# Our Lady of Hartley Catholic Primary School

# Equality Objectives 2025-2028

Please also see the KCSP Equality and Diversity Policy on our website, together with the Anti-Bullying Policy and the Accessibility Policy.

| **Objective 1** | **Why this objective has been chosen** | **How we will achieve this objective** | **When and how we will know when progress is being made** |
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| **Objective 1 (Staff & Governors):** Achieve 100% completion of annual Equality Act and protected characteristics training for all staff and governors by December each academic year from 2025 to 2028.<br><br>**Objective 2 (Pupils):** Embed age-appropriate teaching on protected characteristics into the standard PSHE/RE curriculum across all year groups (EYFS to Key Stage 2) from Sept 2026. | It is important that all pupils, staff and governors are fully aware of their duties under the Equalities Act. | **For Staff & Governors:**<br>**Structured Training:** Deliver annual, certified Equality Act training sessions during autumn term INSET days and full governing body meetings.<br>**Staff Induction:** Integrate the school's Equality Policy and protected characteristics briefing into the induction pack for all new employees.<br>**Faith Integration:** Align equality training with Catholic Social Teaching, focusing on human dignity, respect, and the common good.<br><br>**For Pupils:**<br>**Curriculum Mapping:** Review RE and PSHE frameworks to highlight teaching on diversity and protected characteristics.<br>**Liturgical Links:** Utilise weekly collective worship, assemblies, and Gospel values to celebrate differences and promote inclusion.<br>**Diverse Resources:** Purchase inclusive, age-appropriate library books and classroom resources that positively represent protected characteristics. | **Staff and Governors:**<br>**100% attendance** logs for staff and governor equality training modules.<br>**90% or higher** score on brief, anonymous post-training confidence questionnaires for staff and governors.<br>**100%** of planning documents demonstrate explicit coverage of equality themes each term.<br><br>**Pupils:**<br>Pupils can confidently speak about treating everyone with respect during school council reviews and governor learning walks.<br>Staff feel equipped to address, challenge, and record any discriminatory language or behaviour accurately.<br>School policies and Catholic ethos documents explicitly reflect compliance with the Equality Act duties. |
| **Objective2** | **Why this objective has been chosen** | **How we will achieve this objective** | **When and how we will know when progress is being made** |
| To maintain a 100% effective response rate to all reported bullying and prejudice-related incidents—specifically targeting race, religion, and SEND—ensuring 100% of staff follow updated reporting procedures and achieving a student-reported safety rating of over 95% by July 2028. | Racial and religious diversity in school has increased in recent years.<br><br>Proportion of children with a SEND has increased in recent years. | **Staff Training & Vigilance**<br>Conduct mandatory annual training on prejudice-related bullying.<br>Train staff on recording incidents accurately via CPOMS/school systems.<br>Focus training on identifying subtle race, religion, and SEND discrimination.<br>**Curriculum & Interventions** | **Data & Reporting Outcomes**<br>**Zero unresolved incidents** of prejudice-related bullying in school logs.<br>**100% of staff** pass internal checks on reporting procedures annually.<br>**Decreasing trends** in the repeated use of derogatory language over time.<br>**Student Voice Outcomes** |

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| | | **Deliver targeted PSHE workshops** using 'Show Racism the Red Card'.<br>**Embed Catholic virtues** like dignity and respect into daily assemblies.<br>**Participate annually** in National Anti-Bullying Week campaigns.<br><br>**Monitoring & Support Systems**<br>**Deploy the Family Liaison Officer (FLO)** for daily "listening ear" drop-ins.<br>**Track student language trends** to catch derogatory terms early.<br>**Run the Safe at School Junior Survey** in Term 3. | **Over 95% of students** report feeling "safe at school" on surveys.<br>**100% of pupils** can name a trusted adult they can talk to.<br>**Survey data shows** vulnerable groups (SEND) feel equally supported. |

| **Objective 3** | **Why this objective has been chosen** | **How we will achieve this objective** | **When and how we will know when progress is being made** |
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| To close gaps in progress and attainment between all pupils and groups of pupils; especially children eligible for pupil premium, children with special educational needs and disabilities, looked after children and those with English as an additional language by July 2028 | Generally, children eligible for Pupil Premium are attaining significantly lower than children who are not eligible for Pupil Premium.<br><br>Progress measures for children with an SEND is significantly below that of children without an SEND. | **Targeted Monitoring:** Target and track PP, SEND, LAC, and EAL cohorts to ensure that 80%+ achieve or exceed the expected level of progress from their starting point.<br>**Pedagogical Review:** Audit and adapt quality-first teaching methods and concrete resources in English and Maths to support diverse learning needs.<br>**Inclusive Activities:** Conduct termly accessibility audits on all extracurricular activities, school trips, and clubs to eliminate financial or physical barriers. | Progress rates of disadvantaged pupils in all core subjects match or exceed national averages for non-disadvantaged peers.<br><br>Attainment profiles of non-SEND Pupil Premium children align closely with school-wide non-disadvantaged averages.<br><br>100% participation parity in school trips and clubs across all demographic pupil groups. |
| **Objective 4** | **Why this objective has been chosen** | **How we will achieve this objective** | **When and how we will know when progress is being made** |
| To increase pupils' knowledge, understanding, and mutual respect for different global faiths and cultures by June 2028. This will be achieved through enhanced curriculum depth, guest presentations, and whole-school celebrations across all year groups. | Growing public awareness and societal development to promote equality. | **Curriculum Enhancements**: Map one specific world religion (e.g., Judaism, Islam, Hinduism, Sikhism) to each year group for extended study across the academic year.<br>**Comparative RE Framework**: Adapt the Religious Education (RE) curriculum to include structured, age-appropriate | **Pupil Outcomes & Work Analysis**<br>**Comparative Understanding**: Pupil workbooks show clear, respectful comparisons between Catholic traditions and other world faiths.<br>**Vocabulary Acquisition**: Children confidently use correct theological and cultural vocabulary in |

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| | | comparison points between the Catholic faith and the faith being studied.<br>**Experiential & Community Learning**<br>**Faith Visitor Network**: Secure at least three external speakers or faith leaders per year to deliver interactive workshops or assemblies.<br>**Inclusive Celebrations**: Establish an annual calendar of whole-school celebrations marking major festivals from the studied faiths (e.g., Diwali, Eid, Hanukkah). | discussions and written reflections.<br>**Monitoring & Engagement**<br>**Learning Walks & Interviews**: Pupil voice interviews and learning walks confirm an increase in children's appreciation and tolerance of other cultures.<br>**Curriculum Coverage**: RE planning documents consistently demonstrate 100% compliance with the newly amended multi-faith deep-dive structure. |