

EQUALITY, ACCESSIBILITY AND COHESION
AUDIT & ACTION PLAN FOR
ST JOHN VIANNEY CATHOLIC PRIMARY
SCHOOL



Date Written: June 2021

Next Review Date: June 2022

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR **ST JOHN VIANNEY CATHOLIC PRIMARY SCHOOL**

Equality, Accessibility and Cohesion Audit and Action Plan

This audit will identify and set out how *St John Vianney Catholic Primary School* will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the School. School governors should monitor progress against the actions within the Equality Policy Action Plan at least quarterly.

How to use the audit toolkit

To use the tool use the statements as prompts for questions or go through each question and tick the relevant box based on the evidence you gather. The boxes are coded as follows:

A = we are confident about this; work has already been done in this area and is ongoing

B = we haven't done much on this yet, but know what needs to be done and how to go about it

C = we still need to do work on this area and to identify our initial priorities

Use the 'Evidence' column to identify or make cross-reference to your own examples of existing good practice (if you ticked box A) or the case for improvement (if you ticked boxes B or C).

The ultimate aim is to be able to tick the A box for every section, so use the 'Tasks and priorities' column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the school's equality policy). The action plan should spell out in more detail how you plan to achieve the task, who will be responsible and when it will be fully implemented.

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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
1. The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan.	X			Published on website within 'School Information' tab.	Put this updated audit and action plan onto website.	A Friar October 2021
2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives	X			Updated version to go on website.	Put this updated audit and action plan onto website.	A Friar October 2021
3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.	X			See Governing Body mins moving forward	Governors to have this available on Governor Hub. Headteacher to upload.	A Friar Dec 2021
4. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning	X			All policies include an equal opportunities section.	Embed into practice and review implementation of policies. As Curriculum policies are updated, ensure there is an equality section in each one.	Subject leaders To review Autumn 2021
5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body	X			The governing body has formally adopted all policies which have been recommended by the Local Authority/Archdiocese.	Continue to ensure we comply.	None
6. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken	X			Governors follow LA advice when implementing policies.	Continue to ensure we comply.	D Liptrot Chair of Govs Reported termly at FGB meetings

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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
The context of your school						
7. Training on the Equality Legislation is given to all members of governing body.	X			School uses National College for training	Ensure new Governors are inducted.	A Friar As need arises
8. Training on the Equality Legislation is given to all school staff.	X			Training periodically at start of academic year.	To ensure it is included in Annual production and update of Staff Handbook.	A Friar September annually
9. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.	X			Adopted Local Authority Policy (see website)	Policy updated at least every 3 years.	Governors 3 year policy cycle
10. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement.		X		See Home-School Agreement by July 2021	Home School Agreement issued to all families and will incorporate Equality section for this current intake.	A Friar July 2021
11. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear		X		Policies are on the school website. Included in new intake induction pack.	Will be included in new intake induction pack.	None
12. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment	X			All incidents are managed and monitored. Recorded as part two minutes within Headteacher's report	Continue to follow LA policy and procedures. Headteacher's termly report to Governors reports on this.	Governors Termly updates
13. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	X			Yes included all of this criteria.	The policy is up to date.	Governors 3 year policy cycle
14. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers.	X			Pupils with disabilities are included in all aspects of school life including P.E. and sports. SEN Support plans evidence how needs are met.	Annually look at accessibility practicalities for pupils with mobility challenges.	L Nagy SEND CO
15. The school is confident that disabled pupils and their families have equality of access to	X			All families have access in exactly the same way		

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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
information which the school produces (e.g. newsletters, guidance, advice, website, etc.)				as other families. Plans are implemented to ensure families unable to access information in the usual way are able to access it as appropriate.		
16. The school has published its "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs	X			The Local Offer is published on the school website.	SENCO to keep the local offer updated.	L Nagy SENDSCO Annually
17. The school contributes appropriately to Pupil Education, Health and Care Plans	X			EHCP plans in place for all children with an EHCP	Continue to formally review EHCPs annually.	L Nagy Annually
18. The school provides parents, carers and guardians of "pupils with Education, Health and Care Plans" with information on how to access St.Helens Special Educational Needs and Disability Information, Advice and Support Services (St.Helens IASS).	X			IASS Information within Local Offer page on website		L Nagy As need arises
19. The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.	X			Evidenced in SEF	Continue to meet the needs of our school community.	A Friar Annual evaluation of SIP
Monitoring and impact assessment						
20. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability		X		All recruitment applications for staff have included an equal opportunities form which is sent back to the Local Authority.	Need to take advice on records regarding sexual orientation. School follows LA admission arrangements where gender is identified by parents for pupils on entry. Check with LA.	A Friar Autumn 2021
21. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs			X	All policies are reviewed between 1-3 years.	Equality impact assess policies on a rolling programme.	A Friar & J Percy Ongoing

