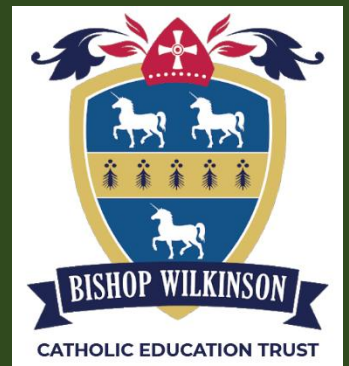




# St. Joseph's Catholic Infant & Junior Schools Birtley

Equalities Objectives

November 2025





St. Joseph's  
Catholic Infant  
& Junior Schools  
Birtley



## OUR MISSION

Let us build a house where hands will reach beyond the wood and stone, to heal and strengthen, serve and teach, and live the Word they've known.

Built of hopes and dreams and visions, rock of faith and vault of grace; here the love of Christ shall end divisions:

**All are welcome in this place.**

## OUR VISION

Lord, in our daily lives, may we:

Love and serve like St. Joseph, care and protect like St. Joseph, work and teach like St. Joseph, show compassion and loyalty like St. Joseph, have trust and faith like St. Joseph.

We follow St. Joseph's virtues and remember our significance in God's world. Amen.



## Statement of intent

St. Joseph's Catholic Infant and Junior Schools, Birtley takes the health and wellbeing of its pupils very seriously. As described in the Supporting Pupils with Medical Conditions Policy, the school aims to support pupils with physical disabilities and illnesses to enable them to have a full and rich and equal academic life whilst at school.

The local governing committee recognises its duties and responsibilities in relation to the Equality Act 2010, which states that any pupil with an impairment affecting their ability to carry out normal day-to-day activities must not be discriminated against.

Pupils will always be treated with care, sensitivity and respect when intimate care is given, and no pupil will be left feeling embarrassed or as if they have created a problem.

## Improving the provision and outcomes for pupils with SEND

### Context:

Our pupils with SEND typically achieve well, but we want them to do even better. We know that some do not attend consistently well. We want to ensure that every pupil with SEND feels successful and valued and is enabled to thrive. We also want to increase the proportion of pupils, particularly those with SEN support, who achieve national expectations – particularly in phonics and secondary readiness measure at the end of KS2.

### Actions:

- Support staff with CPD to ensure that teaching is adapted successfully so that pupils can access the curriculum and achieve well.
- Regular focus on the school's mission and vision in staff meetings and training to ensure inclusion is a standing item and meeting the needs of vulnerable pupils is prioritised.
- Hold half-termly pupil voice groups for SEND pupils to identify challenges, barriers and opportunities to improve their day-to-day experiences in school and their sense of belonging.
- Engage regularly through surveys and focus groups with families of pupils with SEND so that their viewpoints can inform the school's work.
- Regularly review progress of pupils with SEND to ensure that intervention and support is enabling pupils to make strong achievement gains.

### Intended outcomes:

- Improved attendance and reduced persistent/severe absence.
- Increased pupil confidence in their learning and improved participation in school life and sense of belonging.
- Improved academic progress and attainment for pupils with SEND.

### Progress checks:

- Pupil progress meetings, information from SEND reviews, Arbor data capture.
- Review attendance, behaviour and mobility data for pupils with SEND each half term.
- Compare results from pupil experience surveys and focus-group feedback.
- Report to the governing body each term on progress toward the target.

## 2. Reducing misogynistic behaviour and language

### Context:

Misogynistic language and behaviour undermine the safety, wellbeing, and learning of pupils. National evidence, including Ofsted's 2021 review of sexual harassment in schools, highlights that sexist comments and attitudes are often normalised if left unchallenged. While our school's behaviour logs and pupil surveys do not identify a high level of issues, we are determined to keep this as a high profile focus to ensure all feel confident to report and challenge such language and behaviour, enabling our respectful culture where all pupils feel safe, valued, and able to thrive.

### Actions:

- Regular staff training/scenario discussions on recognising and addressing misogynistic behaviour.
- Review our relationship and sex education (RSE) curriculum to strengthen opportunities to explicitly address gender stereotypes and healthy relationships/consent.
- Include questions linked to this theme in all pupil voice activity to seek pupils' perspective on how we can improve our culture in relation to this area.

- Invite student council to plan a programme to rebrand and re-promote our reporting system for pupils to safely report inappropriate language/incidents.

#### Intended Outcomes:

- A decline in sexist/misogynistic language and behaviour across the school.
- Pupils feel safe, respected, and supported in challenging inappropriate behaviour.
- A stronger culture of zero-tolerance towards misogyny among staff and pupils.

#### Progress Checks:

- Monitor and analyse half-termly behaviour data for incidents of misogyny/sexualised language.
- Conduct termly surveys on pupil perceptions of school culture.
- Gather staff feedback on confidence in challenging misogyny.
- Report findings to governors termly.

### 3. Improving understanding of different races and cultures

#### Context:

In the current social climate, marked by heightened tensions and protests surrounding immigration, it is vital that we promote tolerance and the prevention of discrimination. Guided by the Gospel values of dignity, compassion, and solidarity, we are called to recognise the worth of every person as created in the image of God. We know we play a pivotal role in helping pupils to shape their own values, fostering respect, empathy, and understanding among diverse communities. We aim to ensure our pupils are supported to become informed, compassionate citizens in the increasingly interconnected world that is our common home.

#### Actions:

- Review the PD curriculum to ensure strong focus on global perspectives and contributions of under-represented groups.
- Provide staff training on diversity and managing appropriate discussions with pupils and in how to respond to any use of inappropriate language or discriminatory attitudes.
- Establish a pupil “Diversity and Inclusion Group” to advise on school initiatives and celebrate a wider range of cultural events.

#### Intended outcomes:

- Pupils demonstrate greater cultural awareness and empathy.
- School curriculum better reflects diversity of local and global communities.
- Fewer incidents of racial prejudice and discrimination.

#### Progress checks:

- Analyse pupil survey results to track improvements in cultural understanding and feelings of safety.
- Monitor half termly behaviour data for racially-motivated incidents.
- Collect feedback from pupils and families after cultural events.
- SLT to review progress with the Diversity and Inclusion Group each term and share updates with governors.

#### **Monitoring and Review.**

This policy will be reviewed by the LGC in September 2029