



St Edmund's Catholic Primary School

Equality Objectives 2021-22

The Xavier Catholic Education Trust's commitment to equality in everything that we do. Xavier trust is committed to equality in both employment and education provision. We recognise the diverse nature of our locations and services, and aim to ensure that students, parents, governors, employees, contractors, partners, directors, clients and those who may potentially join the Xavier community, are treated fairly, and with dignity and respect. St Edmund's Equality Objectives should be read in conjunction with the Xavier Catholic Education Trust's Equality Policy which can be found on the website: [Xavier Catholic Education Trust – Striving for excellence \(xaviercet.org.uk\)](http://xaviercet.org.uk).

Should you have a concern about any element of equality, inclusion or diversity (EID) across the Xavier Trust or need to report an incident please contact DIFT@xaviercet.org.uk.

Objective	Measurable actions	Review date
<p>To increase staff's understanding of equality and its implications on a day-to-day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.</p>	<ul style="list-style-type: none"> • All staff to receive in person training over the course of the academic year on the topic of equality, inclusion, and diversity to increase understanding of issues that exist within the education system and society more generally. • Analysis of department trends in results (KS1, KS2, KS4 or KS5) over the last 3 years to identify those students with protected characteristics that performed less favourably to inform planning for the academic year. • Allocation of time in pastoral and curriculum time to consider as staff barriers to student attainment – particular consideration given to those with protected characteristics. • Ensure student voice panel (and/or student leadership groups) include a range of students including those with protected characteristics to ensure there is broad student representation to help gather student feedback on equality. • Increased use of role models in schools from diverse backgrounds particularly where staff diversity is limited. • To monitor assessment and other data at regular intervals (to be specified) to ensure that children with protected characteristics are not falling behind. 	<p>September 2022</p>



<p>To reduce prejudice and increase understanding of equality through direct teaching across the curriculum</p>	<ul style="list-style-type: none">• Audit the KS1 and KS2 key texts read in class to increased stories that consider diverse experience.• Review history curriculum at KS1 and KS2 to ensure range of experiences in time periods studied are included (particular focus on different ethnic groups and females to reduce focus on white and male history).• Review history curriculum across KS1 and KS2 to ensure key female figures are given equal time to male figures.• Ensure PSHE and RSE schemes of work include a range of examples and avoid gender stereotypes particularly when looking at family units, relationships, sexual abuse and harassment.• Reduction in incidence of prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010. Trends to be analysed and shared with school leadership team and governors.	
<p>To increase the role of the student voice panel in discussions around equality, inclusion and diversity.</p>	<ul style="list-style-type: none">• Ensure student voice panel (and/or student leadership groups) include a range of students including those with protected characteristics to ensure there is broad student representation to help gather student feedback on equality.• Dedicate time in student voice meetings to consider from a student perspective prejudices that are most common in and around the school community.• Increase student advocates for students with protected characteristics.• Dedicate time for student leadership teams to educate the wider student population on protected characteristics.	



<p>To ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender, disability, and other protected characteristics.</p>	<ul style="list-style-type: none"> • Where gender specific sports teams are run there should be as diverse a range of sports as offered to male students. • Girls' sports teams to take part in equal number of competitive matches as boys' sports team. 	
<p>To increase the membership of vulnerable pupils taking part in extra-curricular clubs and activities, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.</p>	<ul style="list-style-type: none"> • Develop robust system to monitor attendance of all students taking part in extra-curricular clubs and activities. • Allocate some (amount could be stipulated) Pupil Premium funds to help support those from disadvantaged backgrounds to attend extra-curricular opportunities where the barrier is financial. 	
<p>To tackle prejudice and promote understanding particularly in relation to people with different religious beliefs and with disabilities.</p>	<ul style="list-style-type: none"> • Increase teaching of different religious holidays to develop students understanding of other faiths. • Invite speakers and role models from a range of religious backgrounds in to speak to increase understanding amongst staff and students. • Introduce cultural calendar to encourage regular discussion about different faith holidays or national days. • Provide opportunities for student voice panels to educate wider student body on different disabilities. • Make greater use of experts from charities such as the National Autistic Society to increase student understanding of certain disabilities. • Use story time to educate on range of disabilities through reading. • Increase range of books in school library that include characters with disabilities such as ADHD, dyslexia... 	