



Equalities Objectives - September 2024

MISSION STATEMENT

Live Love Learn

‘I have come so that they may have life and have it to the full’

John 10:10

Aim 1: Through our Catholic beliefs to be curious about the world around us and help people in need.

Aim 2: To encourage an ethos of respect and look after each other so that we feel safe and protected and ready to try our best and ‘have a go’.

Aim 3: To celebrate the individuality of each child and welcome differences.

Aim 4: To encourage opportunities for independence, exploration and learning through a varied curriculum.

Aim 5: To develop strong partnerships with Parents, the Parish and the Community.

In line with the Equalities Act, 2010 and the school's Equality Policy and Public Sector Equality Duty commitment statement, the following objectives demonstrate the school's focus on providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community.

These objectives have been arrived at following discussions with members of the school community, an analysis of pupil progress and a review of the school's developing population over recent years.

Progress against these objectives will be monitored termly by reports to Governors and will be formally reviewed annually over the next four years. The timescale and procedures for monitoring the objectives may be amended in the light of new guidance or changes to relevant legislation.

Objective	Success Criteria	Actions and Persons responsible	Timescale and monitoring
1. To ensure that boys achieve the high levels of progress achieved by girls in reference to reading and writing	(a) That boys make the same high levels of progress in reading and writing as measured by National Performance tables. (b) That boys become fluent readers and confident writers and at transition to secondary school they achieve appropriate levels of progress and achievement. (c) The gap in terms of progress and achievement in literacy skills between boys and girls is no longer apparent	(a) There is an increased awareness amongst staff and parents of the need to raise literacy skills in boys to achieve progress in line with girls. (b) Appropriate resources are provided to further engage boys in the development of reading skills – to include digital learning opportunities and specific catch up opportunities to ensure boys are reading more at home (c) Increased opportunities for parents to improve their skills in encouraging boys' reading at home.	In line with whole school planning, pupil premium strategy and identified areas for improvement. The progress of boys' literacy skills will be monitored termly by means of assessments and scrutiny by staff. Formal monitoring points in the first instance will be: April – 2025 July – 2025 Thereafter monitoring will take place at the end of each term and be included in reports to the governing body.

		Responsibility will lie with the lead practitioner for English. All classroom teachers, Senior Leaders and parents	
2. To initially further raise and then sustain staff awareness of the importance of ensuring equality of opportunity for all members of the school community.	(a) To further raise staff awareness in order that all staff and governors are aware of their responsibilities under the Equalities Act 2010. (b) For that awareness to be manifested in all areas of school life including interactions between adults and between adults and children and between all children. (c) That the school's mission of togetherness in all we do is demonstrated in practice across the	(a) An initial whole staff training session – followed by an annual update. (b) The capturing of events, curriculum opportunities and individual actions by means of school assembly celebrations and regular pupil awards. Recognition of staff actions and initiatives through staff briefings and reports to governors. (d) The implementation of a termly calendar of whole school events to focus on the mission	Monitoring will be by termly reports to governors and by the establishment of a means of capturing feedback from parents, pupils and staff. Also by the use of termly feedback questionnaires. Responsibility for implementation and monitoring will lie initially with the SLT and then all staff and governors. They will be supported by the School Council

		opportunities to share awareness of the relevant protected characteristics	
3. To ensure that all pupils are more aware of the ethnic and cultural backgrounds of their peers and also have an increased understanding of the need to treat others fairly in line with our school beliefs and fundamental British Values.	(a) That any examples of racist or homophobic acts are reduced to nil. (b) That pupils have an increased awareness of the different races and cultural backgrounds which form our school community. (c) That pupils are more aware of the impact of sensory or physical disability on the lives of others in their local and the wider community.	(a) By the use of appropriate programmes pupils are made aware on any inherent prejudices they may exhibit and of the importance of treating all other pupils and adults with mutual respect and understanding. Also that a log is maintained regarding any possible examples of inappropriate racist or homophobic behaviours and how they are robustly and fairly dealt with.	Monitoring will be by termly reports to governors and evidence will be gathered by feedback questionnaires, the analysis of incident logs and information gathered by the school council. Implementation and strategy planning will initially be the responsibility of the SLT and then by teaching and support staff in consultation with the school council.

(b)By the continuing development of cultural awareness events though food, art, dance and music pupils, parents and staff will gained an increased knowledge of the cultural diversity of our school

(c)A termly programme of awareness raising though assemblies, curriculum opportunities and visits by relevant bodies will be implemented to continue to extend understanding of the lives of those with sensory or physical disabilities.

