

## St Hugh of Lincoln Catholic Primary School

### Equality Objectives 2022-23



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 Hugh of Lincoln'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](mailto:DIFT@xaviercet.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.	<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>• Allocation of time in pastoral and curriculum time to consider as staff barriers to student attainment – particular consideration given to those with protected characteristics.</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>	<b>31.06.2023</b>	<b>Head</b>
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	<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> <li>• Review history curriculum at KS1 and KS2 to ensure range of experiences in time periods studied are included (particular</li> </ul>	<b>31.06.2023</b>	<b>Deputy</b>

	<p>focus on different ethnic groups and females to reduce focus on white and male history).</p> <ul style="list-style-type: none"> <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> </ul>		
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.	<ul style="list-style-type: none"> <li>• Where gender specific sports teams are run there should be as diverse a range of sports as offered to male students.</li> <li>• Girls' sports teams to take part in equal number of competitive matches as boys' sports team.</li> </ul>	<b>31.06.2023</b>	<b>PE lead / Curriculum lead</b>
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.	<ul style="list-style-type: none"> <li>• Develop robust system to monitor attendance of all students taking part in extra-curricular clubs and activities.</li> <li>• Allocate some Pupil Premium funds to help support those from disadvantaged backgrounds to attend extra-curricular opportunities where the barrier is financial.</li> </ul>	<b>31.06.2023</b>	<b>Deputy</b>
To increase mental health provision for boys particularly in KS2.	<ul style="list-style-type: none"> <li>• Increase examples of males struggling with their mental health in curriculum time i.e. PSHE lessons.</li> <li>• Ensure a range of male staff are involved in the pastoral system throughout KS1 and KS2.</li> <li>• Ensure male examples and speakers are used in mental health awareness assemblies.</li> </ul>	<b>31.06.2023</b>	<b>SENCO</b>
To tackle prejudice and promote understanding particularly in relation to people with different religious beliefs and with disabilities.	<ul style="list-style-type: none"> <li>• Increase teaching of different religious holidays to develop students understanding of other faiths.</li> <li>• Introduce cultural calendar to encourage regular discussion about different faith holidays or national days.</li> <li>• Use story time to educate on range of disabilities through reading.</li> <li>• Increase range of books in school library that include characters with disabilities such as ADHD, dyslexia...</li> </ul>	<b>31.06.2023</b>	<b>RE lead / English lead</b>