



## St Anne'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 Anne's Catholic Primary 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](mailto:DIFT@xaviercet.org.uk).

Objective	Measurable actions	Review date	
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.	<b>Examples might include:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• To monitor assessment and other data at regular intervals (to be specified) to ensure that children with protected characteristics are not falling behind.</li> </ul>	<p style="text-align: center;"><b>Ongoing – reviewed Sept 22</b></p> <p style="text-align: center;"><b>On-going - reviewed October 21</b></p> <p style="text-align: center;"><b>On-going – reviewed at the end of each term.</b></p>	<p style="text-align: center;"><b>L.Harris assisted by L.Bosworth</b></p> <p style="text-align: center;"><b>H.Murphy assisted by K.Vadgama</b></p> <p style="text-align: center;"><b>L.Harris assisted by H.Murphy and A.Rainbow</b></p>
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	<b>Examples might include:</b> <ul style="list-style-type: none"> <li>• Audit the KS1 and KS2 key texts read in class to increased stories that consider diverse experience.</li> </ul>	<p style="text-align: center;"><b>Ongoing – reviewed Sept 22</b></p>	<p style="text-align: center;"><b>English lead – Leigh-anne Dimech</b></p>

	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Review history curriculum across KS1 and KS2 to ensure key female figures are given equal time to male figures.</li> <li>• 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.</li> <li>• 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.</li> </ul>		<p><b>History lead – Ellie Taylor</b></p> <p><b>PSHE and RSE – Hanorah Murphy</b></p> <p><b>Behaviour and bullying - L.Harris assisted by H.Murphy and A.Rainbow</b></p>
<p>To increase the role of the student voice panel in discussions around equality, inclusion and diversity.</p>	<p><b>Examples might include:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Dedicate time in student voice meetings to consider from a student perspective prejudices that are most common in and around the school community.</li> <li>• Increase student advocates for students with protected characteristics.</li> <li>• Dedicate time for student leadership teams to educate the wider student population on protected characteristics.</li> </ul>	<p><b>On-going - reviewed October 21</b></p>	<p><b>H.Murphy assisted by K.Vadgama</b></p>