



JOHN F KENNEDY
CATHOLIC SCHOOL
INSPIRE • ACHIEVE • SERVE

John F Kennedy Catholic School Equality Objectives and Action Plan — (2026/27)

John F Kennedy Catholic School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the Equality Act 2010, which prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age. Our trust and schools are committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

JFK is committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation.

JFK and ASCAT have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded in day to day activities.

The Equality Act 2010 requires us to have due regard to the need to:

- Eliminate unlawful discrimination

- Advance equality of opportunity between people that share a protected characteristic, and those that do not share it.

- Foster good relations across all characteristics

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. JFK and ASCAT is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

In certain circumstances, there may be a legitimate reason to use lawful exemptions to appoint someone with a particular protected characteristic (Religion or Belief) as per the Bishops' Memorandum on the Appointment of Staff in Catholic Schools.

Below are four focused equality objectives and action plan that directly address the three key requirements of the Public Sector Equality Duty (PSED).

Equality Objectives

Objective 1 — Reduce attendance and engagement gaps for underserved/disadvantaged/vulnerable students to ensure equal access to the JFK experience.

- *PSED links: 2 (Advancing equality of opportunity) and 1 (Eliminating discrimination where absence/engagement is a barrier to access).*

Objective 2 — Narrow the attainment and progress gaps at GCSE and A Level for underserved/disadvantaged/vulnerable students through targeted support and inclusive teaching

- *PSED links: 2 (Advancing equality of opportunity) and 1 (Eliminating discrimination by addressing barriers to achievement).*

Objective 3 — Monitoring and increasing the diversity of students in leadership roles and extracurricular participation to reflect our true school community.

- *PSED links: 2 (Advancing equality of opportunity).*

Objective 4 - Continue to audit, monitor and develop racial justice, equality and diversity in the curriculum and the wider life of the school (Westminster Diocese RJED).

- *PSED links: 3 (Fostering good relations),*

Action plan for Objective 1 — Reduce attendance and engagement gaps for underserved/disadvantaged/vulnerable students to ensure equal access to the JFK experience.

Actions	Person responsible	Resources needed	Success criteria
1. Establish a clear cohort definition and baseline: identify underserved/vulnerable groups (e.g. Pupil Premium, SEND, EAL, looked-after) and calculate current attendance/persistent absence (PA) rates and gaps.	DHT (Pastoral) / Attendance Officer / Data Manager	SIMS/SMID/DfE VYED; previous year attendance data; staff time	- Baseline attendance and PA gap calculated and shared with SLT and Governors.
2. Produce an Attendance Action Plan targeted at cohorts and individuals (tiered: universal, targeted, intensive).	Headteacher / DHT / Attendance Officer	Attendance policy update; staffing for pastoral interventions; small fund for targeted support	- Tiered plan agreed by SLT and Governors. - Weekly monitoring in place for targeted cohort
3. Strengthen early intervention: daily monitoring, attendance calls/texts, rapid home visits, attendance panels with parents, and bespoke support (mental health, transport, mentoring).	DHT/Attendance Officer / ALs / DSL / Pastoral Team	Staff time; CPD for attendance leads; pastoral budget; external partner contacts (CAMHS, EWO)	- Reduction in PA cases among target cohort by 10% within 12 months (relative to baseline). - Number of successful attendance plans in place recorded.
4. Remove barriers to attendance: audit and address barriers (parent questionnaire, parents meetings)	DHT/Attendance Officer/SEND/CO/DSL/Pastoral Support Co-ordinator	Pupil Premium funding; hardship fund; device loan scheme information	- Audit completed and barriers logged. - Practical support provided to all identified students within 6 weeks of identification.
5. Train staff and implement mentoring for PA students	DHT/SEND/CO	CPD time and staff time	-Successful implementation for PA students and improved PA figure by 10% by end of autumn 2026

Action plan for Objective 1 — Reduce attendance and engagement gaps for underserved/disadvantaged/vulnerable students to ensure equal access to the JFK experience.

6. Monitor engagement in lessons and enrichment: track curriculum engagement and after-school participation for cohorts.	Heads of Faculty / Enrichment Coordinator	Register systems; enrichment sign-up data; targeted bursaries	- Increase in participation of target cohorts in enrichment by 20% within 12 months. - Lesson engagement indicators show parity trend.
7. Governor oversight and reporting: termly attendance report that includes subgroup analysis and actions.	Link Governor for Inclusion / Headteacher	Report template; governor meeting time	- Governor report shows trend data and signed off actions.

Action plan for Objective 2 — Narrow the attainment and progress gaps at GCSE and A Level for underserved/disadvantaged/vulnerable students through targeted support and inclusive teaching

Actions	Person responsible	Resources needed	Success criteria
1. Baseline and diagnostic analysis: disaggregate attainment and progress (progress 8, attainment 8, A-level outcomes) by protected characteristics and identified underserved groups.	Data Manager / AHT (Raising Standards)/AHT (Inclusion PP)	Assessment data; analysis tools(SMID); staff time	- Detailed report showing gaps (by cohort, subject) presented to SLT and Governors by end Term 1.
2. Curriculum and assessment audit: review curriculum content, sequence and assessment for inclusivity (RJED, cultural representation, language access).	Deputy Head (Curriculum) / Faculty Leads / Racial Justice Lead	Audit tool; teacher QA time; external RJED guidance (Westminster Diocese)	- Curriculum audit completed; action points logged and started in Term 2.

