



St Polycarp's Catholic Primary School

Equality Objectives 2023-25

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 pupils, 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 Polycarp's 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 \(xavercet.org.uk\)](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.

The objectives are reviewed an updated annually.

Objective	Measurable actions	Review July 2024	Review July 2025
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"> All staff to receive training across the academic year on the topic of equality, diversity and inclusion to increase knowledge and understanding of how to support children, families and staff in this area Teachers to know progress data for children in class and in the subjects they lead. Identify barriers and target support needs. Monitor assessment and other data to ensure that children with protected characteristics are making at least expected progress Collect pupil voice data related to 'belonging to our school' and set actions to ensure strong sense of belonging for all 	EDI training for LT. Cascade to all. Equality objectives inform strategic decisions. Data tracking for year groups and subjects in place. Inform next steps. Data collected via Bounce surveys and subject leaders.	
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	<ul style="list-style-type: none"> Equality and Diversity project - Chelsea FC to work with year 4 to address topics within 'Say No to Hate' programme KS2 children to work with Charity 'Show racism the Red Card' to support understanding of racism and prejudice Educate children on how to challenge prejudice through assemblies and PSHE Collective Worship to reflect music from range of cultures. Invite singers, musicians, story tellers into school to help challenge stereotypes 	Programmes implemented. Build on 2024-25 to secure impact. Ongoing In place – build on further 2024-25 to include wider range.	

	<ul style="list-style-type: none"> • Work towards achieving Oscar Romeo Award related to Catholic Social Teaching as way of celebrating community identity • Review curriculum at EYFS, KS1 and KS2 to ensure range of experiences in time periods studied are included (particular focus on different ethnic groups and females). Bring in family, friends, community to support delivery of wider curriculum and learn about different cultures • Monitor incidence of prejudice related bullying in relation to the protected characteristic. Set actions to support children involved and work with families to educate the children. • Central display related to 'belonging'. Children able to articulate the purpose of the display and their feeling of belonging. 'Wall Art' installation • Implement PSHE Jigsaw curriculum/RSE/RE curriculum to avoid gender stereotypes particularly when looking at family units, relationships, sexual abuse and harassment. • 'Going the Extra Mile Club' for Young Carers to support and celebrate the lives of these children • Increase range of books that represent languages spoken in our diverse school community • Actively recruit a diverse range of staff 	<p>Gathering evidence for participator level. 2024-25 if successful move onto next level.</p> <p>History timeline – worked with EDI parents to review content before installed.</p> <p>Tracking in place. Actions follow in line with policy.</p> <p>New display 2024-25</p> <p>In place. Ten Ten RSE 2024-25</p> <p>Ongoing support. Worked in collaboration with St Peters Forest school.</p> <p>Children's Equality Team selected books from Waterstones and went on visit to purchase them. Shared with children and on prominent display.</p> <p>Advertising positions on E Teach and through local community/Farnham schools and Xavier.</p>	
<p>To increase the role of the pupil voice panel in discussions around equality, inclusion and diversity.</p>	<ul style="list-style-type: none"> • EDI pupil voice group to meet half termly to set child led actions based on their priorities • Ensure pupil voice panel (and/or pupil leadership groups) include a range of students including those with protected characteristics to ensure there is broad student representation to help gather pupil feedback on equality. 	<p>Reviewed selection of books and purchased more.</p> <p>Monitored</p>	
<p>To increase the membership of vulnerable pupils taking</p>	<ul style="list-style-type: none"> • Offer a wide range of sports clubs and teams in order to offer sports open to as many pupils as possible 		

<p>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>	<ul style="list-style-type: none"> • Where possible, mixed gender teams will participate in events • Allocate a proportion of Pupil Premium funds to help support those from disadvantaged backgrounds to attend extra-curricular opportunities where the barrier is financial. • Funded places for SEND and disadvantaged children showing specific talents and interests • Zone leaders trained to support at lunchtimes and develop their own ideas • Invite positive role models into school eg Kylie Grimes Paralympian 		
<p>To increase mental health provision for all</p>	<ul style="list-style-type: none"> • Increase examples of males struggling with their mental health in curriculum time i.e. PSHE lessons. • Male teacher as Mental health and Wellbeing Champion setting positive role model • Ensure a range of male staff are involved in the pastoral system throughout KS1 and KS2 (LSA, site manager, teachers, coaches, wrap around care provision) • Ensure male examples and speakers are used in mental health awareness assemblies • Trained pupil Wellbeing Ambassadors visit classrooms to signpost children to support • Clear provision for all children who have experienced prejudice eg ELSA • Provide ways of understanding and regulating emotions eg Zones of Regulation throughout school • 5 staff trained as Mental Health Respondents to support children • Additional trained ELSA support children’s mental health and wellbeing • Therapeutic Play offered via school staff • Use therapy dog to support children’s reading. Target those with identified needs • Use Bounce Together software to gather pupil voice and act upon outcomes build pupil voice on inclusion, belonging and prejudice • Named Mental Health Governor to raise questions relating to mental health of pupils and staff. Set actions as a result of responses 	<p>Ongoing</p> <p>Male neurodiverse author workshops for children and parents 2024. Train new group annually.</p> <p>In place and tracked. Whole school approach.</p> <p>Pastoral team meetings review impact of provision and adapt to needs of children. Nurture provision in place 2024-25</p> <p>Impact measured via pupil voice.</p> <p>Termly</p>	
<p>To tackle prejudice and promote understanding</p>	<ul style="list-style-type: none"> • Increase teaching of different religious holidays to develop pupils understanding of other faiths 	<p>Built into CW. Children from different faiths share</p>	

<p>particularly in relation to people with different religious beliefs and with disabilities.</p>	<ul style="list-style-type: none"> • Staff training for all on EDI related topics • Using the parents in the EDI working party as a starting point, create a book of 'our stories' about our school community – celebrating the history and diversity of our community. Share the stories with children in assemblies and display in central reading area for all to access • Reach out to the Islamabad community and strengthen ties • Invite speakers and role models from a range of religious backgrounds and diverse in to speak to increase understanding amongst staff and pupils. • Introduce cultural calendar to encourage regular discussion about different faith holidays or national days. • Provide opportunities for student voice panels to educate wider student body on different disabilities. • Display linked to protected characteristics – with questions to promote discussion • Make greater use of experts from charities such as the National Autistic Society to increase pupil understanding of certain disabilities • Termly community events including EDI parent working party coffee mornings/afternoons and meetings to engage wider community in the day to day life of the school • Use story time to educate on range of disabilities through reading • Increase range of books in school library that include characters with disabilities such as ADHD and dyslexia • Use class charities and whole school charities to support people with differing needs • 'Celebrate Differences Week' and plan actions to follow up on this • Celebrate International Day and engage parents in school events – curriculum, PTA. 	<p>celebrations. Parents invited into classes. Highlight opportunities 2024-25</p> <p>Book in place – encourage parents to participate 2024-25</p> <p>Work with RE lead on this</p> <p>Review for 2024-25. Can we create our own? Neurodiversity assembly led by children.</p> <p>Autistic author workshops for children and parents.</p> <p>Needs relaunch 2024-25.</p> <p>And assemblies</p> <p>Reviewed annually</p> <p>Highlight for 2024-25</p>	
<p>To monitor attendance of pupil groups</p>	<ul style="list-style-type: none"> • Weekly attendance tracking by HT. Identify low attendance and implement strategies to promote full attendance • All phase leaders to track attendance – identify patterns and trends for groups as well as individuals. Timely actions to improve attendance. 	<p>PA for all groups below national. Focus on attendance for all groups to be in line with whole school data 2024-25.</p>	