

St Hugh's Catholic Primary School
Equality and Diversity Policy

Equality Objectives: 1. Advance Equality of Opportunity Between People Who Share a Protected Characteristic and those Who Do Not.

Objective	Current situation	Success criteria	Responsibility of	Actioned by
All children will have the opportunity to experience a wide range of culture.	There are many elements of this opportunity within the current school offer. However, some of this lies beyond the formal curriculum and a holistic approach is needed to ensure effective relevance and coverage.	All children will experience role models that are relevant to them as individuals. All children will be encouraged to have aspirations within and beyond their own experience and culture.	Governing Body EHT SLT All staff	
To use performance data to monitor pupil achievement and respond to variations between groups of pupils, subjects, key stages, trends over time and comparisons with other schools.	Collate and analyse pupil attainment by target group. Targeted interventions to improve attainment Pupil Premium strategy in place. SEND provision map in place. Curriculum adapted where required.	Pupils have equal access to the curriculum. Data tracking will show all pupils making good and appropriate progress from start points. Measured impact of targeted intervention feeding next steps.	EHT SLT Inclusion Manager Teachers	
To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.	Staff CPD. Shared good practice. Staff to act as positive role models in the way they conduct themselves, treat one another and all stakeholders, and promote British values. Review learning resources to ensure they represent and celebrate diversity within Britain and the wider world.	Pupils and staff feel safe, respected and valued and are therefore able to thrive and achieve. CPD shared.	Governing Body EHT SLT All staff	

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Equality Objectives: 2. Foster Good Relations Between People Who Share a Protected Characteristic and Those Who Do Not

Objective	Current situation	Success criteria	Responsibility of	Actioned by
To ensure that all pupils and other stakeholders are given the opportunity to make a positive contribution to school life.	Personalised learning opportunities to engage all pupils. Aspirational opportunities for all pupils. Reward systems in place. Opportunities for pupils and stakeholders to feedback. Opportunity for parents and carers to access and engage in school activities.	All pupils have fair opportunity to enjoy, achieve and contribute to the school community. Education visits and visitors to school. An increase in parental engagement as recorded in attendance records. Storytime. Assemblies. Parent/carers views indicates that the school is approachable and welcoming.	Governing Body EHT SLT All staff	
To increase pupil awareness and understanding of different communities through assemblies and cultural events.	Assemblies and class activities around cultural events and celebrating diversity. Diversity included throughout the curriculum. Visits to places of cultural significance.	Pupils have the opportunity to learn about, experience and understand different cultures through sharing special events. Education visits. Greater understanding and respect for difference. The curriculum promotes respect for the differences of the school community.	EHT SLT All staff	

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Equality Objectives: 3. Eliminate Unlawful Discrimination, Harassment and Victimisation and Other Conduct Prohibited by the Act

Objective	Current situation	Success criteria	Responsibility of	Actioned by
<p>To provide an environment that welcomes, protects and respects diverse people.</p> <p>To give families an opportunity to discuss issues about being discriminated.</p>	<p>Ensure all stakeholders have access to contextualised or specific safeguarding information and know how to report concerns and access help and support.</p> <p>Ensure that all staff are fully aware of the diversity within the school and its community.</p> <p>Ensure all pupils have access to all areas of school and learning through the modification of learning.</p> <p>Regularly obtain the views of pupils and parent/carers to ensure schools are meeting their needs.</p>	<p>Pupils, parent/carers, staff report positively in survey feedback that they are listened to, treated fairly, feel safe and are free from bullying.</p> <p>Behaviour incidents and suspensions are reduced over time for all pupils.</p> <p>Safeguarding records show appropriate and swift response to concerns</p> <p>Environment reflects the diversity of the school.</p> <p>Improved relationships with families</p>	<p>Governing Body</p> <p>EHT</p> <p>All school staff</p>	
<p>Understand, and plan to address, the perception of disability within the school community</p>	<p>Stereotypes around disability exist within the wider school community; this may have an impact on children's perception of disability.</p>	<p>Gather information on perception of disability within the school community.</p> <p>Evaluate the information and formulate a few key actions to address stereotypes, i.e. assemblies, school council.</p>	<p>EHT</p> <p>SLT</p> <p>Teachers</p>	