

Holy Cross Catholic Primary School Equality Objectives 2022 – 2026

Objective 1-Develop a culturally inclusive curriculum which celebrates equality and diversity.

Objective 2-Continue to develop our mental health and wellbeing strategy so that pupils are resilient and to support positive mental health and wellbeing.

Objective 3-Ensure that there is genuine pupil voice by giving children real opportunities for consultation and regular monitoring of their views of the effectiveness of processes and procedures in school.

Objectives Intent	Responsible	Activities / training implications / resources / costs / time Implementation	Success criteria / monitoring / evaluation Impact
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<p>1.</p> <p>Develop a culturally inclusive curriculum which celebrates equality and diversity.</p> <p>Promote pupils understanding of identity, diversity, adversity community, equality and equity.</p> <p>To encourage and promote inclusion within school and in the wider community.</p>	<p>JH</p> <p>All staff</p>	<p>Currently in place-</p> <p>-Equality, Diversity and Inclusion in the curriculum – exploration of themes such as celebrating difference, recognising and avoiding stereotypes, prejudice and discrimination form key parts of many of our programmes of study – most notably relationships education, sex and relationships education, and health education. -A spiral curriculum where these topics are returned to, and built upon, over the course of our children’s school career, this means that children’s understanding will deepen and develop over time. So, in KS1, a topic might look at what makes us special, building to in KS2, debates/activities regarding challenging discriminatory language online.</p> <p>-Stay and Play sessions with parents in EYFS</p> <p>-Bilingual support at induction meetings and initial meetings with teaching staff -Reading and Play buddies-Year 6 and Year 1</p> <p>In progress/ Next steps-</p> <p>-Mapping Equality, Diversity and Inclusion in the curriculum across subjects to create an EDI whole school map. This will include curriculum enrichment opportunities and integrated Modern British Values activities.</p> <p>-Monitor and review the curriculum and make changes where appropriate.</p> <p>-Creating opportunities in school through the curriculum and the Primary Schools Careers Programme.</p> <p>-Careful tracking of EAL children-ELG, KS1, KS2</p>	<ul style="list-style-type: none"> • Curriculum Mapping Updated and reviewed Summer 24-To be reviewed and updated annually-next review Summer 25 • Curriculum Review: Intent, Implementation, Impact-Summer 23 and 24-To be reviewed and updated annually-next review Summer 25 • Developing a multi cultural curriculum / environment – staff meeting Autumn 2023-refresher Autumn 25 • Review objectives with regard to progress towards our goals-culturally inclusive curriculum and include school’s core values Reviewed Summer 2023 and Summer 2024-To be reviewed and updated annually-next review Summer 25
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		<p>-As well as explicitly teaching these topics, we are in the process of extending this by ensuring representation of diversity across the wider curriculum. It is incredibly important that children and young people see themselves and their experiences reflected positively in the texts and resources they encounter.</p> <p>-Our English texts include a diverse range of characters – including those from different cultures and ethnic groups, different family groupings, characters with disabilities, LGBTQ+ characters, etc.</p> <p>-In history, science, music, art and PE, we want to ensure that we include a focus on key figures who represent diversity.</p> <p>-Seeking out feedback – it is not enough to implement inclusive strategies, we want to actually make sure that pupils and staff feel included. We will use pupil voice, staff surveys, school ambassadors, peer support groups, etc., to regularly check in to see if staff and children feel that our school is meeting their needs in terms of EDI. We will use these opportunities to welcome suggestions as to what more we can put in place in school.</p> <p>-Evaluate the resources and opportunities that we have through an inclusion lens and then aim to further improve inclusivity where appropriate.</p> <p>-Promote Equality, Diversity and Inclusion through the following curriculum enrichment opportunities-</p> <ul style="list-style-type: none"> • Arts Festival-Summer 2023 • Multi-cultural marketplace for parents and children – annual event-Summer 2023 • Visits/Visitors timetable <p>-Promoting Equality, Diversity and Inclusion across the school by considering representation in the resources we use, making sure the resources we use reflect diversity. Try to. This could include anything from:</p> <ul style="list-style-type: none"> • Stories shared with learners – are they representative of a range of identities, circumstances and cultures? • Dolls/small world toys – do they reinforce gender stereotypes? Are a range of skin colours represented? • Colouring equipment – do we provide a range of skin tones for children to use? • Maths/science problems – for example, if we are writing maths problems, make sure we reflect diversity in the pronouns, names and scenarios which feature. 	<ul style="list-style-type: none"> • Evaluate curriculum enrichment programme (Summer 2023 and Summer 2024)-To be reviewed and updated annually-next review Summer 25 • Evaluate resources and strategies used (Summer 2023 and Summer 2024)-To be reviewed and updated annually-next review Summer 25 • Pupil and Staff Voice (Summer 2023 and Summer 2024)-To be reviewed and updated annually-next review Summer 25 • EAL data (Summer 2023 and Summer 2024)-To be reviewed and updated annually-next review Summer 25
