

With Christ at the centre of our lives, we live out our call to serve the young. It is not enough to love children, they must know that they are loved."

Don Bosco

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 respects. St. Anne'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://Xavier Catholic Education Trust – Striving for excellence (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	Staff responsible for delivery
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.	Examples might include: <ol style="list-style-type: none"> 1. The schools PD plan will map out that all staff will receive 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. This will come from the National College Platform. 2. 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. 3. Allocation of time in pastoral and curriculum time to consider as staff barriers to student attainment – particular consideration given to those with protected characteristics. RE lead will map out stories related to PC that were given from the Diocese to share out for staff to deliver on a range of areas. PD plan will map out the 'journey of the year' in assembly themes 	July 2024	HM Leadership Team RE Leads
		Termly	Leadership Team on Arbor PE Lead
		Termly	HM and RE Leads KS2 Teachers

	<p>4. 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. This group will be invigorated – Autumn term 2 and representations of a range of pupils will be encouraged to participate. This group will have half termly focuses on EDI. Carry out pupil voice baseline and then re survey in July 2024</p> <p>5. Increased use of role models in schools from diverse backgrounds particularly where staff diversity is limited.</p> <p>6. To monitor assessment and other data at regular intervals (to be specified) to ensure that children with protected characteristics are not falling behind.</p>	<p>Termly</p> <p>Half Termly</p>	<p>HM KS2 pupils</p> <p>HT/ Leadership team</p>
To reduce prejudice and increase understanding of equality through direct teaching across the <u>curriculum</u>	<p>Examples might include:</p> <ul style="list-style-type: none"> • Audit the KS1 and KS2 key texts read in class to increased stories that consider diverse experience. • Curriculum lead to meet with leaders to support and increase diversity in subject specific areas. • 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>Autumn Term</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Autumn Term Governors meeting</p>	<p>LD and LW (English leads)</p> <p>RLa</p> <p>HB</p> <p>HM/ Rla</p> <p>HM</p>
To increase the role of the student voice panel in discussions around equality, inclusion and diversity.	<p>Examples might include:</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. 		

	<ul style="list-style-type: none"> • 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. 		
To increase experiences of female students in academia and sports to make them more aware of a range of opportunities so they may aspire to non-stereotypical professions.	Examples might include: <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. PE lead to review • Girls' sports teams to take part in equal number of competitive matches as boys' sports team. 	Autumn Term	HG
To increase the attendance of disadvantaged children to bring figures in line with attendance for non-disadvantaged children.	Examples might include: <ul style="list-style-type: none"> • By 2022 attendance figures for disadvantages students should be in line with non-disadvantages students. • Allocate staff time to understanding on a personal level reasons for lack of attendance particularly amongst disadvantages students. • Ensure rigorous attendance policy is in place to challenge persistence absence. 	Half termly reviews and ongoing	HSLW/ HT