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22. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.	X			We follow all Local Authority procedures and return all statistical information.	The recruitment process ensures this is completed through data collection.	This is completed by the LA
23. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.		X		Self-evaluation process informs all future policies.	Continue to monitor impact when new policies are adopted or other policies are reviewed.	Governors Every 1-3 years
24. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or SEN Support Plans.	X			All SEN Support Plans are monitored at least termly. SENCO drop ins.	Firmly established in all classes through the SENCO	SENCO Termly Annually in formal way for EHCPs
25. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	X			We take on board Local Authority policy recommendations.	None	None
Sense of belonging						
26. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity and community cohesion	X			Children are given responsibilities such as School Council/Eco Council. Capturing Pupil Voice on wellbeing and safeguarding, as well as curriculum. KAB's questionnaires on mental health and wellbeing for children.	Continue to capture voice of the child and to feed this back into school improvement. Raise profile of School Council/Eco Council and ensure this is influenced by and fed back into the SIP.	A Friar Questionnaires/ focus groups throughout each year
27. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs	X			We have considered this role eg EAL and ensure inclusivity for the range of groups and individuals within the school community.	PSHE lead to monitor curriculum delivery to ensure this reflects the diverse nature of the school.	J Percy annual review.
28. The school works with parents of children with special educational needs as equal partners in	X			SENDSCO makes herself available to meet with and	Continue with this outstanding practice.	L Nagy

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their child's education.				speak to parents regularly. Daily contact with a practitioner as appropriate. Regular SEN Support Plan and review meetings		
Teaching learning and curriculum						
29. The curriculum is regularly assessed to ensure that it promotes equality and cohesion for all protected characteristics		X		Jigsaw PSHE scheme fully implemented See staff meeting and inset plans	Need to identify further opportunities to promote equality and celebrate diversity in all subject areas.	J Percy Ongoing annually
30. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum.	X			All adaptations have been made in order to include all children whenever reasonably possible.		L Nagy Annually and as needed
31. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.	X			Some pupils have a bespoke curriculum including sensory support.	Continue to provision map to meet the needs of SEND pupils.	Class teachers update termly for impact
32. The school implements appropriate group and individual intervention programmes to address learning difficulties.	X			Numerous interventions are in place to support needs identified. Read Write Inc Fresh Start Toe by Toe Lexia Same Day Interventions	Continue to identify need through pupil data and pupil progress meetings	Class teachers termly
33. Governors are able to identify examples of reasonable adjustments made at the school	X			See buildings section of head teachers termly report to governors.	None	Governors 3 times per year at full governors
34. Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated	X			Other values and cultures are embedded into the curriculum through visits and visitors and the Jigsaw Scheme of work.	None	J Percy Ongoing

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35. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successfully this has been addressed	X			All data is presented to Governors. This includes the categories named as well as vulnerable groups.	Continue to present data at least annually.	A Friar Annually
36. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated	X			Exclusions zero (at June 2021) but previous had reintegration meetings and fully re-integrated Fully re-integrated.	None	A Friar
37. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful	X			Policies are followed rigorously with outcomes positive. All information recorded on CPOMS and monitored by pastoral leader	Continue to follow policy. Rare incidents of bullying/hate are reported to Governing Body under Part 2	M Clisby & A Friar Termly
38. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body		X		Anonymised behaviour incidents and actions are summarised as part of headteacher's termly report to governors.	Need to drill down further into additional groups to find more patterns	A Friar and M Clisby
Equity and Extended Services						
39. The school's Self Evaluation Process contains judgements on the contribution parents and other communities make to pupils' learning and well being		X		All stakeholders involved in SIP and contribute through questionnaires.	Need to develop stronger parent voice in development of SEF	A Friar
40. The Governors know of the impact of: - Partnership arrangements with other schools - Use of shared facilities - Opportunities for intercultural activities	X			St Helens First Network	Continue with successful partnership. Forge further partnerships and develop additional opportunities for intercultural activities	A Friar
41. The Governors know how funds such as-Pupil Premium have benefited children.	X			PP impact statements available on website.	Ensure Pupil Premium Report is updated annually and placed on website for public access.	L Nagy & A Friar Annually
42. Governors used the criteria in the Strengthening Community section of the Head		X		Successful appraisal of headteacher.	Use this more explicitly in future HT performance management periods	Governors Appraisal Team

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Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management						Twice per year.

