

St Cuthbert Mayne 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 Cuthbert Mayne 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 \(xaviercet.org.uk\)](http://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.

Objective	Measurable actions	Review date
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 of department trends in results (EY, KS1, KS2,) to identify those pupils with protected characteristics that performed less favourably to inform planning for the academic year. • Allocation of time in pupil progress and CPD to consider barriers to attainment – particular consideration given to those with protected characteristics. • To monitor assessment and other data at regular intervals to ensure that children with protected characteristics are not falling behind. 	
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	<ul style="list-style-type: none"> • 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. • Reduction in incidence of prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010. Trends to be analysed and shared with school leadership team and governors. • To reduce the incidence of the use of homophobic language by pupils in school with increased time allocated to education around homophobia in PSHE. 	
To increase the role of the student voice panel in discussions around equality, inclusion and diversity.	<ul style="list-style-type: none"> • Ensure pupil voice panel include a range of pupils including those with protected characteristics to ensure there is broad student representation to help gather student feedback on equality. 	

	<ul style="list-style-type: none"> • Dedicate time in pupil voice meetings to consider from a child's perspective prejudices that are most common in and around the school community. • Dedicate time for pupil leadership teams to educate the wider pupil population on protected characteristics. 	
To increase the attendance of disadvantaged children to bring figures in line with attendance for non-disadvantaged children.	<ul style="list-style-type: none"> • Ensure attendance figures for disadvantages pupils are in line with non-disadvantages students. • Allocate staff time to understanding on a personal level reasons for lack of attendance particularly amongst disadvantages pupils. • Ensure rigorous attendance policy is in place to challenge persistence absence. 	
To reduce the number of children with SEND receiving fixed term exclusions.	<ul style="list-style-type: none"> • Review SEN provision for pupils whose behaviour puts them at greatest risk of exclusion to be reviewed termly with LT line manager. • Increased monitoring of patterns of behaviour of pupils with greatest need to allow for earlier intervention. • Audit of training for LSAs and teaching staff to identify gaps in knowledge/ provision. 	
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.	<ul style="list-style-type: none"> • Use pupil progress meetings to monitor which children are accessing 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. 	