

Equality Information and Objectives

St. Bernadette's Catholic Primary School



Approved by:	Governing Board	Date: Autumn Term 2022
Last reviewed on:	Spring 2025	
Next review due by:	Autumn Term 2026	

At St. Bernadette's Catholic Primary School we are committed to:

- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the three previous public sector equality duties – for race, disability and gender – and covers the following **protected characteristics**:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion/Belief
- Sex (Gender)
- Sexual orientation

In addition, we have decided to include the following characteristic:

- Economically marginalised

We ensure that we have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a characteristic and those who don't
- foster good relations between people who share a characteristic and those who don't.

The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

Our school aims to be an inclusive school. We actively seek to include all our children in our school community. We do not exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children and we make this a reality through the attention we pay to the different groups of children within our school with consideration of the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion/Belief
- Sex (Gender)
- Sexual orientation

In addition, we have decided to include the following characteristic:

- Economically marginalised

Values and Beliefs

We are an inclusive school where pupils, parents, staff, governors, the local authority and local services work in partnership to meet the needs of the community. We celebrate the positive contribution made by different social, ethnic and linguistic groups.

“Growing Together in Faith, Love and Learning” is our mission statement.

On their journey through our school, children will GROW TOGETHER, supported by a school community, to strengthen their FAITH; LOVE one another and LEARN to achieve excellence in everything they do.

The School Values and Ethos were formulated after consultation with all the teaching staff and teaching assistants and builds on a discussion paper produced by the Governing Board. It formulates practical ways of working to meet our Mission Statement, “Growing Together in Faith, Love and Learning”

We are a Catholic school who wish to help parents educate their children to appreciate the awe and majesty of God and His Creation, including respect for themselves and others as they recognise that all are made in God’s image. We will build a prayerful community who support each other on our Faith Journey by preparing for and sharing the Sacraments together.

We are determined to create an inclusive culture of learning where **all** children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

Staff and governors demonstrate our values and commitment to equality by:-

- ensuring acceptable behaviour,
- responding to incidents and complaints in a proactive way,
- providing access to services, facilities and information,
- recruiting and employing people fairly,
- meeting specific needs.
- Working on the Equality Objectives

The Equalities policy outlines the commitment of the staff, pupils and governors of St. Bernadette's Catholic Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/Carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Trainees/students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St. Bernadette's Catholic Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their sex, race, disability, religion or belief, sexual orientation, age, gender re-assignment or any other recognised area of discrimination including pregnancy and maternity.

School in Context

St. Bernadette's is a mixed voluntary aided Catholic primary school, serving the parish of Our Lady of the Annunciation and St. Bernadette. It's recent Ofsted inspection in July 2023 was Good. It is an average size primary school with 191 pupils and serves a mixed community of rented and private housing. Our Section 27 Nursery, led by the Nursery Manager, offers term time places for 3 and 4-year-old children.

The school and nursery are highly thought of by the parents and carers, and has a good reputation within the local community. The children are enthusiastic about attending school.

The percentage of pupils with special educational needs and/or disabilities is 15.71% and 11 of these children have Education and Health Care Plans/assessment for EHCP or receive EYAR funding. Training and development has been targeted in the past towards SEND provision and this has had a significant impact on the school's ability to meet the needs of these children. The percentage of pupils with English as an additional language is 7.83% (which has doubled from 2022 to 2025) and we have 15.71% of children eligible for pupil premium. The average ADACI score for St. Bernadette's is 0.11. This is 0.07 lower than the national IDACI score of 0.18.

We are proud of our pastoral provision which is responsible for children and families who may need additional emotional and social support in school or from other agencies.

The current staffing structure in school is as follows: Headteacher, Deputy Head Teacher, 1 TLR, 1 HLTA, 1 FTE Nursery Manager, 2 Part Time Teachers, 6 Full Time Teachers, 12 Teaching Assistants, a MHST Education Mental Health Practitioner and a Part Time Sports Coach and specialist music teachers.

Communication with parents is key to our success. Our website has been designed where we share our fortnightly newsletters. We have a school Facebook and Instagram page, our Parent App and online payment system are fully established and we use Class Dojo to support home learning.

Ethos and Atmosphere

At St. Bernadette's Catholic Primary School, the leadership of the school community demonstrates mutual respect between all members of the school community.

There is an openness of atmosphere which welcomes everyone to the school.

All within the school community are prepared to challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

All pupils are encouraged to greet visitors to the school with friendliness and respect.

Provision is made to cater for the spiritual needs of all the children through planning of prayer and liturgy, assemblies, our RE and PHSE curriculum and classroom based and externally based activities.

