

## St Hugh of Lincoln Catholic Primary School



### Equality Objectives 2025 – 26

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 Catholic Primary School'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 \(xaviercet.org.uk\)](https://www.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).

<b>Objective</b>	<b>Measurable actions</b>	<b>Review date</b>	<b>Staff responsible for delivery</b>
<p>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.</p>	<p>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.</p> <p>Allocation of time in pastoral and curriculum time to consider as staff barriers to student attainment – particular consideration given to those with protected characteristics.</p> <p>To continue to monitor assessment and other data at regular intervals (at half termly Pupil Progress Meetings/DSL Meetings) to ensure that children with protected characteristics are not falling behind.</p>	<p>30.12.2026</p>	<p><b>Head/All staff</b></p>

<p>To increase understanding of equality through direct teaching across the curriculum</p>	<p>Continue to the KS1 and KS2 key texts read in class to increase stories that consider diverse experience. Collective worship to focus on musicians from different cultures and genders. School Leaders to attend training from Hemisphere Education on unconscious bias. School Leaders to investigate additional training through Hemisphere education</p>	<p>30.12.2026</p>	<p><b>Curriculum Lead/PSHE Lead/SLT</b></p>
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	<p>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).</p> <p>Continue to 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.</p> <p>Safeguarding Curriculum Map to be reviewed to include protected characteristics/EDI.</p> <p>Regular promoting/discussion of British Values.</p> <p>Increase teaching of different religious holidays to develop students understanding of other faiths. Include members of our community and leaders from other faiths to share how these are celebrated through assemblies and talks and cultural calendar.</p> <p>Use story time to educate on range of protected characteristics through reading.</p> <p>Increase range of books in school that include characters with disabilities such as ADHD, dyslexia. Assemblies on Neurodiversity.</p> <p>Increase range of books in school that include languages that represent our school community</p> <p>Governing body to reflect diversity of school community.</p> <p>Actively recruit a diverse range of staff.</p>		
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<p>To increase experiences of all students in academia and sports to make them more aware of a range of opportunities so they may aspire to non-stereotypical professions.</p>	<p>Where gender specific sports teams are run there should be as diverse a range of sports as offered to female and male students. Girls' sports teams to take part in equal number of competitive matches as boys' sports team.</p> <p>Where possible mixed gender teams will participate in all sports Positive role models used to address inequalities e.g. career talks for Y5 and Y6. Aspirational talks from adults focus on protected characteristics Enrichment opportunities through class trips and educational opportunities to build on children's cultural capital.</p>	<p>30.12.2025</p>	<p><b>PE lead / Curriculum lead Fixtures Organiser</b></p>
	<p>Collaborate with Surrey Arts to promote music opportunities for children with limited exposure to music. Support from Diocese to develop choir to give more opportunities to vulnerable groups.</p>		
<p>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.</p>	<p>Continue with robust system to monitor attendance of all students taking part in extra-curricular clubs and activities. Allocate some Pupil Premium funds to help support those from disadvantaged backgrounds to attend extra-curricular opportunities where the barrier is financial. Home School Link Worker to monitor and support. Club attendance target 100%</p>	<p>30.12. 2025</p>	<p><b>SLT HSL</b></p>