

# St Pius X Equality Objectives 2025-2029



## Our Mission Statement

**Together in God's loving family,  
we believe, we learn, we grow.**

### OVERVIEW

The Equality Act 2010 replaced all existing equality legislation such as The Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Act put in place a number of duties for public bodies, including schools, to ensure that they have due regard to certain 'protected' groups. The protected groups are age, gender reassignment, disability, race, religion or belief, gender, sexual orientation and pregnancy or maternity.

The general duty is set out in Section 149 of the Equality Act 2010. In summary, all public bodies and schools must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who do not.

### EQUALITY OBJECTIVES

Schools have a legal requirement to prepare and publish one or more specific and measurable equality objectives which will help them to further the three aims of the equality duty, taking into account that:

- Schools are free to choose the equality objectives that best suit their individual circumstances and contribute to the welfare of their pupils and the school community.
- Objectives should be used as a tool to help improve the school experience of a range of different pupils.
- A school should set as many objectives as it believes are appropriate to its size and circumstances.

- Schools should aim to produce objectives that address the most pressing issues facing the protected groups which fit the school's needs and are achievable.
- Good equality objectives will be **specific** and **measurable**.
- Targets for achieving each equality objective must be clear about the intended outcome and how this will be measured; what action will be taken; who will lead on each key priority; how and who will coordinate, monitor and report on progress made.
- The development of equality objectives should be aligned with the school's normal planning processes, including self-evaluation and the school improvement/development plan.
- The objectives must be agreed with the governing body.

### **SETTING OBJECTIVES**

In setting its objectives, St Pius X Catholic Primary School will take into account:

- Evidence that can be used to inform the objectives, from both internal and external sources.
- Types of equality issues raised by staff, pupils, parent/carers and governors.
- Evidence indicating that equality performance is poor in some areas.
- Objectives which will be set to stretch the school to perform better on equality issues in key areas.
- Whether there is scope to benchmark equality information and objectives against other schools.
- Whether to set short term, medium term or long term objectives in different areas.
- How progress against the objectives will be measured.
- Equality objectives will be updated and published every four years.

### **EVIDENCE OF COMPLIANCE WITH THE EQUALITY ACT FOR EACH CHOSEN OBJECTIVE**

Evidence will be recorded under the following criteria:

- What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
- How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
- How do we foster good relations between people who share a protected characteristic and those who do not?
- How effective are we in eliminating discrimination, advancing equality and fostering good relations?
- What more could be done?

**Equality information and equality objectives will be published on the school's website.**

**Our Equality Objectives 2025-2029**

<b>Target</b>	<b>Action</b>	<b>How the impact of the action taken will be monitored</b>	<b>Responsible person(s)</b>
<p><b>Policy</b> To establish effective systems to communicate the school's equality duties.</p>	<ul style="list-style-type: none"> <li>To disseminate the School Equality Objectives through the school website.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with pupils during School Council</li> </ul>	<p>Strategic Leadership Team School Council Lead</p>
<p><b>Policy</b> To respond promptly and appropriately to all incidents of prejudiced based incidents/behaviour (CPOMS)</p>	<ul style="list-style-type: none"> <li>To ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities.</li> <li>To report incidents/behaviour/ trends on CPOMS and to the Governing Body.</li> </ul>	<ul style="list-style-type: none"> <li>To record and analyse prejudice-based bullying/incidents to monitor impact of the school's education/messages on equality and respect for diversity.</li> </ul>	<p>All staff Governors Strategic Leadership Team</p>
<p><b>Curriculum</b> To ensure sufficient opportunities within the school's curriculum to address equalities issues.</p>	<ul style="list-style-type: none"> <li>To ensure that the new PSHE scheme/RE scheme address equality issues in terms of race, sexual orientation, religion, gender and disability. To ensure that these are being taught effectively.</li> <li>To ensure assemblies address equalities i.e whole school assemblies, Celebration Assemblies, Friendship Week.</li> </ul>	<ul style="list-style-type: none"> <li>To hear pupil voice through school council and lessons.</li> <li>To record and analyse prejudice-based bullying/incidents to monitor impact of the school's education/messages on equality and respect for diversity.</li> <li>To monitor the quality of PSHE/RE through lesson drop ins.</li> </ul>	<p>Subject Leaders SENCo Headteacher Governors School Council Lead</p>