Monitoring and Review

St. Bernadette's Catholic Primary School is an inclusive school, working towards greater equality in the whole school community. We use our MHST alongside our curriculum teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our children:

- We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.
- Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.
- School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.
- As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:
 - Attendance
 - Exclusions and truancy
 - Racism, discrimination, sexism, homophobia and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular activities and learning activities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St. Bernadette's Catholic Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We recruit an appropriately qualified workforce and aim to establish a governing board that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Information may be collected regarding:

- Applicants for employment
- Staff profiles
- Governing body profiles

- Training events

Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders', where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils. Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.

The school places a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs, including greater depth, by carefully assessed and administered programmes of work.

The school provides an environment in which all pupils have equal access to all facilities and resources.

All pupils are encouraged to be actively involved in their own learning.

A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Consideration will be given to the physical learning environment – both internal and external, including displays and signage and communication when appropriate.

Curriculum

At St. Bernadette's Catholic Primary School, we aim to ensure that:

Planning reflects our commitment to equality in all subject areas promoting positive attitudes to equality and diversity.

Pupils will have opportunities to explore concepts and issues relating to identity and equality.

Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.

Resources and Materials

The provision of good quality resources and materials within St. Bernadette's Catholic Primary School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at St. Bernadette's Catholic Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem

- Uses accurate language in referring to particular groups or individuals and challenge in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy. We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for EAL/Bi-lingual Pupils

We undertake at St. Bernadette's Catholic Primary School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.

All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).

All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination.

We recognise that perpetrators may also be victims and require support.

Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

This must include pupils' access to male and female staff at all key stages where possible.

We encourage the career development and aspirations of all school staff.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.

Access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.

Equalities policies and practices are covered in all staff inductions.

All temporary staff are made aware of policies and practices.

Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

All parents/carers are encouraged to participate in the full life of the school.

Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equality duties.

Members of the local community and parish are encouraged to join in school activities.

Exploring the possibility of the school having a role to play in supporting new and settled communities.

Roles and Responsibilities

Governing Board

One named governor, Mrs A Pennington, takes the lead, but the governors as a whole are responsible for:

- The school's Equality Scheme and the Accessibility Plan
- Setting a clear direction and reporting on it annually, as part of the annual publication of equality information.
- In general, making sure the school complies with the anti-discrimination provisions of the Equality Act 2010, including as an employer;
- In general, making sure the school complies with the public sector equality duty under section 149 of the Equality Act 2010;
- In particular, making sure the school complies with the Equality Act 2010 (Statutory Duties) Regulations 2011 by:

- Gathering and publishing the required equality information annually
- Drawing up, publishing and implementing the school's equality objectives
- Reviewing the Equality Scheme, including the Access Plan, every three years and judging its success on whether the equality objectives and access targets have been met. [The action plan will set out clear responsibilities, resources, resources and timescales to ensure that, where funding allows, targets are met]

The Headteacher

The Headteacher is responsible for:

- Making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other school improvement priorities;
- Making sure the governors, staff, pupils, and their parents and guardians are aware of equality issues as relevant;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination, including identity-related incidents; and bullying;
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All Staff

All staff are responsible for:

- Avoiding unlawful discrimination, harassment and victimisation;
- Promoting equality of opportunity in their work;
- Fostering good relations between groups;
- Dealing with identity-related incidents, whether or not they amount to bullying;
- Being able to recognise and tackle bias and stereotyping; and
- Taking up relevant professional development opportunities.

The Headteacher is responsible overall for dealing with reports of prejudice-related incidents. Where a report is about the Headteacher, the Chair of the Governing Board will deal with the incident. Visitors and contractors are responsible for following relevant school policy.

Equality objectives

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
The percentage of disadvantaged, SEND, boys achieving the expected standard in reading and writing at the end of key stage 2 will improve relative to their starting points.	<p>Identify children on entry to Reception with low attainment in Communication and Language and provide the interventions WellComm to address these gaps early on.</p> <p>Careful tracking of groups of children who achieved 3 at ELG and GD at Year 2 for continued progress rates</p> <p>Careful tracking of groups of children who achieved a 2 at ELG and Secure at Year 2 for accelerated progress to GD.</p> <p>Ensure high quality first teaching</p> <p>Identify barriers to learning – early identification</p> <p>Specific interventions</p> <p>Enrichment and Enhancements</p> <p>Focused CPD</p> <p>Pupil Premium Strategy</p> <p>PE Premium Strategy</p> <p>SEN Action Plan</p> <p>Pupil Progress Meetings</p> <p>Individual plans / one page profiles</p> <p>Separate longer parents' meetings</p>	<p>Headteacher</p> <p>English Leads</p> <p>SEND CO</p> <p>Class teachers</p>	September 2026	<p>An increase in reading and writing KS2 results, greater than national and local data.</p> <p><u>Review Spring 2025</u></p> <p><u>Reading & Writing – KS2 data 2024 below</u></p> <p>School Exp+</p> <p>School GDS</p> <p>Boys Exp+</p> <p>Boys GDS</p> <p>SEN Exp+</p> <p>SEN GDS</p> <p>Disadvantaged Exp+</p> <p>Disadvantaged GDS</p> <p>Non-Disadvantaged Exp+</p> <p>Non-Disadvantaged GDS</p>

