

St. Bede's Catholic Infant School Equality Objectives 2024-2027

Published objectives are integral to comprehensive School Action Plans, Policies and Procedures which support and promote equality.

Cross reference to relevant SDP Action Plans including Catholic Life and Mission, Curriculum, PSHCE (RSHE), Assessment, Inclusion, Ethos, Racial Equality, Accessibility Plan, Leadership and Management, CPD, Staffing, Premises, British Values, Prevent

Annual Community Consultation Summer 2025

Agreed by Staff Summer 2025

Approved by Governors Summer 2025

Review Date: (Annual Review Summer 2026)

Signed Chair of Governors S. Howard

Mission Statement

At St. Bede's Catholic Infant School it is the mission of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which the individual has the opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.

Our Mission drives our actions and response.

The General Duty	Objectives	Action/ Strategies	Personnel	Timescale	Success Criteria/Outcomes	Evaluation/Evidence
To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under Equalities Legislation	To enhance the children's and parents understanding of the common good through Fair Trade. (Fairtrade Action Plan)	Continue work of Pupil Steering groups to support and promote the principles of Fairtrade and Fairtrade activities. Continue to organise a variety of fun events and workshops to support understanding of importance of and commitment to Fairtrade on Fairtrades 30 th Anniversary.	Miss Scragg	23.09.2024 04.11.2024 27.01.2025 03.03.2025 30.04.2025 18.06.2025 Week Beginning 9.9.24	Children understand the importance of serving the common good and their responsibility towards others. Views of children are taken into account and acted upon. Representative members from all year groups. Fun workshops and activities enthusing commitment of whole community. Children and parents demonstrate a good understanding of the importance of Fairtrade. Children celebrate cultural diversity and value each person as unique.	Children continue to meet in their steering groups to discuss the importance of respecting people around the world and promoting the work of agencies including CAFOD and the importance of Fairtrade. Children's understanding and awareness of the importance of Fairtrade was specifically evident during Fairtrade fortnight.

		To continue to identify appropriate curriculum links.		Ongoing		Fair-trade topics have continued to be covered across the school in many different subjects including RE, PSHE (RSHE), Computing and Geography. This further enables the children to continue to develop their knowledge of fair trade and what it means to be a Fair Achiever school.
		Continue to evidence Fair Achiever Status		Ongoing	Fairtrade Status evidencing commitment and understanding of Fairtrade.	As a result of our ongoing high focus and work we have retained our Fair Achiever Status. Strategy to continue

The General Duty	Objectives	Action/ Strategies	Personnel	Timescale	Success Criteria/Outcomes	Evaluation/Evidence
To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010	To ensure zero tolerance to bullying. (Policy) (PSHCE)	Elect and work with the School Council, (Also Anti-bullying Ambassadors), to support them to promote our Kind Hands, Words and Feet message across the whole school.	Miss Scragg All Staff	Ongoing 23.09.2024 04.11.2024 27.01.2025 03.03.2025 30.04.2025 18.06.2025	Zero tolerance to any form of bullying. No incidents of bullying across the school. (See Headteacher's Report)	We continue to have a zero tolerance of bullying. School council act as Anti-bullying ambassadors.
		Participate in National anti-bullying week programme of events and activities		Week Beginning 11.11.24 Annually	Participation positively promoting mutual respect	Activities during Anti-bullying Week enabled the children to discuss and focus on the importance of this message. The activities were relevant and age appropriate focusing upon respect, friendship and kindness. The children were also reminded of the importance of discussing any concerns with a member of staff.
		Peer Massage Daily nurture groups for identified children		Ongoing	Daily nurture groups and Peer Massage supporting social and emotional development of confident, independent children	We will explore the reintroduction of peer massage in the new year.
		Review Anti-bullying Policy and Reporting Procedures in line with updated HBC Model Policy and Procedures.	Miss Parle Miss Coughlan	Autumn 2024 See Policy Timetable	Effective Policy and Procedures supporting excellent practice.	Behaviour and Anti- Bullying Policies were reviewed in consultation with parents using model policies provided by the LA. The children were involved in reviewing the policy. In this school there is zero tolerance and respect for all. We celebrate each individual as unique.

		Continued participation in Unicef RRSA activities including Class Charters Continue work of Pupil Steering groups to support and promote the principles of RRSA and Unicef activities.		Ongoing 23.09.2024 04.11.2024 27.01.2025 03.03.2025 30.04.2025 18.06.2025	RRSA confirming children's awareness of their role as citizens and an understanding of their rights and responsibilities.	<p>As always the children have thoroughly enjoyed being part of the various steering groups. They have been able to make valid contributions and suggest a variety of activities that can be used to support our ongoing high focus and whole school initiatives.</p> <p>All children have continued to take part in a range of RRSA activities throughout the school year and have been able to develop their understanding of their rights as a child and how UNICEF supports those who aren't receiving the rights they deserve.</p> <p>We will continue to enhance the use of the Sustainable Development Goals and the Rights of the Child including weekly Articles to support the children's ongoing knowledge and understanding of their role as a global citizen.</p> <p>Strategy to continue</p>
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The General Duty	Objectives	Action/ Strategies	Personnel	Timescale	Success Criteria/Outcomes	Evaluation/Evidence
To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.	To maintain existing high standards of inclusive practice and procedures. (Inclusion Action Plan)	Continue confident implementation of Provision mapping. Timetable interventions as appropriate to need, refining focus across all ability groups and monitor impact. Focus on content of intervention support including entry and exit criteria.	Mrs Bird Miss Coughlan Miss Parle Miss Hesling Miss Boardman	Ongoing Pupil Progress 23.10.24 20.12.24 12.2.25 2.4.25 21.5.25 16.7.25 Ongoing	Provision Mapping in place and entry and exit criteria being used effectively. Strategies in place ensuring progress and achievement of potential. SEPPs used where necessary. Recording simplified.	Provision mapping supporting identification of intervention groups and ongoing intention that all children fulfil their unique potential. The implementation of provision mapping has played a significant role in supporting pupils, enabling them to make consistent progress toward achieving their expected academic targets. Regular, in-class support ensures that interventions are timely, relevant, and closely aligned with the day-to-day curriculum, thereby reinforcing learning in a meaningful context. Furthermore, the use of simplified Special Educational Needs (SEN) support plans has enhanced collaboration among parents, pupils, and staff. These streamlined plans facilitate a shared understanding of each child's needs and ensure that all stakeholders are working collectively toward achieving the specific, measurable, achievable, relevant, and time-bound (SMART)

		Continue to provide the 'Just Imagine' Reading for Pleasure opportunities for all.	Miss Hesling	Ongoing Fundraising e.g. Fundraising	All children enjoying reading experiences engendering a love of life long reading.	targets that have been established for the pupils. Children continue to enjoy and benefit from our 'Just Imagine' books to further aid their love of reading and reading for pleasure at home.
		Provide Phonics and grammar workbooks for all children	Miss Hesling	Ongoing See English Hub Funding	Positive impact on confident approach and application of skills and on attainment of potential	Jolly Grammar books are implemented into timetabled lessons throughout Year 2 and have shown good levels of progress. Phonic books continue to be sent home and used well by children with the guidance of their parent/carer. Through a successful English Hub audit, we were able to access funding to cover the cost of phonic workbooks, additional reading books and classroom resources to support learning.

To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.	To maintain existing high standards of inclusive practice and procedures. (Inclusion Action Plan)	All accessibility issues incorporated into Building Projects: Hall Playground Sensory and additional needs Equipment as identified	Premises and Finance Committees LA Archdiocese Cunliffe's Surveyors	Autumn ongoing Termly Governing Body Committee Meetings as timetabled	Accessibility and additional needs met in building design maintaining inclusive environment for all.	Accessibility is a Standing item on agenda. No requests from parents re-access/adaptations to school. All areas throughout the school are accessible for all. Cross hatchings – car park (disabled bay, gate access to Infants and Juniors). Strategy to continue
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<p>To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p>	<p>To promote community cohesion through the arts. (Arts Action Plan)</p>	<p>Hold Community Arts/Awe & Wonder/Equalities Days (High focus Mission, Equalities Consultation)</p>	Mrs Jackson	12.10.24 5.7.25	<p>Exciting and motivating activities promoting community cohesion, mutual respect and celebration of diversity. Community supportive and engaged.</p>	<p>A highlight of our school year is when we get to invite families into school to enjoy the arts together on our Community Arts & Awe & Wonder Day. These events also provide us with the opportunity to consult with the school and wider community on equalities and RSHE.</p>
		<p>Organise Arts/Awe and Wonder Week</p>	Mrs Jackson	21.10.24	<p>Work produced and displayed at Runcorn Shopping City</p>	<p>A very successful Arts week was enjoyed by all children.</p>
		<p>Develop links with community artists through community projects e.g. Local Schools Art Network</p>	Mrs Jackson	Ongoing	<p>Children's appreciation of and aspirations in the arts enhanced through achievement of award.</p>	<p>Families were invited to be part of our art exhibition <i>'Each of us a single note, together we make a masterpiece'</i> to inspire children's art work and to be used in our exhibition.</p>
		<p>Continue Arts Award Initiative Children work towards an individual award through participation in arts activities at home and in school.</p>	Mrs Jackson	As identified		<p>Strategy to continue</p>

	<p>Continue to embed Olympic and Paralympic Values across the curriculum with high focus on P.E./Sports Promote positive role models (P.E/Sports Action Plan)</p>	<p>PE Lead to Continue to incorporate activities and values into planning and delivery. Monitor impact. Provide additional resources for any children requiring specialist provision.</p> <p>Continue work of Pupil Sports Ambassadors and Play Leaders to support and promote the importance of Olympic and Paralympic principles impacting upon life-long skills including teamwork, confidence, determination, perseverance and resilience.</p>	Mr O'Neill	<p>Ongoing PA 20.11.24 26.2.25 Learning Walk/Pupil Voice Wk Beginning 23.6.25</p> <p>Sports Ambassadors Meetings 23.09.2024 04.11.2024 27.01.2025 03.03.2025 30.04.2025 18.06.2025</p>	<p>Values understood and practiced supporting good relationships and mutual respect. Opportunities provided for variety of multi-sports including multi-cultural and disability sports</p> <p>Values understood and practiced supporting good relationships and mutual respect. Accessibility and additional needs met</p>	<p>Values understood and practiced supporting good relationships and mutual respect. Sports Ambassador meetings have had a high focus on supporting the embedding of both Olympic and Paralympic values. Lunchtime activities closely linked to embedding values and supporting the children's understanding of values relating to day to day life of the school as well as sports they participate in. School annual Sports Event supported many of these values as the children took part in a sponsored charity obstacle relay event. The event enabled all children to take part and to feel a sense of achievement and pride through their achievement. Children have also taken part in a variety of afterschool clubs,</p>
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						<p>dance, football, and tennis. This has enabled children to try new sports and apply the Paralympic and Olympic values within these activities.</p> <p>The visit from Michael Churm, a Paralympic athlete with cerebral palsy, was an inspiring and impactful experience for the whole school community. His story of determination, resilience, and achievement provided pupils with a powerful real-life example of overcoming challenges and pursuing excellence. The visit promoted inclusion, raised awareness of disability in sport, and helped challenge stereotypes, encouraging all children to believe in their potential regardless of ability. Strategy to continue</p>
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The General Duty	Objectives	Action/ Strategies	Personnel	Timescale	Success Criteria/Outcomes	Evaluation/Evidence
<p>To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act</p> <p>To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>	To continue to raise awareness of responsibilities of all staff and governors in meeting the requirements of the General and Specific Duties of the Equality Act	Continue to attend relevant training Staff/Governors to complete any revisions to Prevent and WRAP training and on-line training as appropriate	Governors All Staff	Ongoing As required	Staff and Governors are aware of and fulfil their duties and responsibilities supporting community cohesion.	This is ongoing. Information shared at pre-governor meeting in March. Any updates are shared as relevant with staff and governors.
		Review Risk Assessment	Governors All staff	Autumn 2024 Ongoing	Fair transparent Policy/Procedures support principles of Equality Act. Staff and Governors are aware of and fulfil their duties and responsibilities.	We continue to review the Prevent Risk Assessment and any guidance that has been produced.
	Continue to Ensure PREVENT Duty requirements are met.	Work in Partnership with all appropriate agencies/partners	Staff/Governors	See timetable	Staff and Governors are aware of and fulfil their duties and responsibilities supporting community cohesion.	IT policies are reviewed annually and more frequently if needed in light of revised guidance.
		Review relevant Policies including IT Policies				
	Continue to enhance promotion of British Values across the school	Review British Values Statement and associated Policies and procedures.	Staff/Governors	Autumn 2024 Ongoing	British Values promoted and embedded across all aspects of school life.	The British Values Statement and associated policies and procedures are reviewed annually. The British Values Statement is displayed throughout the school and are promoted in assemblies and through cross-curricular links as evident in planning and very specifically during our British Values Week in November.
		Enhance Display/Outdoor Learning Environment Schemes of Work			School takes account of the views of the community and incorporate into action plan	

	Maintain and publicise Disability and Equality Working Party and incorporate views of community	Working party to meet termly Children's views invited through SEAL activities and school council and Steering Groups.		23.9.24 13.1.25 30.6.25		Working party continues to discuss relevant updates, changes in legislation/documentation Pupil Steering Groups continue to highlight the importance of pupil voice across the school. Strategy to continue
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The General Duty	Objectives	Action/ Strategies	Personnel	Timescale	Success Criteria/Outcomes	Evaluation
To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act.	To fulfill requirements of Equality Legislation and of Statutory Code of Practice for schools in the duty to promote Race Equality	Review appropriate policies to ensure race equality is built in (use CES documentation as guidance). Review race equality policy using HBC Model including Racist Reporting.	Miss Coughlan Miss Scragg Governors	See Policy Review Timetable	All policies and procedures supporting the promotion of racial equality and ensuring equality of opportunity and good relations between persons of different racial groups. Community Cohesion and race relations promoted through visits, visitors, curricular and extra-curricular activities. Data analysis and monitoring demonstrating all children achieving their potential. No Racial Incidents	All policies and procedures are reviewed annually. No prejudiced based incidents have been reported including to the LA.
To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.	To continue to promote the value of each individual as unique and an appreciation of cultural diversity.	Review statement detailing how cultural diversity is promoted through all aspects of the curriculum, particular reference to the creative arts, visits and visitors, local, national and International links.				
To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.	To ensure zero tolerance to Racism. (Policy) (PSHCE incorporating RSHE)	Assess impact of policies on pupils, staff and parents from different racial groups e.g. data analysis, Incident Reports Publish results of monitoring as appropriate e.g. Headteacher's Reports, LA Returns. Promote commitment to Racial Equality through appropriate documentation e.g. Mission Statement, Prospectus	Miss Coughlan All Staff Governors	Termly Ongoing		Our mission statement and ethos support the duties of the Equality Act and all associated policies. Strategy to continue