

St Mary's Catholic Primary School



Equality Information and Objectives



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1. School Mission

At St Mary's Catholic Primary School our Mission is:

**TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.**

2. Aims

St Mary's Catholic Primary 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

Our school aims to promote respect for difference and diversity in accordance with our values, including the Catholic School Pupil Profile and British Values.

3. 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.](#)

4. Roles and responsibilities

The governing body 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 headteacher will:

- Promote knowledge and understanding of the equality objectives amongst 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.

5. 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 – e.g. 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 refresher training every September.

6. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents discriminatory bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

7. 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, citizenship 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. This includes inviting leaders of local faith groups to speak at assemblies, 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

8. 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

The school uses Equality Impact Assessments to show we have actively considered our equality duties and asked ourselves relevant questions. EIAs are referred to at the same time as the risk assessment when planning school trips and activities.

9. Equality objectives

Objective 1

Ensure that all learning opportunities and extracurricular activities are equally accessible to both boys and girls, challenging gender stereotypes.

Why we have chosen this objective: The action supports the school's commitment to promoting gender equality and inclusivity by ensuring all students, regardless of gender, see themselves reflected positively in the curriculum.

To achieve this objective we plan to: Review the curriculum and teaching resources to ensure they reflect a range of gender roles and avoid bias.

Progress we are making towards this objective: Curriculum review has been ongoing over the past few years and updates are made continuously.

Objective 2

Provide equal access to high-quality education for students with special educational needs and disabilities.

Why we have chosen this objective: Students with SEND often face barriers that prevent them from achieving their full potential. By ensuring equal access to education, the school can work towards closing the achievement gap between SEND students and their peers.

To achieve this objective we plan to: Develop **Individual Education Plans (IEPs)** for each student with SEND, outlining specific learning goals, accommodations, and support needed to achieve those goals. Regularly review and update IEPs in collaboration with teachers, parents, and specialists to ensure progress.

Progress we are making towards this objective: **Staff training** on SEND inclusion has been completed by all teachers, and workshops are ongoing. Teachers are now better equipped to modify lessons and classroom activities to meet diverse learning needs.

Objective 3

Celebrate the diverse cultural and racial backgrounds of students, promoting understanding and respect across the school community.

Why we have chosen this objective: The school community is made up of students from various cultural and racial backgrounds. Celebrating this diversity ensures that all students feel valued, respected, and included in the school environment, which contributes to their well-being and academic success.

To achieve this objective we plan to: Organise events and assemblies that celebrate **different cultural festivals** (e.g., Diwali, Eid, Christmas, Lunar New Year, Black History Month) throughout the school year. These events can include cultural performances, presentations, and food-tasting opportunities. Encourage students and families from different backgrounds to share their cultural practices, traditions, and stories with the school community.

Progress we are making towards this objective: Feedback from students shows an increased understanding of and respect for different cultural traditions, and many students have expressed pride in sharing their own heritage.

Objective 4

Foster a safe and supportive environment where all forms of bullying and discrimination, including those based on race, gender, disability, and sexual orientation, are actively addressed.

Why we have chosen this objective: Bullying and discrimination can have a severe impact on students' mental health, self-esteem, and academic performance. By actively addressing these issues, the school ensures a **positive learning environment** where students can thrive emotionally, socially, and academically.

To achieve this objective we plan to: Incorporate lessons on **bullying, diversity, and discrimination** into the curriculum. This could include teaching students about the harmful effects of bullying, the importance of inclusion, and how to stand up for themselves and others.

Progress we are making towards this objective: The school has introduced **PSHE (Personal, Social, Health, and Economic) lessons** that include topics on discrimination, tolerance, and the value of diversity.

10. Monitoring arrangements

The governing body and headteacher will update the equality information we publish, (described in sections 4-7 above) at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by governing body.