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The attendance for disadvantaged children will be closer in line with the attendance for non-disadvantaged children and/or the national average for attendance.	Attendance incentives Amend school procedures regarding attendance, leading to a greater number of fixed penalty notices to act as a deterrent for poor attendance. Work closely with the local attendance authority officer to target those parents/carers whose child/ren’s attendance is poor without good reason. Regular communication and know the family circumstances well.	Headteacher SBM Attendance officer	September 2026	Increased rates in attendance for disadvantaged children. Review Spring 2025 Successful early helps focused on attendance. Whole school attendance autumn term 2024 96.4% Pupil Premium attendance autumn term 2024 94.4% , on analysis a high proportion of this was Holiday in Term Time (HITT) Non-pupil premium attendance autumn term 2024 96.63%																																																																																							

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<p>Promote pupils understanding of identity, diversity community and equality.</p> <p>Develop a culturally inclusive curriculum which celebrates equality and diversity.</p> <p>Ensure the children are prepared for life in modern Britain, next stage of learning.</p>	<p>PSHE curriculum supports further development of an inclusive school. E.g. No Outsiders / Everyone is Welcome</p> <p>Engage with celebration weeks/National initiatives e.g. Black History Month activities.</p> <p>Audit resources to reflect a diverse society.</p> <p>Assembly themes – weekly.</p> <p>Increase visitors/school trips into school.</p> <p>Work with Happy Smiles and Police – re anti-discrimination workshops.</p> <p>Carefully chosen text and literature.</p>	<p>Headteacher</p> <p>PSHE subject leader</p> <p>RE subject lead</p> <p>All subject leaders</p> <p>Pastoral Manager</p>	<p>September 2026</p>	<p>Children can talk confidently about the protected characteristics.</p> <p>Children behave respectfully towards all their immediate and wider community.</p> <p>Children are well prepared for modern day Britain.</p> <p><u>Review Spring 2025</u></p> <p>Use of CPOMS to track behaviour.</p> <p>Evidence of proactive impact when dealing with bullying/racism</p> <p>Review and purchase texts to reflect the children and range of disabilities/cultures</p> <p>Annual workshops – Happy Smiles / Police on hate crime / protected characteristics</p> <p>Prayer and liturgy and assemblies mapped out over the year to include key dates</p> <p>No outsiders embedded into the PHSE curriculum and long-term plan</p>

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Develop an effective mental health and wellbeing strategy so that pupils are resilient and to support good mental health and wellbeing.	<p>Mental Health Lead in school.</p> <p>Respond to child's voice – Pupil council, GIFT team</p> <p>Wide offer of extra curricular clubs / curriculum offer.</p> <p>Regular and high-quality behaviour training – de-escalation and strategies / trauma informed practice.</p> <p>Create an engaging, active environment at lunchtimes (cross reference with PE Premium Action Plan)</p> <p>Raise the profile of the MHST in school – assemblies, half termly consultation meetings.</p> <p>MHST work with targeted children and year groups.</p> <p>Use Early Help and external agencies to support children and their families.</p> <p>Recruit 6 x children 'mental health ambassadors'.</p> <p>Implement a whole school approach to Zones of Regulation – launch/teach children, resources, time for all staff to 'check in with children'.</p> <p>Calm areas in classrooms and in school.</p>	<p>Headteacher</p> <p>SENDCO</p> <p>Pastoral Manager</p> <p>MHST</p>	<p>September 2022</p>	<p>Rates of behaviour incidents decrease and children are able to self-regulate and increase readiness to learn.</p> <p><u>Review Spring 2025</u></p> <p>MHST has been sustained and has wider school impact.</p> <p>School work well with MHST - 4-week consultations.</p> <p>Use of CPOMS to track behaviour.</p> <p>Evidence of proactive impact when dealing with bullying/racism</p> <p>Successful Early Help outcomes</p> <p>Sustained and increasing range of extra curriculums.</p> <p>Enhancements and enrichments are mapped out</p> <p>Zones of Regulation embedded</p> <p>PE premium money spent effectively</p> <p>Act upon children's voice</p> <p>MHA are trained and carry out whole school actions each term</p>

9. Monitoring arrangements

The Governing Board and SLT will review the equality information we publish at least every year.

This document will be updated by SLT and The Governing Board at least every 4 years.

This document will be approved by The Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment