



# St Wilfrid's CofE Primary School

Learning and growing together; living life in all its fullness

## Equality objectives review 2024-2025

At St Wilfrid's CE Primary School, we aim to ensure that all pupils and members of staff are provided with opportunities to fulfil their potential regardless of their sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability, or religious belief.

Our school seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. These principles apply to all members of the extended school community – pupils, staff, governors, parents, and community members.

### Vision and Principles

Through our school ethos, curriculum, and community links, we work towards:

- A common vision
- A sense of belonging for all
- Similar life opportunities for all
- Strong and positive relationships between different communities

### Objectives and Plans

Objective:	To achieve this objective we plan to:
<p><b>1. Reduce the attainment gap between disadvantaged pupils and their peers.</b>  <i>We aim to narrow the attainment gap by providing targeted interventions, personalised learning opportunities, and pastoral support to ensure that all pupils can achieve their full potential.</i></p>	<ul style="list-style-type: none"> <li>➤ Rigorous monitoring of all groups of pupils.</li> <li>➤ Quick identification of emerging gaps to ensure keep up, not catch-up.</li> <li>➤ Provision in place to address any differences in progress or attainment, evidenced on our intervention maps.</li> <li>➤ Progress and attainment are targets for all teachers and HT performance management</li> </ul>
<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>➤ A measurable reduction in the attainment gap as evidenced through end-of-term assessments and national benchmarks.</li> <li>➤ Increased confidence and achievement levels among disadvantaged pupils.</li> <li>➤ Evidence of equity in access to learning opportunities across all pupil groups, documented through intervention map outcomes.</li> <li>➤ Positive Ofsted and SIAMS outcomes and feedback on equality and attainment.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ <b>2. Promote a culture of inclusion and respect for diversity through the curriculum and wider school activities.</b></li> <li>➤ <i>We will ensure that our curriculum reflects the diversity of our</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Monitor pupil groups' involvement in all enrichment activities.</li> <li>➤ Address any under-representation of groups through measures such as funding and personal invitations.</li> <li>➤ Use the Nottinghamshire Agreed Syllabus and</li> </ul>

*community and the wider world,  
promoting equality and challenging  
stereotypes*

Understanding Christianity.

	<ul style="list-style-type: none"> <li>➤ Plan visits to important buildings within different faith communities and incorporate 'important issues of our time'.</li> <li>➤ Organise enrichment days with visitors from different faiths and cultures.</li> <li>➤ Create an enrichment document to show how we incorporate enrichment opportunities across the curriculum.</li> </ul>
<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>➤ Expanded programme of enrichment activities with a strengths and weaknesses end of year report identifying that 97% of children engaged with our enrichment opportunity.</li> <li>➤ Increased participation rates of underrepresented groups in enrichment activities, tracked through monitoring systems.</li> <li>➤ Enhanced understanding of diversity and inclusion among pupils, reflected in surveys and observations.</li> <li>➤ Positive feedback from pupils, parents, and the wider community about the school's inclusive ethos.</li> <li>➤ Reduction in incidents of bias or stereotyping within the school environment, supported by incident log records.</li> </ul>	
<p><b>3. Ensure that all pupils with SEND and other vulnerabilities have equal access to educational opportunities.</b>  <i>We aim to remove barriers to learning and participation for pupils with Special Educational Needs and Disabilities (SEND) and those with other vulnerabilities.</i></p>	<ul style="list-style-type: none"> <li>➤ Develop the role of structured conversations with parents.</li> <li>➤ Increase the number of opportunities for parents to be in school – training, shared learning, celebration assemblies, come dine with us, festivals and performances.</li> <li>➤ We hold some pupil-led worships to ensure comfort for parents not from a faith background.</li> <li>➤ Collaborate with the local church to further foster community activities and initiatives that enhance social cohesion, such as interfaith events or joint service projects.</li> <li>➤ Promote these efforts through the school website and newsletters to build awareness and engagement.</li> </ul>
<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>➤ Increased parental involvement, evidenced through attendance rates at events and feedback surveys.</li> <li>➤ Greater satisfaction among parents regarding the school's support for SEND and vulnerable pupils, reflected in parent-teacher reviews and parent questionnaires.</li> <li>➤ Improved access to learning opportunities for SEND pupils, as demonstrated by progress data and reduced incidents of disengagement.</li> <li>➤ Strengthened community ties through shared events and activities, fostering a sense of belonging among all families.</li> </ul>	
<p><b>4. Continue to reduce incidents of discriminatory behaviour and language in school.</b>  <i>We aim to foster a zero-tolerance culture towards discrimination and harassment through education, positive role modelling, and robust policies.</i></p>	<ul style="list-style-type: none"> <li>➤ Deliver regular training sessions for staff and pupils on recognising and addressing discriminatory behaviour and language.</li> <li>➤ Include focused worships and workshops highlighting diversity, inclusion, and the consequences of discrimination. Linking with schools in the wider community (inner city).</li> <li>➤ Ensure all staff are trained on how to use CPOMS and logging concern sheets to accurately document and respond to incidents.</li> <li>➤ Create anonymous reporting systems for pupils to raise concerns about discrimination without fear of</li> </ul>

repercussions.

- Integrate anti-discrimination topics into the PSHE curriculum through AREP, focusing on empathy, respect, and understanding different cultures and backgrounds.
- Diversity Champions lead worships to help pupils understand the impact of discrimination and key figures linked to DEIB.
- Display school-wide posters and messages reinforcing zero-tolerance policies.
- Continue the restorative justice approach to dealing with incidents, allowing pupils to understand the harm caused and take accountability.

**Impact:**

- Fewer discriminatory incidents reported, as documented in CPOMS logs and behaviour tracking systems.
- Pupils and staff demonstrate greater understanding of discrimination and its impact, evidenced through pupil questionnaires and classroom discussions.
- An increase in reported incidents initially, showing a positive shift toward openness and trust in school systems.
- Observations and feedback indicate a more inclusive and respectful atmosphere, with reduced conflict and stronger peer relationships.

**Conclusion**

Our ongoing commitment to equality and inclusion ensures that we continue to provide a supportive and enriching environment for all members of our school community. We will continue to review and adapt our objectives to meet the evolving needs of our pupils, staff, and broader community