Cardinal Newman Catholic Primary School

Equality Objectives 2026-27

The Xavier Catholic Education Trust's commitment to equality in everything that we do. Xavier trust is committed to equality in both employment and education provision. We recognise the diverse nature of our locations and services, and aim to ensure that students, parents, governors, employees, contractors, partners, directors, clients and those who may potentially join the Xavier community, are treated fairly, and with dignity and respect. Cardinal Newman's Equality Objectives should be read in conjunction with the Xavier Catholic Education Trust's Equality Policy which can be found on the website: Xavier Catholic Education Trust – Striving for excellence (xaviercet.org.uk).

Should you have a concern about any element of equality, inclusion or diversity (EID) across the Xavier Trust or need to report an incident please contact DIFT@xaviercet.org.uk.

Objective	Measurable actions	Review date
To increase staff's understanding of equality and its implications on a day-to-day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.	**Examples might include:** • Analysis of trends in results (EY, KS1, KS2) to identify those children with protected characteristics that performed less favourably to inform planning for the academic year. • Allocation of time in pupil progress and CPD to consider barriers to attainment – particular consideration given to those with protected characteristics. • To monitor assessment and other data at regular intervals to ensure that children with protected characteristics are not falling behind.	Termly
To reduce prejudice related instances and increase understanding of equality through direct teaching across the curriculum	**Examples might include:** • Ensure PSHE and RSE schemes of work include a range of examples of people with different protected characteristics. • Reduction in incidence of prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010. Trends to be analysed and shared with school leadership team and governors. • To reduce the incidence of the use of prejudice related language by pupils in school.	Termly

To increase experiences of female students in academia and sports to make them more aware of a range of opportunities so they may aspire to non-stereotypical professions.	**Examples might include:** • Where gender specific sports teams are run there should be as diverse a range of sports as offered to male students. • Girls' sports teams to take part in equal number of competitive matches as boys sports team. • Increase the number of female speakers coming in to talk about STEM careers.	Termly
To increase the attendance of disadvantaged children to bring figures in line with attendance for non-disadvantaged children.	**Examples might include:** • Monitor attendance figures for disadvantaged children and ensure they are in line with non-disadvantaged children. • Allocate staff time to investigate the reason for lack of attendance, particularly amongst disadvantaged children. • Ensure rigorous adherence to the attendance policy is in place to challenge persistence absence.	Termly
To increase the membership of vulnerable pupils taking part in extra-curricular clubs and activities, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.	**Examples might include:** • Develop a robust system to monitor attendance of all students taking part in extra-curricular clubs and activities. • Allocate some Pupil Premium funds to help support those from disadvantaged backgrounds to attend extra-curricular opportunities where the barrier is financial. • Engage parents of vulnerable pupils in conversation regarding the wider opportunities available to their children and the benefits attached to taking part in such clubs and activities.	Termly
To reduce the number of children with SEND receiving fixed term exclusions.	**Examples might include:** • Review SEN provision for students whose behaviour puts them at greatest risk of exclusion to be reviewed termly with LT line manager. • Increased monitoring of patterns of behaviour of students with greatest need to allow for earlier intervention. • Audit of training for TA's and teaching staff to identify gaps in knowledge/ provision.	Termly