Equality Impact Assessment for St John Vianney Catholic Primary

Appendix 1

Title of Policy, Decision, Practice or Programme:

Department:

Responsible Officer:

Date Completed:

Date Review Required:

1. **Aims:** Please identify the main aims of the policy, decision or function?

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2. **Impact upon different people with different protected characteristics:** It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment; age, gender, disability, race, gender reassignment, religion, sexual orientation, pregnancy and maternity, marriage and civil partnership. (age, marriage and civil partnership do not apply to school provisions.)

The following seven principles, derived from the duties set out in the Equality Act 2010 should be considered when conducting the EIA.

a. All learners are of equal value

All learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.

b. Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.

c. Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.

d. Positive attitudes and relationships should be fostered

Policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community

e. Society as a whole should benefit

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.

f. Current inequalities and barriers should be addressed and reduced

In addition to mitigating, avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

Equality Impact Assessment for St John Vianney Catholic Primary

g. Policy development should involve widespread consultation

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers. Examples of groups to consult with could be the School Council, Parents, Governors etc.

Examples of possible impacts, please note this is not an exhaustive list:

General Issues Include

- a. Accessibility – Parking, signage, buildings, toilets, lifts, information, opening times etc.
- b. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.
- c. Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.
- d. Elimination of harassment and discrimination – e.g. challenging inappropriate behaviour, less favourable treatment, and use of language linked to protected characteristics.
- e. Monitoring via consultation, complaints, satisfaction and service access or membership.
- f. Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity and a charity abroad.

Staffing Proposals: It is essential that decisions on staffing issues do not leave the Schools vulnerable to equal pay or discrimination claims. The Schools policy is to ensure equality across all departments within its pay and grading process. This means that decisions must promote consistency in structure, job description / qualifications and pay grading.

Children and Families, Carers and Lone Parents Issues Include

- a. Flexibility in service delivery and employment for parents and people with caring responsibilities.
- b. Child friendly arrangements in service delivery and employment.
- c. Supporting children that are carers.

Sexual Orientation Issues Include

- a. Civil Partners – having the same rules, benefits or requirements as married couples.
- b. Discrimination by association – children who have same sex parents, carers or relatives.

Disability Issues Include

- a. Promote positive attitudes towards disabled people.
- b. Encourage participation by disabled people in public life.
- c. Meet the needs of disabled people, even if that means treating disabled people more favourably than non-disabled people.
- d. Providing a “local offer” detailing relevant services available for children with disabilities and / or Special Educational Needs.

Please indicate in the table below how the needs of people who share different protected characteristics were identified, and taken into account in relation to the policy, decision or function.

Equality Impact Assessment for St John Vianney Catholic Primary

'Issue' Column for each Equality Group, consider the following issues and questions. Insert a new row for each new issue

'How will this be taken into account?' Column evidence of how each issue is taken into account.

'Action' Column for actions that address any issue that is relevant but you are unable to evidence how they are taken into account

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
Disability/SEND	Car parking with disabled access.	Use of facilities.	Reminders of appropriate use in newsletters, texts etc.	A Friar Regular reminders.
	Mobility into and around school.	Individual EHCPlans	Continue to make adjustments to toilet facilities eg handrails as children move classes. Add ramps to access areas for children in wheelchairs.	Completed annually. Ongoing programme. Annual update. As needed
	Sensory diet for pupils with autism.	Appropriate and adapted curriculum.	Ensure all areas are wheelchair accessible eg width of doors and corridors. Use of SENDCO and specialist learning assistant to provide a tailored curriculum offer (see provision maps/IEPs).	L Nagy Oct 2021
	Dyslexia friendly school.	Children with learning disabilities have appropriate access to the curriculum.	Train staff on dyslexia friendly classrooms. Get diagnosis and support plans for pupils. Implement and evaluate impact of dyslexia provision on individuals.	M.Clisby April 2022
	Hate crime – racism,	Local Authority	Ensure all staff understand their responsibilities to tackle and report all inequalities for identified	A Friar Termly

