



Holy Family 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. Holy Family'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 \(xavercet.org.uk\)](http://xavercet.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@xavercet.org.uk.

Objective	Measurable actions	Review date	Staff responsible for delivery (optional column)
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.(age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion & belief, sex, sexual orientation)	<ul style="list-style-type: none"> All staff to receive training & support 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 trends in results (Phonics, KS1 & KS2) over the last 3 years to identify those pupils with protected characteristics that performed less favourably to inform planning for the academic year. Ensure pupil voice panel (school council, arts council, Mini Vinnies) include a range of pupils including those with protected characteristics to ensure there is broad pupil representation to help gather pupil feedback on equality. Increased use of role models in schools from diverse backgrounds particularly as staff diversity is limited. 	<p>Mar 2022</p> <p>Oct 2021</p> <p>Dec 2021</p> <p>Mar 2022</p>	SLT

	<ul style="list-style-type: none"> To monitor assessment and other data at regular intervals (termly) to ensure that children with protected characteristics are not falling behind. 	Dec 2021	
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	<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. 	July 2022	
To increase the role of the student voice panel in discussions around equality, inclusion and diversity.	<ul style="list-style-type: none"> Ensure pupil voice panel (school council) include a range of pupils including those with protected characteristics to ensure there is broad pupil representation to help gather pupil feedback on equality. Dedicate time in pupil voice meetings to consider from a pupil perspective prejudices that are most common in and around the school community. Increase pupil advocates for pupils with protected characteristics. 	Dec 2021	
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.	<ul style="list-style-type: none"> Ensure appropriate, inspirational identifiable role-models (eg Marcus Rashford, Hannah Russell, Emma Raducanu, Ryan Raghoo, Liam Flanagan) are highlighted during whole school assemblies, class sessions, special occasions/celebrations Ensure all teachers fully audit current curriculum planning and make appropriate adjustments to reflect a more diverse teaching & learning content Ensure at least one whole school service/charity initiative is centred on the work/leadership/inspiration provided by an appropriate role model in order to further promote, equality, diversity and inclusion for all Class teachers to incorporate the work of relevant role models in class teaching & learning sessions across the curriculum 	July 2022 Dec 2021 July 2022	

<p>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.</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>July 2022</p>	
<p>To provide enhanced focus mental health provision for boys, particularly in KS2, to help them articulate feelings, frustrations and worries.</p>	<ul style="list-style-type: none"> • Increase examples of males struggling with their mental health in assembly/curriculum time i.e. PSHE lessons. • Ensure a range of male staff are involved in the pastoral system throughout KS1 and KS2. • Ensure male examples and speakers are used in mental health awareness assemblies. • Continue with HT & PE Coach providing specific 1 to 1 mentoring/pastoral support for vulnerable boys across KS1 & KS2 	<p>July 2022</p>	