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<p>2.</p> <p>Continue to develop our mental health and wellbeing strategy so that pupils are resilient and to support positive mental health and wellbeing.</p> <p>Ensure school's approach to mental health and behaviour is part of a consistent whole school approach to mental health and wellbeing.</p> <p>Intervene early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur</p>	<p>JH, JR. All staff</p>	<p>Currently In Place-</p> <ul style="list-style-type: none"> -We have a range of Holy Cross Ambassadors who work with subject leaders to develop and lead our programme of events which is our calendar of projects taking place at different points of the school year. -The school actively promotes positive emotional health and well-being through the school environment. -School classrooms and displays provide specific, consistent information for children, ensuring that sensory processing is considered. This is to promote the most effective learning environment for all, ensuring that displays and resource areas are not over stimulating for children. -Sensory rooms and areas are utilised by pupils to support their emotional health and well-being through use of resources, play therapy and timetabled activities. -The school has achieved the Attachment and Trauma Bronze Award and is currently working towards the Silver Award. Staff and governors have received extensive Attachment and Trauma training and have put strategies and resources into practice during lessons, recreational time, through the school environment and through the school curriculum. -As part of our Equality Objectives, in addition to being a priority for staff performance management for the last two academic years, we have been developing a clear vision and strategy for promoting and protecting emotional well-being and mental health. -We have worked collaboratively to create and embed a policy which incorporates this vision and strategy. -The school has a positive ethos and culture which regards the emotional wellbeing and mental health positively and as the responsibility of all. -Through Zones of Regulation, LTTF RHE/PSHE curriculum and Play Therapy sessions, staff continue to work with children to encourage share their feelings in a safe environment. -Staff engage with support and advice from external agencies such as EP, Play Therapist, in addition to the school SENCO. -Most of our teaching staff have received training from MHFA England. 2 Senior members of staff have also received extended training from MHFA England. This training has enhanced our skills when working with our children to ensure that they are well cared for and also to identify and put strategies in place to help individuals with any problems that may arise. <p>In Progress/ Next Steps-</p>	<ul style="list-style-type: none"> • School Ambassadors/Pupil Voice review and impact (Summer 2023 and Summer 2024)-To be reviewed and updated annually-next review Summer 25 • Wellbeing Garden Project-completion and evaluation, ongoing pupil voice • Growth Mindset/Resilience Strategies review (Summer 2023 and Summer 2024)-To be reviewed and updated annually-next review Summer 25 • Attachment and Trauma Silver Award completion and feedback (Summer 2023 and Summer 2024)-To be reviewed and updated annually-next review Summer 25 • Signposting-updates and feedback ongoing • Anti-bullying alliance Award-Summer 2023-completed
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		<p>-All School Ambassadors have the opportunity to lead pupil voice, class/group meetings and discussions about a variety of topics and following on from discussions, actions will be formulated and then put into practice. The actions are regularly reviewed until completion.</p> <p>-Our PSHE Ambassadors take the lead in Pupil Voice around Pupil Safety, Fairness and Equality and most recently, in their role as Wellbeing Champions, the School Environment, Wellbeing Garden and the sensory rooms. Our Wellbeing Champions have played a key role in selecting resources for our sensory rooms and setting up these environments for the benefit of their peers. Our Champions will also be in charge of our Children’s Mental Health Week Summer 2023.</p> <p>-We continue to develop and embed ‘Growth Mindset’ and resilience approaches to enable pupils to become resilient and confident learners through assemblies, quality marking & feedback, classroom practice (3BB4 Me and RISE Resilience). Language and strategies of growth mindset approaches are explicit and consistent throughout school.</p> <p>-DH, PSHE Lead and other staff work with our PSHE ambassadors to develop their role as Well-Being Champions.</p> <p>-Staff will continue to develop children’s mental health and well-being through the use of the school sensory rooms and resources and through our Zones of Regulation Strategies.</p> <p>- To further develop our Attachment and Trauma practice and provision in school in preparation for the Attachment and Trauma Silver Award.</p> <p>--DH and PSHE lead to organise and deliver raising awareness activities and keep signposting updated for staff, pupil and parents and make a record of these events. -Anti-Bullying Alliance Award Action Plan to be completed by April 2023, award to be completed by Summer 2023. (Review Anti-Bullying policy-Autumn 2022, Complete anti-Bullying Audit with children-Spring 2023)</p>	
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<p>4. Ensure that there is genuine pupil voice by giving children real opportunities for consultation and regular monitoring of their views of the effectiveness of processes and procedures in school.</p>	<p>JH, Subject Leads, All staff</p>	<p>Currently In Place- -We developed our previous school council by introducing our programme of events system during 2021-2022. Guidelines meant that our ambassadors remained within their class bubbles, however, the children were still able to communicate, share and celebrate together in safe, socially distanced ways, for example, online, through shared celebration floor books, displays. However, now guidelines have changed, we are able to work with our ambassadors to develop their skills further through leading group discussions and assemblies. In Progress/ Next Steps-</p>	<ul style="list-style-type: none"> • Identify roles and responsibilities for all school leaders-enabling children to be clear about their role and how they can support other children and develop their skills-Spring 2023-completed-to be completed annually-next review Spring 25 • -Plan, create and implement the School Programme of