Action plan for Objective 2 — Narrow the attainment and progress gaps at GCSE and A Level for underserved/disadvantaged/vulnerable students through targeted support and inclusive teaching

3. Targeted academic interventions: high-quality tutoring, small group teaching, bespoke mentoring and revision sessions for identified students.	KS4/KS5 Leads / SENCO / Subject Leader / Sixth Form Lead	Targeted intervention budget (PP), tutor staffing, rooming, resources	- Measurable improvement: e.g., reduce the attainment gap over the next 12 months - attendance at support sessions
4. Inclusive teaching CPD: train teachers in scaffolding, access strategies for SEND/EAL and low-stakes assessment.	CPD Lead / AHT (Teaching and Learning)	CPD budget; external trainers; INSET time	- 100% teaching staff attend core CPD; lesson observations show inclusive strategies in 75%+ of lessons.
5. Parental engagement and reporting: termly progress updates for target students and bespoke parent meetings for intervention planning.	DHT/Attendance Officer/Year Leaders / Pastoral Team / Data Manager	Communication platform; staff time for meetings	- attendance at progress meetings for target students. Documented plans for each target student.
6. Monitor and evaluate: termly progress reviews with SLT and governors; adjust interventions based on impact data.	Deputy Head (Curriculum) / AHT (Raising Standards)/Data Manager / Subject Leaders	Time for review meetings; evaluation framework	- Termly narrowing of progress gap trend line; documented evidence of intervention impact.

Action plan for Objective 3 — Monitoring and increasing the diversity of students in leadership roles and extracurricular participation to reflect our true school community.

Actions	Person responsible	Resources needed	Success criteria
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Action plan for Objective 3 — Monitoring and increasing the diversity of students in leadership roles and extracurricular participation to reflect our true school community.

1. Audit current student leadership and representative bodies for demographic representation; set targets to better reflect the school population.	DHT (pastoral) / AHT (CLOS)/ALs/Data Manager	Student demographic data; survey tools; meeting time	- Audit completed; target representation agreed (leadership reflects school demographic within 18 months).
2. Create leadership pathways and mentoring which are open to and embraced by students from all backgrounds (IAS leadership programme).	AHT (CLOS) / Careers / Pastoral Team/	Leadership training materials; staff mentors; external facilitators	- Increase in applications for leadership and the diversity of those involved matches that of the school community.
3. Whole-school RJED curriculum plan: implement Westminster Diocese RJED processes and complete curriculum mapping to ensure RJED is embedded across subjects and tutor programme.	Racial Justice Lead / Deputy Head (Curriculum) / AHT (CLOS)	RJED guidance; curriculum time; CPD for staff	- Curriculum map shows RJED coverage across all key stages. - 75%+ teachers report using RJED resources in curriculum.
4. Whole-school culture work: assemblies, Annual Culture Day, PSHE, anti-bullying campaigns, Youth Ministry Events, restorative approaches and pupil-led events to promote positive relations across groups.	DHT (Pastoral)/SLT/ AHT (CLOS) Leaders of Youth Ministry/Pastoral Team / Student Leaders / DSL	Assembly resources; anti-bullying materials; budget for events	- Recorded incidents of racist, homophobic or discriminatory behaviour reduced by 30% in 12 months. - Student survey shows increased sense of belonging among target groups (measurable improvement).
5. Review and update language, policies and reporting mechanisms (behaviour policy, anti-bullying, recruitment to student roles) to ensure inclusive language and complaint routes.	SLT / Governors / Racial Justice Lead	Policy review time; legal guidance references; stakeholder consultation time	- Policies updated and published; staff and student briefings completed. - Number of formal complaints relating to policy language reduced; clearer reporting routes in place.

Action plan for Objective 3 — Monitoring and increasing the diversity of students in leadership roles and extracurricular participation to reflect our true school community.

6. Student voice/parent voice audit to help continued monitoring and improvement of approaches and events for the whole school community including parents	DHT (pastoral)/School Council/SLT	Meeting time/support for questionnaires	- termly review and updating of targets, events and approaches on an ongoing basis.
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Action plan for Objective 4 — Continue to audit, monitor and develop racial justice, equality and diversity in the curriculum and the wider life of the school (Westminster Diocese RJED).

Actions	Person responsible	Resources needed	Success criteria
1. Whole-school RJED curriculum plan: implement Westminster Diocese RJED processes and review curriculum mapping to ensure RJED continues to be embedded across subjects and tutor programme.	Racial Justice Lead / Deputy Head (Curriculum) / AHT (CLOS)	RJED guidance; curriculum time; CPD for staff	- Curriculum map shows RJED coverage across all key stages. - 75%+ teachers report using RJED resources on curriculum.
4. Whole-school culture work: assemblies, Annual Culture Day, PSHE, anti-bullying campaigns, Youth Ministry Events, restorative approaches and pupil-led events to promote positive relations across groups.	DHT (Pastoral)/SLT/ AHT (CLOS) Leaders of Youth Ministry/Pastoral Team / Student Leaders / DSL	Assembly resources; anti-bullying materials; budget for events	- Recorded incidents of racist, homophobic or discriminatory behaviour reduced by 30% in 12 months. - Student survey shows increased sense of belonging among target groups (measurable improvement).
5. Review and update language, policies and reporting mechanisms (behaviour	SLT / Governors / Racial Justice Lead	Policy review time; legal guidance references;	- Policies updated and published; staff and student briefings completed. - Number of

Action plan for Objective 4 — Continue to audit, monitor and develop racial justice, equality and diversity in the curriculum and the wider life of the school (Westminster Diocese RJED).

policy, anti-bullying, recruitment to student roles) to ensure inclusive language and complaint routes.		stakeholder consultation time	formal complaints relating to policy language reduced; clearer reporting routes in place.
6. Student voice/parent voice audit to help continued monitoring and improvement of approaches and events for the whole school community including parents	DHT (pastoral)/School Council/SLT	Meeting time/support for questionnaires	- termly review and updating of targets, events and approaches on an ongoing basis.