 experiences before leaving CGPS</p>	Spring 2020	<p>All pupils will have access to regular cultural enrichment experiences beyond school.</p> <p>They are a diverse range of visits/ visitors to school for a range of subjects</p>	<p>Year Leaders/ Finance (budgeting)</p>

<p>SEMH - To support pupils with Social Emotional and Mental Health (SEMH) with approaches that meet their needs.</p>	<p>Progress meetings will identify those pupils with barriers to learning.</p> <p>Continue to equip pastoral staff to meet the needs of varying pupils – CPD (ie emotion coaching – rolled out to teaching staff).</p> <p>Engage professionals with school to equip staff on how to deal with specific complex children.</p> <p>Invest in ELSA- emotional, literacy, support assistant programme – training 12 members of staff across school to further support the resilience and emotional needs of pupils at class level.</p>	<p>Termly</p> <p>Ongoing</p>	<p>There will be reduced number of Red rated learning behaviours – progress meetings.</p> <p>Pastoral programmes will have measured success – using the scaling system.</p>	<p>SLT/ AHT Inclusion</p> <p>Pastoral team</p>
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