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<p>Ambassadors are fully involved in the development of a programme of events for curriculum and cultural enrichment.</p> <p>Meetings are regularly held and the current system enables a flow of discussion and debate to be sustained and actions to be met which are led by pupils.</p> <p>Pupil voice takes place in school regularly, is reviewed and acted upon. School Ambassadors play a vital role in the promotion of school values and character education within the school.</p>		<ul style="list-style-type: none"> -Identify roles and responsibilities for all school leaders-enabling children to be clear about their role and how they can support other children and develop their skills. -Plan, create and implement the School Programme of Events for any competitions, projects, meetings, key resources, assemblies for ambassadors/groups. -Regular meetings, pupil voice sessions timetable with curriculum leader and subject leaders-this is to be included on the programme of events. -Safety and EHWB questionnaires x 2 annually, Oxwell Survey-Oxwell Survey is to be completed by Years 5 and 6 in Spring 2 term. Safety and EHWB will be completed by children from Years 1-6 in Autumn 2022 and Spring 2 2023. -Well-being champions-will be introduced in the Autumn term and will have key responsibilities around the school, supporting children's Emotional Health, any concerns about bullying etc. They will also lead assemblies, activities for the whole school and participate with other children and staff in the Wellbeing garden project. -Plan out Live Simply Award targets/action plan on Programme of Events-DH will work with staff and children to implement the actions on the plan, this year and also in terms of sustainability looking to continue in the future. -Plan and implement Summer Arts Festival-DH will work with subject leaders, pupil ambassadors and other children to plan the programme of activities for the festival which will be held Summer 2 term. -Engage with external support for Careers Programme opportunities and careers events/week-DH to read through guidance and advice from Curriculum Lead briefing regarding this and begin to implement in Summer 2 through careers activities and also Character Education incentives through work with the school ambassadors. -Class fund jars-Keep, spend, donate options-At the end of the school year, each class will decide whether they will keep, spend or donate their class funds which they have been collecting throughout the year. -Wellbeing Garden project-Pupil, staff and parent consultation will take place in Autumn Term, finalise plans for garden design in Spring term, begin and complete construction in Summer term, work with artist in Summer term. -Anti-Bullying Alliance-questionnaires, action plan then complete action points-PSHE lead to complete this through baseline questionnaires in Autumn Term, creating action plan in Spring term and have action plan points in place for Summer term. -Develop Character Education through awareness, activities and projects-DH to work with subject leaders and school ambassadors to create our 	<p>Events-(Ongoing throughout the year)</p> <ul style="list-style-type: none"> • Regular meetings, pupil voice sessions timetable with curriculum leader and subject leaders (Ongoing throughout the year) • -Safety and EHWB questionnaires x 2 annually (Autumn and Spring), Oxwell Survey (Spring 2023 and Spring 25 • -Well-being champions introduced (Autumn 2022, and ongoing annually) • -Plan out Live Simply Award targets/action plan on Programme of Events (Autumn 2024-to be completed Autumn 2025) • -Plan and implement Summer Arts Festival (Music Festival Summer 2023 and Summer 2024) Art festival and competition Summer 2025 • -Engage with external support for Careers Programme opportunities and careers events/week (Start Small Dream Big programme 2024-2025, on-going CRL action plan in place) • -Class fund jars-Keep, spend, donate options (Ongoing)
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		<p>Character Education priorities for the school year. Then introduce these qualities whole school to be rewarded through celebration assemblies, with the help of school ambassadors.</p>	<ul style="list-style-type: none"> • -Wellbeing Garden project (Ongoing throughout the year-still in progress) • -Anti-Bullying Alliance questionnaires, action plan then complete action points (Completed) • -Develop Character Education through awareness, activities
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		<p>School ambassadors will also create projects and competitions around this as part of the programme of events.</p> <p>-Faith In Action, Fundraising, 50/50 enterprise project, Messy Church, Good Shepherd, school links with the local community-various fundraising will take place throughout the school year which will be designed and led by the children, who will also raise awareness to their peers through their ambassador roles.</p> <p>-Signposting to external agencies covering a range of areas through parental workshops, in person, via the school website-This will take place throughout the year covering a range of areas-support for parents for example will be EHWP for themselves and their children (Autumn Term), Prevent awareness (Spring Term) among many others.</p>	<p>and projects (Spring/Summer 2025 then ongoing)</p> <ul style="list-style-type: none"> • -Faith In Action (ongoing throughout the year and annually), Fundraising (ongoing throughout the year), 50/50 enterprise project (Summer term), Messy Church (Spring annually), CAFOD World Gifts (Autumn annually), Nugent Care Good Shepherd Appeal (Spring annually), Mary's Meals (Summer annually), ACN links and children's ministry programme, school links with the local community (ongoing throughout the year) • -School based parental workshops-Maths, English, Well-being (Ongoing throughout the year)
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