



St. Joseph's Catholic Primary School
Equality Objectives
Date: November 2023-2027



Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

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.



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Objective	Success Criteria	Actions and persons responsible	Timescale and Monitoring
<p>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.</p>	<p>(a) To further raise staff awareness in order that all staff and governors are aware of their responsibilities under the Equalities Act 2010.</p> <p>(b) For that awareness to be manifested in all areas of school life including interactions between adults and between adults and children and between all children.</p> <p>(c) That the school's mission 'Together we love, learn and follow Jesus' is demonstrated in practice across the school community.</p>	<p>(a) An initial whole staff training session – followed by an annual update.</p> <p>(b) The capturing of events, curriculum opportunities and individual actions by means of school assembly celebrations 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>Monitoring will be by reports to governors and by the establishment of a means of capturing feedback from parents, pupils and staff.</p> <p>Also, by the use of feedback 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 the School Council.</p>
<p>2. To ensure that all pupils are more aware of the ethnic and cultural backgrounds of pupils in 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 on 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, pupils, parents and</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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		<p>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 those with sensory or physical disabilities.</p>	
<p>3. To ensure that boys achieve the high levels of progress achieved by girls in reference to reading and writing</p>	<p>(a) That boys make the same high levels of progress in reading and writing as measured by National Performance tables.</p> <p>(b) That boys become fluent readers and confident writers and at transition to secondary school they achieve appropriate levels of progress and achievement.</p> <p>(c) The gap in terms of progress and achievement in literacy 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 literacy skills in boys to achieve progress in line with girls.</p> <p>(b) Appropriate resources are provided to further engage boys in the development of reading skills – to include digital learning opportunities and specific catch up opportunities to ensure boys are reading more at home</p> <p>(c) Increased opportunities for parents to improve their skills in encouraging boys' reading at home. Responsibility will lie with the subject lead for English, all classroom teachers, senior leaders and parents</p>	<p>In line with whole school planning, pupil premium strategy and identified areas for improvement.</p> <p>The progress of boys' literacy 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: December 2023, April 2024 and July 2024.</p> <p>Thereafter monitoring will take place at the end of each year and be included in reports to the governing body.</p>
<p>4. To ensure staff are appropriately trained in relation to the teaching of the RSE statutory</p>	<p>(a) To further raise staff awareness regarding the statutory requirements of the RSE curriculum</p>	<p>(a) An initial whole staff training session – followed by regular updates and reference to DFE and Ofsted statutory</p>	<p>Monitoring will be reports to governors and by the establishment of a means of capturing feedback from parents, pupils</p>



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<p>requirements. With specific reference to the teaching of the protected characteristics.</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 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>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 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 trustees. 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>	<p>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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