St Simon of England RC Primary School

Equality Duty Objectives

June 2025 – June 2027

In addition to the Trust's equality duty objectives, St Simon of England's, for the same period, are:

We have chosen the following objectives having regard for current legislation and the context of our academy.

1. To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand the school's responsibility;
2. To promote cultural understanding, awareness and tolerance within our school communities;
3. To promote mental health awareness and develop appropriate support and interventions as necessary;
4. To close gaps in attainment and achievement between students, especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups;
5. To continue to improve accessibility across the academy site for students, staff and visitors with disabilities,
6. To monitor the use of homophobic, sexist and racist language by students in our school;
7. To continuously review and revise the curriculum so that it represents our diverse culture and community, encouraging tolerance and respect of all made in the "image of God, and as a gift of love."

Please also see the KCSP Equality and Diversity policy on our website, together with Anti-Bullying and Mental Health and Well-being Policies.

How we will achieve these objectives

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and RHE education, but also activities in other curriculum areas.

Holding assemblies/acts of worship dealing with relevant issues.

Collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admission procedures.

We collect data, monitor progress and outcomes of different groups of pupils, and use this data to support school improvement. We act to close any gaps, for example, for those making slower progress in acquiring age appropriate literacy and numeracy skills.

Use surveys, parent/carer meeting, pupil voice exercises etc to assess the needs and views of stakeholders.

Foster a shared sense of cohesion and belonging.

We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

Monitoring and Reviewing Objectives

We review and update our quality objectives every two years and report annually to the Local Governance Committee.

"St Simon's where every child matters as an image of God and a gift of love."

Objective	Action	Timescale
To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand the school's responsibility;	INSET Training Governor training	Ongoing
To promote cultural understanding, awareness and tolerance within our school communities;	Multi- cultural Fortnight run every year as part of our work in other faiths. Celebrating of different cultural traditions as part of our wider curriculum and curriculum planning. Assemblies.	First two weeks in Term 3 in place Ongoing Ongoing in place
To promote mental health awareness and develop appropriate support and interventions as necessary;	Mental Health assemblies promoting strategies to help children with mental health.	Termly assemblies

	Nurture group for identified children. Whole school Boxall Profiling 1:1 programmes e.g. anxiety Gremlin Talk boxes/worry box in the school hall. Prayer boxes in classrooms. Zones of regulation Year 6 completion of the NHS Lancaster Model Survey	Reviewed termly Completed in term 1 and revisited in term 6 Reviewed Termly Ongoing in place Ongoing Annually
To close gaps in attainment and achievement between students, especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups;	Use of PP grant to enable enrichment opportunities; School's Ten for Ten Strategy Advice from our Community of Schools Hub. Quality First teaching to close achievement gaps, particularly of vocabulary and cultural capital. PiXL Assessment Package and resources.	Ongoing in place Ongoing When need arises Ongoing closely monitored In place
To continue to improve accessibility across the academy site for students, staff and visitors with disabilities,	Ramps (mobile where the architecture does not allow for a permanent installation) and handrails across site; edges marked with paint.	In place, on-going refurbishment and review
To monitor the use of any homophobic, sexist and racist language by students in our school;	Very clear school stance against the use of such language via policies, also class and whole-school assemblies; Any incidents recorded via CPOMS and shared with parents.	Ongoing
To continuously review and revise the curriculum so that it represents our diverse culture and community, encouraging tolerance and respect of all	Planning across the curriculum incorporates a range of references to other cultures e.g. traditional tales from around the world, poems from	Ongoing closely monitored by subject leaders

made in the “image of God, and as a gift of love.”	other cultures or by poets of varying backgrounds such as Benjamin Zephaniah; Topics of current affairs in History and Geography; art and music, both artists and techniques. Topics chosen to reflect our diverse community e.g. study of Nepal, African art Multi-cultural fortnight – where parents and children share their differing cultures School assemblies to reinforce the school Mission Statement School Values Week	 First two weeks in Term 3 First week Term 1 In place