EQUALITY STATEMENT OF OBJECTIVES – St Winefride's Catholic Primary School - Review – September 2026

At St Winefride's Catholic Primary School, we are all aware of our responsibility under the Equality Act 2010, which requires schools to have due regard to the need to:

Eliminate discrimination, harassment and victimisation and all other conduct that is prohibited by the Act.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
Foster good relations across all characteristics- between people who share a protected characteristic and people who do not share it.

-

Our Equality Objectives for 2025-2026 have been written and agreed between all stakeholders and are as follows:

	Equality Objective	Why we have chosen this objective	To achieve this objective, we plan to	Progress
1	To promote understanding and respect for all differences.	We value that we are all made in the image and likeness of God. We are all valued, loved and respected. We recognise that children and staff should celebrate their own self and one another. We speak about differences and how we are all unique. We actively cultivate an inclusive environment where both pupils and staff feel safe, visible, and celebrated, reducing any instances of identity-based bullying. We acknowledge the challenges cultural representation faces both locally and nationally. We are committed to fostering positive cultural representation by creating a learning environment that celebrates diversity and encourages respect for everyone.	**Consistently model and celebrate the school's core values** of Excellence, Respect, Happiness, Resilience, Compassion, and Faith in all aspects of school life. Use daily gatherings and assemblies to reinforce messages about respect for diversity and inclusion, reflecting the Gospel values at the heart of your community. Ensure the curriculum explicitly includes learning about different cultures, identities, and abilities to foster understanding and respect. This is evident in our Pathways to Write and Read curriculum. Plan authentic oracy activities (as per your Key Driver 3 in Quality of Education) that encourage pupils to discuss and appreciate diversity. Use stories, historical accounts, and examples from a wide range of cultures and perspectives.	Culture representation throughout the curriculum – Pathways to Write/ Read. Materials we use such as WR Maths have diverse representation of characters. Books purchased for the library 0-Little People; Big Dreams have a diverse representation.

			Incorporate teaching resources that reflect diverse backgrounds and experiences.	Celebration of Black History Month. Religions – RED – learning about world religions. Children access BBC news round to find out about what is going on in the world at a child friendly level.
2	To narrow the dis-advantaged pupil gap in Reading, Writing and maths in all year groups.	Disadvantaged pupils often face systemic barriers that impact their academic achievement. Narrowing the gap in core subjects like Reading, Writing, and Maths ensures that all children have equitable access to high-quality education and opportunities to succeed. The school's vision highlights nurturing all learners to reach their full potential within a supportive and inclusive environment. This objective aligns with your core values of Excellence, Respect, and Compassion by ensuring no child is left behind. Literacy and numeracy are foundational skills essential for lifelong learning and success. Closing the attainment gap supports disadvantaged pupils in developing these crucial skills, enhancing their future educational and employment prospects.	Invest in further pedagogy development including Rosenshine's 10 Principles of Instruction to inform our Teaching and Learning across all curriculum areas. Reflect this in our teaching and learning policy. Engage in CPD around adaptive teaching so that all needs are catered for and children are making at least good progress. Carefully plan support so that children receive catch up support in areas such as phonics/ reading/ Maths/ communication and language so that gaps are not developed. Mastering number will support the fundamentals in Maths – this is taught from Reception to Year 5 at least 4 times per week. Intervention groups for arithmetic, problem solving and reasoning, reading, writing, handwriting to provide support that children need on top of Quality First Teaching.	Rosenhine's Principles of Instruction are fully embedded in our approach to Teaching and Learning. Staff have received high quality training and there are opportunities for discussion. EEF research-based approach to deployment of Tas and interventions. Identification of gaps and these are addressed in carefully planned provision. Recent s and p

				show the improvement in attainment of DP.
3	To provide training to governors and all staff on equality and diversity.	Training equips staff and governors with the knowledge and skills to confidently implement policies and practices that advance equality. It helps ensure consistent approaches across the school, including in behaviour management, curriculum delivery, and parental engagement. Training ensures that those leading, governing, and teaching in the school are fully equipped to uphold the Equality Act 2010, eliminate unconscious bias, and make fair, inclusive decisions.	Conversations day to day and formally in staff meetings/ governor meetings informs the consistent implementation of school policies on behaviour, anti-bullying, and safeguarding, ensuring these practises explicitly address equality issues and protect vulnerable groups. Staff apply their knowledge and understanding in monitoring and assessment practices, using data to identify and address any disparities in attainment or engagement among different pupil groups without unconscious bias. The school's commitment to inclusion is reinforced through our curriculum, visible displays, celebrations, and assemblies that reflect diverse cultures and experiences, embedding equality into everyday school life. Parental engagement activities, such as SEND coffee sessions and cultural events, are informed by training to ensure they are welcoming and inclusive for all families.	Training delivered in SEND – inclusion for all and development for all. Governors – safer recruitment training. National College training on equality and diversity for staff. Understanding the lived experiences and needs of diverse groups, including SEND, disadvantaged pupils, and different cultural backgrounds. Strategies to adapt teaching and learning to meet diverse needs. Creating an inclusive

				curriculum that reflects diverse perspectives and promotes respect. Promoting positive behaviour and relationships that reflect core values of respect, compassion, and fairness.