

St. Anne's Catholic Primary School
Equality Objectives
Date: February 2025-2029



Loving God in all we do

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.

We are committed to meeting our Public Sector Equality Duty to:

- (a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act. (b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- (c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We shall achieve this through

- Implementing required policies and procedures
- Ensuring appropriate training for our staff
- School assemblies and special events
- Our curriculum and interaction with all members of our school community
- Our communications, website and publications
- Our ethos and values
- Appropriate oversight by school leaders and Governors
- Our identified school objectives

Progress against these objectives will be monitored 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 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	(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	Monitoring will be by reports to governors and by the establishment of a means of capturing feedback from parents, pupils and staff. Also, by the use of feedback

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	<p>interactions between adults and between adults and children and between all children.</p> <p>(c) That the school's mission statement: 'Loving God in all we do' is demonstrated in practice across the school community.</p>	<p>and regular pupil awards. Recognition of staff actions and initiatives through staff briefings and reports to governors.</p> <p>(c) The implementation of a termly calendar of whole school events to focus on the mission statement and enable opportunities to share awareness of the relevant protected characteristics</p>	<p>questionnaires.</p> <p>Responsibility for implementation and monitoring will lie initially with the SLT and then all staff and governors. They will be supported by our School Council.</p>
<p>2. To ensure that all pupils are more aware of the ethnic and cultural backgrounds of pupils in our school and other areas of our local community and to broaden their experience of other cultures across the world.</p>	<p>(a) That any examples of racist or homophobic acts are reduced to nil.</p> <p>(b) That pupils have an increased awareness of the different races and cultural backgrounds which form our school community.</p> <p>(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.</p>	<p>(a) By the use of appropriate programmes, pupils are made aware of 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.</p> <p>(b) By the continuing development of cultural awareness events through food, art, dance and music, reading, pupils, parents and staff will gain an increased knowledge of the cultural diversity of our region</p> <p>(c) An annual programme of awareness raising through assemblies, curriculum opportunities and visits by relevant bodies will be implemented to continue to extend understanding of the lives of</p>	<p>Monitoring will be by reports to governors and evidence will be gathered by feedback questionnaires, the analysis of incident logs and information gathered. Implementation and strategy planning will initially be the responsibility of the SLT and then by teaching and support staff.</p>

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		those with sensory or physical disabilities.	
3. To ensure that girls achieve the high levels of progress achieved by boys in reference to reading and maths	<p>(a) That girls make the same high levels of progress in reading and maths as measured by National Performance tables.</p> <p>(b) That girls become fluent readers and confident mathematicians. On transition to secondary school, they achieve appropriate levels of progress and achievement.</p> <p>(c) The gap in terms of progress and achievement in reading and maths skills between boys and girls is no longer apparent</p>	<p>(a) There is an increased awareness amongst staff and parents of the need to raise reading and maths skills in girls to achieve progress in line with boys.</p> <p>(b) Appropriate resources are provided to further engage girls in the development of reading and maths skills – to include digital learning opportunities and specific catch up opportunities to ensure girls are more actively engaged.</p> <p>(c) Increased opportunities for parents to improve children's skills in encouraging girls' reading at home. Responsibility will lie with the subject lead for English, all classroom teachers, senior leaders and parents</p> <p>(d) Increased opportunities for parents to support maths mastery. Responsibility will lie with the maths lead, senior leaders, teachers and parents.</p>	<p>In line with whole school planning, pupil premium strategy and identified areas for improvement.</p> <p>The progress of girls' reading and maths skills will be monitored three times annually by means of NFER and other national standardized tests and by close analysis of teacher assessments.</p> <p>Formal monitoring points in the first instance will be: November, March and June.</p> <p>Thereafter monitoring will take place at the end of each year and be included in reports to the governing body.</p>
4. To ensure staff are appropriately trained in relation to the teaching of the RSE statutory requirements. With specific reference to the teaching of the protected characteristics.	<p>(a) To further raise staff awareness regarding the statutory requirements of the RSE curriculum</p> <p>(b) That all staff are fully aware of their responsibilities regarding the teaching of the protected characteristics</p> <p>(c) That parents are appropriately consulted regarding the curriculum</p>	<p>(a) An initial whole staff training session – followed by regular updates and reference to DFE and Ofsted statutory guidance</p> <p>(b) A policy will be in place, training of all staff completed and governors briefed on their responsibilities.</p> <p>(c) The implementation of the curriculum</p>	<p>Monitoring will be reports to governors and by the establishment of a means of capturing feedback from parents, pupils and staff.</p> <p>The delivery of the curriculum will be closely monitored by SLT and the views of pupils and parents gathered at appropriate times and taken into account</p>

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	<p>details of RSE and of their parental rights in relation to the statutory requirements</p> <p>(d) That the school fully meets its statutory obligations in the teaching of the protected characteristics</p> <p>(e) that the appropriate views and needs of any member of the school Community who has any of the protected characteristics is taken into account.</p>	<p>into each class timetable, appropriate resources in place and external guidance gathered in relation to teaching, assessment and ensuring the views of the school community are taken into account.</p> <p>(d) Appropriate guidance is sought from the Archdiocesan to ensure the school meets all its statutory requirements</p> <p>(e) the governors have overall responsibility for ensuring that all statutory requirements are met. The day to day implementation and monitoring will be delegated to the SLT and lead teacher for PSHE</p> <p>(f) opportunities to share awareness of the relevant protected characteristics</p>	
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