Equality Impact Assessment for St John Vianney Catholic Primary

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
	homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics). Community Cohesion.	employment policies have all been adopted by the Governing Body. Involve whole school in working with a range of partners. Communities get along well together with no groups feeling isolated.	groups. Staff handbook annually. Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored. Capture evidence of partnership work and it's influence on promoting a positive culture where everyone feel they belong.	monitoring J Percy PSHE review Dec 2021 A Friar July 2022
Age	Staff are not employed because of their age. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).	All staff can be employed irrespective of their age. Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.	Age has been taken off all application forms. Employees are free to work beyond a pensionable age. Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.	
Gender (Sex)	Civil Partners – having the same rules, benefits or requirements as married couples.	All partners known as parents or carers.	Letters home. PSHE curriculum. Child to know that families are diverse and should be treated equally. Discussion in PSHE lessons or assemblies,	Updated annually J Percy April 2022

Equality Impact Assessment for St John Vianney Catholic Primary

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
	Discrimination by association – children who have same sex parents, carers or relatives. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).	Through the PSHE curriculum. Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.	specific lessons if it becomes an equality issue.	
Gender Reassignment	Having the same rules, benefits or requirements as others. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics). Toilets and changing areas.	Through lessons, assemblies and positive images and literature in school. Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored. Review offer	PSHE curriculum. Child to know that families are diverse and should be treated equally. Discussion in PSHE lessons or assemblies, specific lessons if it becomes an equality issue. Appropriate books purchased for library. All staff and visitor toilets are gender neutral. Explore KS2 toilets being gender neutral in the future.	J Percy PSHE review July 2022 A Friar July 2022

Equality Impact Assessment for St John Vianney Catholic Primary

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
Race (Ethnicity)	Promote positive attitudes, good relations and positive interaction between all members of the community.	Through lessons, assemblies and positive images and literature in school.	Positive imagery. PSHE curriculum. Child to know that families are diverse and should be treated equally. Discussion in PSHE lessons or assemblies, specific lessons if it becomes an equality issue.	J Percy PSHE review July 2022
	Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).	Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.		
	Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.	Through early identification.	Ensure children with EAL have fair access to the whole curriculum as required. Support families with translation and interpretation.	C Day Ongoing
Marriage and Civil Partnership	Having the same rules, benefits or requirements as others.	All families are recognised as being equal at SJV.	Continue to treat all parents equally.	Updated annually
	Hate crime – racism,	Hate crime is recorded and dealt with in school (rare		

Equality Impact Assessment for St John Vianney Catholic Primary

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
	homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).	instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.		
Pregnancy and maternity	Unlawful discrimination	SJV follows all Local Authority policies.	Ensure any amendments to policy go to Governors.	A Friar Policy updates at least every 3 years
Religion or Belief	Promote positive attitudes, good relations and positive interaction between all members of the community.	All members feel valued and have equal rights.	Update long term curriculum map. Follow the Liverpool Archdiocese Agreed Policy for Religious education (Come and See). Continuous Professional Development provided by the archdiocese.	P Crosby Policy updated Oct 2019
	Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).	Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.		
	Some cultures practice unhealthy procedures such as FGM	Safeguarding responsibilities	Staff and volunteers understand that the priority is child protection.	Child Protection/ safeguarding

Equality Impact Assessment for St John Vianney Catholic Primary

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
		Report any potential unhealthy safeguarding practices.	Cover in annual training and implementation of policy.	Policy update Sept 2021
Sexual Orientation	Having the same rules, benefits or requirements as others. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).	Report of any bullying or hate incidents. Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.	Staff training. Purchase of appropriate resources for libraries. Positive imagery. PSHE curriculum. Child to know that families are diverse and should be treated equally. Discussion in PSHE lessons or assemblies, specific lessons if it becomes an equality issue.	J Percy PSHE review July 2022

3. Publishing the results of the assessment:

The Equality Impact Assessment must be used to inform key decisions on policy and practice. The equality implications must be visible to Governors (or the decision maker), when they make decisions, please attach the Equality Impact Assessment within the Decision documentation.

Curriculum Equality Audit Template and Guidance

Appendix 2

Curriculum Equality Audit for Schools

Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum, to ensure:

- There is equality of opportunity to access the curriculum through teaching and learning
- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled pupils
- Challenge stereotypes, such as gender segregation of subjects (design and technology, home economics, sciences etc)
- Promote community cohesion and a positive image of a diverse community

This checklist prompts questions that can help teachers identify how they could build equalities into the curriculum. Teachers can simply consider the questions below before developing or reviewing their curriculum and lesson planning process. They can use the questions to think about ways quality and cohesion can be built into the teaching and learning programme.

The curriculum at St John Vianney has been adapted and amended in light of the implementation of the revised Ofsted framework. Leaders have taken the opportunity to reflect on equality and have included this in subject policies.

