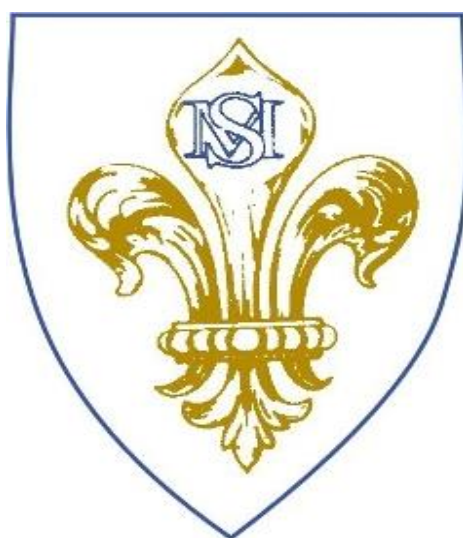


St. Mary's Catholic Primary School and Nursery

Part of The Christus Catholic Trust



Equality Information and Objectives

Respect Ourselves, Respect
Others, Respect our World,
Love God

This school is committed to safe guarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment



Policy Name: Equality Information and Objectives		
Reviewer: V McBrown	Reviewed Date: Sept.2025	Date of next review: Sept. 2026
Approved by Governors		

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1. Aims

We are committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The Local Governing Committee will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Serene Yeboah Jackson. They will:

- Meet with the designated member of staff for equality every half term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive yearly refresher training.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. supporting those with medical needs)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school life)

In fulfilling this aspect of the duty, the school will:

- Monitoring achievement data by English as an additional language, gender and disability and intervening decisively when required
- The rigorous analysis of pupils' progress to determine and inform the strategies we will use to support groups of pupils and individuals
- Setting challenging targets for all pupils
- Make evidence available identifying improvements for specific groups

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community including the leaders of other local faith groups and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

See appendix 1

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

This document will be reviewed by Teaching and Learning Committee at least every 4 years.

This document will be approved by Local Governing Committee

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Appendix 1

Equality Objectives and Action Plan

Objective(s)	Action(s)	How will the impact of the action be measured?	Person(s) responsible	Success Indicators
Establish effective systems to communicate the school's equality duties	Disseminate the School Equality Plan through the school website, newsletter, staff meetings etc.	Include questions relating the School Equality Plan in the annual survey of parents Discussions with school council and Pupil Voices	SLT + LGC	All are aware of and familiar with the School's equality duties.
To ensure that all pupils make progress including vulnerable groups and individuals	Monitor and analyse pupils' achievement and progress by language, gender and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional interventions and support.	Analyse assessment data to judge the success of the planned interventions and support	SLT	SLT Termly Analysis of teacher assessments / annual data demonstrates the performance gap is beginning to narrow for vulnerable group
That there are sufficient opportunities with the school's curriculum to address equality issues	Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of race, gender and disability.	Analysis and review of the curriculum ensuring role models which reflect the school's diversity.	Middle leaders	We will see Increase in pupils' participation, confidence and achievement.
The school environment promotes diversity..	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and	Monitor pupils' responses to the school environment in pupil surveys.	Headteacher	School environment will reflect the diversity of our school

	ethnicity and disability			
All pupils are encouraged to make a positive contribution to the life of the school community.	Actively promote and recruit vulnerable groups of pupils or individuals to participate in the school council, assemblies, fund raising activities, presentations and other extracurricular activities	Analysis of participation rates	Headteacher	Children are engaged in making a positive contribution to school life.
Respond promptly and appropriately to all incidents of racist behaviour, victimisation and harassment	Ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities.	Report incidents to the LGC and LA. Use the data to access the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	HT/LGC	School staff respond quickly and appropriately to all instances of racism, victimisation and harassment. Decreasing frequency of incidents.
To help our children to understand others and value diversity.	Ensure that opportunity to discuss diversity within the curriculum. Ensure that the values underpinning the school's ethos are actively promoted by all staff	Monitor responses to other pupils through pupil discussions	All Staff	Children understand others and value the diverse and unique community in which they live