



# Equality, Diversity & Inclusion Objectives

## 2025/2026



St Clement's Catholic Primary School is committed to equality in everything that we do. We are committed to equality in both employment and education provision. We recognise the diverse nature of our locations and services, and aim to ensure that students, parents, governors, employees, contractors, partners, directors, clients and those who may potentially join the school community, are treated fairly, and with dignity and respect.

Objective	Measurable actions	Review date	Responsibility
To increase staff's understanding of equality and its implications on a day-to day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.	<ul style="list-style-type: none"> <li>All staff to receive in person training over the course of the academic year on the topic of equality, inclusion, and diversity to increase understanding of issues that exist within the education system and society more generally.</li> <li>Allocation of time in pastoral and curriculum time to consider as staff barriers to student attainment – particular consideration given to those with protected characteristics.</li> <li>To monitor assessment and other data at regular intervals (at half termly Pupil Progress Meetings/DSL Meetings) to ensure that children with protected characteristics are not falling behind.</li> </ul>	30.7.2026	Head/All staff
To increase understanding of equality through direct teaching across the curriculum	<ul style="list-style-type: none"> <li>Audit the KS1 and KS2 key texts read in class to increase stories that consider diverse experience.</li> <li>Collective worship to focus on musicians from different cultures and genders.</li> <li>Review history curriculum at KS1 and KS2 to ensure range of experiences in time periods studied are included (particular focus on different ethnic groups and females to reduce focus on white and male history).</li> <li>Ensure PSHE and RSE schemes of work include a range of examples and avoid gender stereotypes particularly when looking at family units, relationships, sexual abuse and harassment. Safeguarding Curriculum Map to be reviewed to include protected characteristics/EDI.</li> <li>Regular promoting/discussion of British Values.</li> </ul>	30.7.2026	Curriculum Lead/PSHE Lead/SLT



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	<ul style="list-style-type: none"> <li>• Increase teaching of different religious holidays to develop students understanding of other faiths. Include members of our community and leaders from other faiths to share how these are celebrated through assemblies and talks and cultural calendar.</li> <li>• Use story time to educate on range of protected characteristics through reading.</li> <li>• Increase range of books in school that include characters with disabilities such as ADHD, dyslexia.</li> <li>• Increase range of books in school that include languages that represent our school community</li> <li>• Governing body to reflect diversity of school community.</li> <li>• Actively recruit a diverse range of staff.</li> </ul>		
<p>To increase experiences of all students in academia and sports to make them more aware of a range of opportunities so they may aspire to non-stereotypical professions.</p>	<ul style="list-style-type: none"> <li>• Where gender specific sports teams are run there should be as diverse a range of sports as offered to female and male students. Girls' sports teams to take part in equal number of competitive matches as boys' sports team.</li> <li>• Where possible mixed gender teams will participate in all sports</li> <li>• Positive role models used to address inequalities e.g. career talks for Y5 and Y6.</li> <li>• Enrichment opportunities through class trips and educational opportunities to build on children's cultural capital.</li> <li>• Collaborate with Surrey Arts to promote music opportunities for children with limited exposure to music.</li> </ul>	30.7.2026	PE lead / Curriculum lead Fixtures Organiser
<p>To increase the membership of vulnerable pupils taking part in extra-curricular clubs and activities, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.</p>	<ul style="list-style-type: none"> <li>• Develop robust system to monitor attendance of all students taking part in extra-curricular clubs and activities.</li> <li>• Allocate some Pupil Premium funds to help support those from disadvantaged backgrounds to attend extra-curricular opportunities where the barrier is financial.</li> <li>• Home School Link Worker to monitor and support. Club attendance target 100%</li> </ul>	30.7.2026	SLT HSL