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
1. Appreciate of the needs of others, insight into the lives of people from different backgrounds.	This is taught through the curriculum and in assemblies, particularly through the PSHE curriculum	Continue to develop content in accordance with need.	J Percy leading curriculum with subject leaders for continuity. June 2022
2. Respect different points of view, recognising and respecting different viewpoints.	Pupils are encouraged through PSHE lessons, assemblies as well as other curriculum areas to listen to and to respect the viewpoint of others. This is an explicitly taught skill as well as being part	Ensure there is evidence in books of respecting viewpoints. Connect lessons to our core values explicitly.	J Percy leading curriculum with subject

Curriculum Equality Audit Template And Guidance

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
	of the school's ethos and culture.		leaders for continuity. June 2022
3. Experience and celebrate cultural diversity	The PSHE and RE long term maps plot out how this is taught.	Update the curriculum annually. Amend assembly calendar annually to fit in with significant dates from other religions and cultures. Evidence this work in books.	J Percy and Teaching Staff June 2022
4. Recognise commonalities shared by people from diverse and different backgrounds	This is taught through the curriculum and in assemblies.	Continue to display the work from the focus weeks.	Teaching Staff
5. Appreciate culture in St.Helens and the local area.	Studies of the locality for each class.	Continue to visit places of interest in St Helens such as the World of Glass, Town Hall, Prescott Museum and local libraries. Visit Liverpool too as part of the wider locality.	
6. Recognise and challenge abuses, discrimination and injustice.	Jigsaw PSHE programme.	Purchase of additional books which reflect these issues for the library and book areas in classrooms.	L Murray and J Percy

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
1. Accessible lessons: information, signage, class times, school trips, course work examples, etc	Children are included in all activities.	Continue to plan trips and visitors which encourage this.	Teaching Staff
2. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry	SJV follows all policies and procedures with regard to this.	Continue to encourage children to be kind, respectful and to treat people equally by being open about SEND. Develop opportunities for children to tell the rest of the school	

Curriculum Equality Audit Template And Guidance

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
		about their SENDs to helps the other children to treat them respectfully.	
3. The appropriate use of translation and interpretation.	This facility is available if needed through the Local Authority.		L Nagy SENCo
4. Positive images of a diverse community: locally, regionally, nationally and internationally.	Done through the curriculum and through literature.	Further positive images through posters and displays. Develop awareness through all displays across the school, both inside classroom and throughout school. More books in library and reading areas in classrooms (see below).	Continue to develop
5. Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns? (Chalon-Sur-Saone, France and Stuttgart, Germany)		Look at developing links with these places as we do not have any at this time.	J Percy Geography
6. The challenging of gender, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn't or can and can't do.	The curriculum, including the use of Jigsaw, gives children the opportunity to discuss their beliefs and that of others.	Continue to challenge stereotypes at all available opportunities.	J Percy July 2022

Curriculum Equality Audit Template And Guidance

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
7. An awareness of the support needs for children that are carers	School liaises with Young Carers and support children identified through pastoral interventions and/or information from parents/families	Continue to work with services to identify and support chn in order to meet their needs.	As needed
8. A positive image of Civil Partners – having the same rules, benefits or requirements as married couples	Discussion through RSE lessons. Taught sensitively and age appropriately through Jigsaw.	Further positive images through posters and displays. More books in library and reading areas in classrooms.	J Percy Ongoing
9. A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives	Discussion through RSE lessons in Years 5 and 6.	As above. A recognition that SJV has same sex parents and our families are diverse.	SLT Ongoing
10. Positive images and a positive attitude towards disabled people	Continuing to have positive images and discussions through Jigsaw lessons and throughout the curriculum.	Continue with high profile focus on feelings and needs. Give pupils with SEND a voice (if they want to use their voice) to tell everyone about how they can help and support.	L Nagy SENDSCO

<u>Name of Book</u>	<u>Author</u>	<u>Aspect</u>
Wonder	R.J.Palacio	Disability
The Boy in the Dress	David Walliams	Gender
Bill's New Frock	Anne Fine	Gender
Beegu	Alexis Deacon	Differences
The Crow's Tale	Naomi Howarth	Cultural
Fire Girl, Forest Boy	Chloe Daykin	Cultural
The Unforgotten Coat	Frank Cottrell Boyce	Refugees
Goldfish Boy	Lisa Thompson	Mental Health
Boy in the Tower	Polly Ho-Yen	Mental Health