<p><b>Curriculum</b> To ensure that the curriculum provides opportunities for all children to have key experiences in each year group.</p>	<ul style="list-style-type: none"> <li>To plan a balance of school trips and experiences across the whole school curriculum so that all children have access to enrichment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the curriculum provides opportunities for all children.</li> <li>To ensure that there are opportunities for all children to access music lessons and after-school clubs.</li> </ul>	<p>Curriculum Leader Governors Strategic Leadership Team</p>
<p><b>Pupils</b> Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in School Council, choir, worship group, assemblies, representing the school</p>	<ul style="list-style-type: none"> <li>Monitor diversity of pupil participation</li> <li>Increase opportunities for pupils to volunteer</li> <li>Link to sports and pupil premium plans</li> <li>Target children, or groups who are reluctant to contribute</li> </ul>	<ul style="list-style-type: none"> <li>Greater variety of clubs and pupil participation</li> <li>Analyse data relating to the diversity of pupil participation in clubs, etc.</li> <li>Pupil Questionnaire</li> </ul>	<p>PE coordinator KS2 Teachers</p>
<p><b>Pupils</b> To help our children to understand and value Our Core Values, Our Catholic Values, Our British Values, Our Global Values</p>	<ul style="list-style-type: none"> <li>To raise profile of Pupil Voice.</li> <li>To ensure the teaching resources (particularly books used in school) reflect Catholic British Values.</li> <li>To continue to celebrate respect for and understanding of diversity in all its forms through whole school events, trips/visitors and assemblies</li> <li>To ensure that opportunity to discuss diversity lies within the PSHE curriculum</li> <li>To ensure that OLI's Catholic Mission and Core Values are underpinning the school's Catholic ethos are actively promoted by all staff, governors, volunteers and visitors.</li> </ul>	<ul style="list-style-type: none"> <li>To work with the School Council.</li> <li>To establish and work with Eco Committee.</li> <li>To establish and work with Worship Team.</li> <li>To monitor Spiritual, Moral, Social and Cultural (SMSC) activities. To monitor lesson plans and assembly programme.</li> <li>To monitor and reflect on impact of teaching on children's behaviours and attitudes.</li> <li>Pupil Questionnaire</li> <li>To monitor staff, governors, volunteers and visitors.</li> <li>All visitors read notice in visitors' book prior to signing</li> </ul>	<p>School Council lead Headteacher Governors Forest School Lead Chaplain RE Lead Subject leaders Inclusion Manager PSHE Lead All staff Governors Headteacher Office staff</p>

	<ul style="list-style-type: none"> <li>To articulate OLI's Mission and Core Values to all visitors.</li> </ul>		
<b>All</b>	<ul style="list-style-type: none"> <li>events, public speaking events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>To include questions relating to community links in parent surveys</li> </ul>	SLT Whole School Community
<b>Ensuring Equality of Opportunity and Participation</b> To ensure that all pupils make progress - including vulnerable groups and individuals.	<ul style="list-style-type: none"> <li>To monitor and analyse pupils' achievement by race, gender and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional interventions and support.</li> </ul>	<ul style="list-style-type: none"> <li>To analyse achievement and progress within Pupil Progress Meetings and through Intervention Plans.</li> </ul>	SENCo/Deputy Headteacher Headteacher
<b>Homophobic Behaviour</b> To ensure all homophobic behaviour is challenged.	<ul style="list-style-type: none"> <li>Incorporate into PSHE/Circle time appropriate to age and understanding by following the PSHE and Come and See schemes of work.</li> </ul>	<ul style="list-style-type: none"> <li>To monitor behaviour or any reported incidents through CPOMS.</li> </ul>	SLT Whole school community

Equalities information will be updated annually and progress towards our objectives will be monitored and reviewed every year. In line with legislation, the objectives will be re-published formally, at least every 4 years.