



Equality Objectives 2023-27

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. St Peter's Catholic School 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 \(xaviercet.org.uk\)](http://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	Staff responsible for delivery
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.	<ol style="list-style-type: none"> 1. Allocation of time in our professional development to consider as staff, barriers to student attainment – particular consideration given to those with protective characteristics. 2. Ensure Student Action Leadership Team (SALT) include a range of students including those with protected characteristics to ensure there is broad student representation which reflects our community to help 	Jun 2025	<ol style="list-style-type: none"> 1. JEV/NRA/S CR 2. MEB 3. SCA/ZNO 4. ASA/ZNO

	<p>gather student feedback on equality.</p> <ol style="list-style-type: none"> 3. Increased use of role models in schools from diverse backgrounds particularly where staff careers and PSHE speakers. 4. To monitor assessment and other data at regular intervals to ensure that children with protected characteristics are not falling behind. 		
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	<ol style="list-style-type: none"> 1. Audit the KS3 and KS4 key texts read in class to increased stories that consider diverse experience. 2. Review history curriculum at KS3 to ensure a range of experiences in time periods studied thus ensuring an effective and inclusive curriculum which covers topics of diversity and gender. 3. Ensure Citizenship and RSE schemes of work include a range of examples and avoid gender stereotypes particularly when looking at family units, relationships, sexual abuse and harassment. 4. To reduce the incidences of the use of homophobic language by pupils in school with increased time allocated to education around homophobia in Citizenship. Trends to be analysed and shared with School Leadership Team and Governors. 5. Employ Management Information System to identify trends. 	Sep 2025	<ol style="list-style-type: none"> 1. NSF/JEV/JM H 2. SPO/ZNO 3. CME/ZNO 4. CME
To increase the role of the SALT in discussions around equality, inclusion and diversity.	<ol style="list-style-type: none"> 1. Ensure SALT include a range of students including those with protected characteristics to ensure there is broad student representation that reflects our community to help gather student feedback on equality. 2. Dedicate time to SALT meetings to consider from a student perspective prejudices that are most common in and around the school community. 3. Dedicate time for SALT to educate the wider student population on protected characteristics. 	Sep 2025	<ol style="list-style-type: none"> 1. MEB 2. MEB 3. MEB

<p>To increase the attendance of disadvantaged children to bring figures in line with attendance for non-disadvantaged children.</p>	<ol style="list-style-type: none"> 1. By 2025, attendance figures for disadvantaged students should be in line with non-disadvantaged students. 2. Allocate staff professional development time to understand, on a personal level, reasons for lack of attendance particularly amongst disadvantaged students. 3. Ensure rigorous attendance policy is in place to challenge persistence absence. 	<p>Sep 2025</p>	<ol style="list-style-type: none"> 1. SCR 2. SCR 3. SCR
<p>To reduce the number of children with SEND receiving fixed term exclusions.</p>	<ol style="list-style-type: none"> 1. Review SEN provision for students whose behaviour puts them at greatest risk of exclusion to be reviewed termly with School Leadership Team line manager. 2. Increased monitoring of patterns of behaviour of students with greatest need to allow for earlier intervention. 3. Audit of training for TAs and teaching staff to identify gaps in knowledge/provision. 	<p>Sep 2025</p>	<ol style="list-style-type: none"> 1. LPO 2. ZNO 3. SCR 4. JEV
<p>To narrow the gap in attainment between those students with protected characteristics.</p>	<ol style="list-style-type: none"> 1. Increase access to homework support for all groups. 2. Greater planning around Year 9 Option selection to encourage EBacc route. 3. Increased education amongst staff about building student resilience to help improve attainment of all students. 4. Greater analysis of difference in progress made by girls and boys across key stages to allow for earlier intervention to reduce variation between the genders. 	<ol style="list-style-type: none"> 1. Sep 2025 2. Sep 2025 3. Jul 2025 4. Sep 2025 	<ol style="list-style-type: none"> 1. LPO/ZNO 2. ZNO 3. JEV 4. ASA