



Equality Objectives 2022-24

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 Charles Borromeo'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.

Objective	Measurable actions	Review date	Staff responsible for delivery
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"> • Analysis trends in data (Reception, KS1, KS2) over the last 3 years to identify those students with protected characteristics that performed less favourably to inform planning for the academic year. • Increased use of role models in schools from diverse backgrounds particularly where staff diversity is limited. • To monitor assessment and other data termly to ensure that children with protected characteristics are not falling behind. 	<p style="text-align: center;">Termly</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Termly</p>	<p style="text-align: center;">SLT</p> <p style="text-align: center;">All staff</p> <p style="text-align: center;">SLT</p>
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	<ul style="list-style-type: none"> • Monitor the frequency of use of KS1 and KS2 key texts read in class to include stories that consider diverse experience. • Continue to Respond to any incidences of prejudice related bullying in relation to the protected characteristics listed in the 	<p style="text-align: center;">Easter</p>	<p style="text-align: center;">GW</p>

	Equality Act 2010. Trends to be analysed and shared with school leadership team and governors.	Termly	HT's report to governors
To ensure that pupil voice is reflective of our school community, including protected characteristics.	<ul style="list-style-type: none"> • Ensure pupil voice includes a range of students including those with protected characteristics to ensure there is broad student representation to help gather student feedback. • Dedicate time in school council meetings to consider, from a student perspective, prejudices that are most common in and around the school community. • Ensure that SEND pupil voice is embedded in school practice and responded to • Facilitate opportunities for pupils with protected characteristics to share their experiences and knowledge with the school community. 	Termly Termly Ongoing ongoing	Governors, all staff GW/school council SENDCo All staff
To achieve greater parity and consistency in boys and girls achieving the expected standard in maths, reading and writing by the end of KS2 and at Greater depth for girls in maths in particular	<ul style="list-style-type: none"> • Aim to positively engage boys in literacy by review of reading books in the school library • Monitor the progress of boys and girls across key stages • Ensure participation in class is equitable and in some cases targeted to ensure maximum engagement (alternate between use of random/lolly stick selection) and directed questioning • Ensure where talk partners and mastery partners are used, engagement is equitable • Targeted support is given where and when required 	Termly	All staff/ SLT
Ensure that there is an equal representation of boys and girls in sporting activity as well as access to other extra-curricular events, ensuring that gender is not a barrier to participation.	<ul style="list-style-type: none"> • A record of all participation is kept to ensure that there is no disparity across gender in relation to access or participation rates. 	Termly	SH

<p>To ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender, disability, and other protected characteristics.</p> <p>Ensure that the children have a broad knowledge and understanding of diversity across the world.</p>	<ul style="list-style-type: none"> • In assemblies and around the school we will promote positive role models from a series of protected characteristics. • Can our children show an understanding of a wide range of positive role models? Explore through pupil voice. • Choose books, posters and activities for our children, that include different backgrounds or with disabilities to show that these differences are a normal part of everyday life. • Respond to world and news events that may generate discussion or debate. • Use different stories that challenge perceptions and stereotypes. Stories should encourage our children to think about their beliefs and look at the world in a different way. • Throughout the school year, provide opportunities to raise awareness of different events related to different cultures and religions, for example through Faith weeks. • During special occasions such as Christmas, use this opportunity to celebrate the diversity that exists in our school • As part of our values education, ensure that there are opportunities for speakers from protected characteristics to visit our school 	<p>Ongoing termly</p>	<p>All staff and monitored by PSHE Lead, governors and SLT</p>
<p>To improve access to and increase the number of resources and books that reflect the diversity of cultures in our society.</p>	<ul style="list-style-type: none"> • Library resources- literacy co-ordinator to continue to review and monitor the provision of books in our library that reflect protected characteristics • Provide a recommended reading/book list for staff to use and explore with the children • Use of story time to cover stories that highlight protected characteristics • Books used as part of guided reading sessions reflect diversity in life. 	<p>All staff GW</p> <p>Ongoing</p>	<p>All Staff GW</p> <p>All staff</p>