



Our Lady and St. Joseph's Catholic Primary School

Equality Objectives 2025-2026



1. Eliminating discrimination through Gospel rooted culture and practice

Context:

Guided by the Gospel values of dignity, justice, and love of neighbour, we are committed to eliminating all forms of discrimination so that every member of our community is recognised as a child of God. While discriminatory behaviour in our school remains rare, national trends show that stereotyping, prejudice, and unkind language can become normalised if not continually challenged. We want to ensure that pupils and staff feel confident to recognise, challenge, and prevent discriminatory attitudes or behaviours so that our community remains a place of welcome, safety, and belonging for all.

Actions:

- Provide ongoing staff training on recognising, preventing, and challenging discriminatory behaviour, rooted in Catholic Social Teaching.
- Strengthen the PD and RSE curriculum to explicitly explore dignity, equality, justice, and respectful relationships.
- Embed Gospel values into assemblies, liturgies, displays, and pastoral systems so pupils clearly understand the call to respect every person.
- ★ Include questions on discrimination, dignity, and belonging in pupil voice activities and embed opportunities for reflective dialogue in lessons. ★

Intended outcomes:

- A measurable reduction in discriminatory language or incidents across the school.
- Increased pupil confidence in challenging unfair behaviour and supporting peers.
- A culture consistently demonstrating the Gospel imperative to treat every person with dignity and respect.

Progress checks:

- Half-termly analysis of behaviour logs for discriminatory incidents.
- Regular pupil voice and staff surveys on feelings of safety, dignity, and belonging.
- Regular reporting to governors on patterns, trends, and school response.

2. Raising attainment for vulnerable and underachieving groups

Context:

Living, loving and learning together with our eyes focused on Jesus.

We recognise our responsibility to promote the flourishing of every pupil, particularly those who face barriers to learning. Some vulnerable groups, including pupils eligible for pupil premium, those with SEND, and pupils with lower prior attainment, require additional support to ensure they make strong progress. We aim to close gaps in attainment so that all pupils can achieve success.

Actions:

- Provide targeted academic interventions and personalised support based on precise assessment information.
- Strengthen quality first teaching through staff CPD and coaching focused on adaptive practice, scaffolding, and effective feedback.
- Hold regular progress/spotlight meetings to monitor attainment and adjust support for identified groups.
- Increase opportunities that build cultural capital, confidence, and aspiration for disadvantaged pupils.

Intended outcomes:

- Reduced attainment gaps between vulnerable/underachieving groups and their peers.
- Improved confidence, engagement, and participation in learning for targeted groups.
- Stronger progress across core subjects for pupils receiving additional support.

Progress checks:

- ★ Analysis of attainment and progress data regularly.
- Review of intervention logs and outcome trackers.
- Ongoing pupil and parent feedback through surveys and meetings.
- Report to governors on progress toward closing the gap.

3. Improving staff confidence and understanding of equality, wellbeing and mental health

Context:

Staff play a central role in shaping a culture of equality, compassion, and care. In recent years, national demands on schools have increased, contributing to challenges around wellbeing, workload, and confidence in responding to equality-related issues. To ensure pupils experience a safe, inclusive and nurturing learning environment, we aim to strengthen staff understanding of equality and mental health, while promoting their own wellbeing so they can flourish in their vocation.

Actions:

Living, loving and learning together with our eyes focused on Jesus.

- Provide staff training on equality duties, inclusive classroom practice, and responding to discriminatory or harmful behaviour.
- Deliver mental health and wellbeing CPD and the promotion of healthy staff culture.
- Train an additional Senior Mental Health Lead.
- Introduce regular wellbeing check-ins and opportunities for staff to contribute feedback on workload, inclusion, and the school environment.
- Review curriculum and behaviour policies with staff to ensure they feel confident in implementing an inclusive, relational, Gospel aligned approach.

Intended outcomes:

- Increased staff confidence in applying equality legislation and Catholic Social Teaching in daily practice.
- Improved staff wellbeing, with survey outcomes showing stronger perceptions of safety, support, and workload sustainability.
- More consistent responses to behaviour or discriminatory language across the school.

Progress checks:

- Regular staff surveys on wellbeing, workload, and confidence in equality practice.
- Monitoring of staff participation in CPD and post training evaluations.
- Review of behaviour and safeguarding data for consistency of response.
- ★ Reporting to governors on staff wellbeing and equality training outcomes.