

# Christ Church NW1

## Equality Objectives Review

Plan December 2023 - December 2026



Objective	Review '23-'24	Review '24-'25	Review '25-'26
<ul style="list-style-type: none"> <li>• <b>Publish and promote the Equality Plan through the school website, newsletter and staff meetings.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Equality plan is published on website.</li> <li>- Issues related to equality covered through annual staff training e.g. behaviour, Prevent, SG</li> <li>- Newsletters ensure cohesion and belonging fostered through inclusion of children of whole community.</li> </ul>	<ul style="list-style-type: none"> <li>- As previous year.</li> <li>- Celebration of cultural events promoted in newsletter</li> <li>- Equality Week projects promoted in newsletter and on website.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.</b></li> </ul>	<ul style="list-style-type: none"> <li>- All incidents logged and investigated in line with policy.</li> <li>- Termly reports shared with Governors.</li> <li>- Follow-up restorative work completed with pupils where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Continued rigorous recording and reporting procedures.</li> <li>- Patterns monitored; no significant increase in incidents.</li> <li>- Preventative curriculum work strengthened through assemblies and PSHE.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Termly data analysis completed.</li> <li>- Targeted interventions implemented for identified groups (e.g. SEND and FSM pupils).</li> <li>- Pupil progress meetings included equality focus.</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing monitoring</li> <li>- Governors updated on vulnerable group outcomes.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Continue to work with all stakeholders to ensure that racism and prejudice</b></li> </ul>	<ul style="list-style-type: none"> <li>- Collective Worship to promote respect, inclusion and British values.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil voice indicates strong understanding of respect and equality.</li> </ul>	

<p><b>is challenged through all aspects of the curriculum</b></p>	<ul style="list-style-type: none"> <li>- Policies, including behaviour, updated to continue to reflect this priority</li> </ul>	<ul style="list-style-type: none"> <li>- SIAMS inspection feedback demonstrate embedded culture of equality through Collective worship, curriculum and activities to stand against injustice.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Continue to develop the EYFS environment so it is engaging and accessible to all learners.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Environment adapted to improve accessibility and inclusive provision.</li> <li>- Visual supports and sensory resources enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing training supporting inclusive practice.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Hold a disability awareness week (with a focus on ASD and ADHD)</b></li> </ul>		<ul style="list-style-type: none"> <li>- Equality week focus- anti-racism and anti-bullying- October '24</li> </ul>	<ul style="list-style-type: none"> <li>- Equality week focus- ASD and hidden disabilities- November '25</li> <li>- Increased pupil confidence in discussing neurodiversity.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Develop 'Trauma Informed Practice' so that children who have had Adverse Childhood experiences are well-supported.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Staff training delivered on Trauma Informed approaches.</li> </ul>	<ul style="list-style-type: none"> <li>- Further staff training delivered on TIPIC with Camden EP service</li> <li>- Calm spaces established.</li> <li>- Behaviour policy reviewed to reflect relational practice and de-escalation strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Practice embedded across school.</li> <li>- Reduction in behaviour incidents for targeted pupils. (Autumn term)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Continue to develop the mental health offer for children, staff and parents</b></li> </ul>	<ul style="list-style-type: none"> <li>- Place2Be one-to-one therapy offered when agreed (parents/teachers) for vulnerable chn/chn who have experienced ACE.</li> <li>- Place2Talk drop-in for pupils to access on request basis.</li> </ul>	<ul style="list-style-type: none"> <li>- Place2Be provision ongoing</li> <li>- TIPIC Champions group developed staff debrief tool.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Place2Think offered for staff</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum planning reviewed to include diverse authors, historical figures and scientists.</li> <li>- Displays updated to reflect representation.</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing planning review to ensure representation.</li> <li>- Pupil discussions demonstrate increased awareness of diverse role models.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Train staff and governors involved in recruitment in non-discrimination and the legal requirements.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Safer recruitment and equality training updated.</li> <li>- Recruitment processes reviewed for compliance.</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing- recruitment practice</li> </ul>	<ul style="list-style-type: none"> <li>- Headship team attending Camden Race Equity Leadership and System Improvement Programme (Spring '26)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Ensure that reasonable adjustments are in place for disabled staff so that their needs are met and disadvantages are addressed</b></li> </ul>	<ul style="list-style-type: none"> <li>- Individual risk assessments and workplace adjustments implemented where required.</li> <li>- Ongoing dialogue maintained.</li> </ul>	<ul style="list-style-type: none"> <li>- Adjustments reviewed and maintained.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Classroom and corridor displays updated to reflect diversity.</li> <li>- Inclusive imagery used across school.</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing monitoring shows that displays are representative.</li> </ul>	