

Equality Objectives: St Joseph's Catholic Primary School, Boughton 2025-26

Equality Strand	Equality Objective	Action	How will the impact of the action be monitored	Who is responsible for implementing	Success Indicators
Disability	To ensure pupils with disabilities and SEND have full and equitable access to the curriculum, learning environment and wider school opportunities.	Ensure reasonable adjustments are made in lessons and school activities to meet individual needs. Provide appropriate support through SEND provision, differentiated teaching and assistive resources. Ensure that trips, clubs and enrichment activities are accessible to all pupils. Review accessibility of the school environment and resources where necessary.	SEND progress data will be analysed termly during pupil progress meetings. Learning walks and lesson observations will monitor inclusive practice. SEND reviews and parent feedback will be used to evaluate effectiveness of support.	SLT, SENCo and class teachers.	Pupils with SEND make measurable progress from their starting points. Monitoring shows inclusive classroom practice. Pupils with SEND participate in wider school life including trips, clubs and enrichment activities.
Gender	To ensure that boys and girls have equal opportunities to achieve, participate and succeed across the curriculum and wider school activities.	Monitor attainment data to identify and address any gender attainment gaps. Ensure teaching strategies engage all learners. Promote positive role models within curriculum materials. Encourage equal participation in sports, clubs, leadership roles and enrichment activities.	Attainment and progress data will be analysed termly by SLT and discussed during pupil progress meetings. Participation in clubs, sports and leadership opportunities will be monitored. Learning walks will review engagement of all pupils.	SLT, curriculum leaders, PE Lead and class teachers.	Internal data shows that any gender attainment gaps are reducing. Boys and girls participate equally in wider school opportunities. Lesson observations show engagement from all pupils.
All protected characteristics	To increase pupil understanding of equality, respect	Deliver lessons through RE, PSHE and assemblies	Pupil voice interviews will assess pupils'	SLT, curriculum leaders, PE Lead	Pupils can confidently explain the importance of

	and protected characteristics in line with Catholic values and the Equality Act 2010.	that promote dignity, respect and understanding of protected characteristics. Ensure protected characteristics are mapped across the curriculum. Promote the school ethos that every person is valued and respected. Provide opportunities for discussion through collective worship and class activities.	understanding of equality and protected characteristics. Lesson observations and learning walks will monitor how equality is taught across the curriculum. Behaviour records will be reviewed to ensure an inclusive school culture.	and class teachers.	respect, equality and inclusion. School monitoring shows that protected characteristics are embedded within the curriculum. The school environment reflects a positive and inclusive ethos.
Race/Gender	To promote respect, understanding and positive relationships between pupils from different cultural and ethnic backgrounds.	Ensure that curriculum planning reflects cultural diversity across subjects such as RE, PSHE, English and History. Use assemblies, liturgical prayer and themed events to celebrate diversity and promote respect. Ensure school displays and resources reflect a diverse range of cultures and communities.	Curriculum monitoring will review representation of diversity within teaching materials. Pupil voice and school council discussions will assess pupils' understanding of respect and diversity. Behaviour and wellbeing data will be reviewed for any patterns of discriminatory behaviour.	SLT, RE Lead, PSHE Lead and class teachers.	Pupils demonstrate respect and understanding towards different cultures and backgrounds. Children can discuss diversity and equality confidently. Behaviour records show no patterns of discriminatory incidents.