



St Mary's Priory Catholic Infant and Junior Schools

Love one another

Always do our best

Take care of ourselves and the world around us

Equality information and objectives policy

Approved: July 2026

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	3
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity	3
6. Fostering good relations	4
7. Equality considerations in decision-making.....	4
8. Equality objectives	5
9. Monitoring arrangements	7
10. Links with other policies	7

1. Aims

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

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- 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. Our school values are based upon the Gospel Values and are promoted by staff and pupils and supported by our school curriculum. They are:

Respect - We honour the dignity of every person as created in God's image, treating one another with care, courtesy and kindness in all we do.

Tolerance (and understanding) - We celebrate the richness of our differences, listening with open hearts and minds, and seeking to understand and value one another as members of God's family.

Resilience - We recognise that through God's strength we can persevere, showing courage and determination to overcome challenges and grow from our experiences.

Ambition - We strive to use our God-given gifts to the fullest, aiming high in all that we do and seeking to become the very best versions of ourselves in service of others

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board 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/carers
- 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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 refresher training every two years.

We work to eliminate discrimination by:

1. Setting a clear vision and values which expect all our staff to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as such to the public and our wider community.
2. Having up-to-date and ratified policies which set out a clear message that discrimination is not tolerated: staff code of conduct, behaviour, anti-bullying, safeguarding and child protection.
3. Understanding that it is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability.
4. Ensuring that the governing body and school leaders involved in recruitment will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.
5. Ensuring a structured PSHE/RSE curriculum offer, assemblies, workshops and visits. Equalities are discussed with and taught to the children, exemplifying the British Values and school values that we believe in.

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, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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:

1. Analyse attainment data each academic year to determine strengths and areas for improvement, implement actions in response and publish this information
2. Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
3. Make available further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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, 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
- Making pupils aware of our behaviour and anti-bullying policies
- 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

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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:

- Ensuring that school trips are accessible to pupils with disabilities
- Select destinations for trips and activities that respect the diverse religious and cultural practices of students and staff (e.g. avoiding scheduling trips on significant religious holidays or ensuring dietary needs are met)
- That the range of extra-curricular activities offered to pupils are inclusive and accessible to pupils with disabilities through reasonable adjustments

- Provide a wide variety of extracurricular options to appeal to diverse interests and actively encourage participation from underrepresented groups
- The deployment of support staff to support pupils who may have additional needs
- Actively involve students, parents, and staff from diverse backgrounds in decision-making processes
- Selecting key events across the year to celebrate that are relevant to our school community, for example, Black History Month, Refugee Week

8. Equality objectives

In accordance with our Catholic mission, we are committed to recognising the dignity of every person as created in the image and likeness of God. Through these objectives we seek to eliminate discrimination, advance equality of opportunity and foster good relations across our school community.

Equality Objectives 2026-2028

Objective 1

Reduce prejudice-related incidents and derogatory language

Objective

By July 2029, reduce the number of recorded prejudice-related incidents, including racist, sexist and homophobic language, by at least 50% from the 2025–26 baseline, as recorded through MyConcern.

Why we have chosen this objective

Monitoring of MyConcern has shown a small number of prejudice-related incidents between pupils. Whilst incidents remain low overall, there has been an increase compared with previous years. The school is committed to fostering good relations between all members of the school community and ensuring that all pupils feel safe, respected and valued.

To achieve this objective, we will:

- Deliver annual staff training on recognising, preventing and responding to prejudice-related incidents.
- Provide pupil workshops, assemblies and curriculum opportunities that promote equality, inclusion and respect.
- Audit and strengthen curriculum content to ensure appropriate coverage of equality, diversity and inclusion.
- Develop and implement an Anti-Racist Policy.
- Ensure pupils have safe and effective ways to report concerns.
- Respond promptly and consistently to all reported incidents.
- Promote positive behaviour through the school's values, mission and reward systems.
- Engage parents and external organisations in promoting inclusive attitudes.
- Monitor incident trends and use data to inform future actions

Success indicators

- A reduction of at least 50% in recorded prejudice-related incidents by July 2029.
- 100% of incidents recorded and investigated appropriately.
- 100% of staff complete annual equality and diversity training.
- Annual pupil survey shows at least 90% of pupils feel safe and respected in school.
- Termly reports demonstrate a downward trend in incidents over time.

Objective 2

Improve attendance for disadvantaged pupils and pupils with SEND

Objective

By July 2029, reduce persistent absence among disadvantaged pupils and pupils with SEND and narrow any attendance gap between these groups and their peers.

Why we have chosen this objective

Attendance in the Junior School is above national averages for all groups. However, attendance in the Infant School remains below national averages despite ongoing improvement work. Analysis shows that some disadvantaged pupils and pupils with SEND experience lower attendance than their peers, increasing the risk of poorer educational outcomes.

To achieve this objective, we will:

- Continue robust monitoring of attendance for all pupil groups.
- Analyse attendance patterns and identify pupils at risk of persistent absence.
- Review and strengthen early intervention systems.
- Maintain personalised attendance support plans for targeted pupils.
- Work closely with parents, carers and external agencies to address barriers.
- Ensure SEND support plans appropriately consider attendance where required.
- Promote the importance of attendance through communication, rewards and awareness campaigns.
- Continue to develop an inclusive and supportive school environment.
- Regularly review attendance data with governors and school leaders.

Success indicators

- Persistent absence among disadvantaged pupils reduced year-on-year.
- Persistent absence among pupils with SEND reduced year-on-year.
- Attendance gap between disadvantaged pupils and all pupils reduced to no more than 2 percentage points.
- 100% of persistently absent pupils have an attendance support plan.
- Sustained improvement evident over three consecutive terms.
- Governors receive and scrutinise termly attendance reports.

Objective 3

Increase access to and participation in enrichment opportunities

Objective

By July 2029, increase participation in clubs, educational visits, residential experiences and wider enrichment opportunities for disadvantaged pupils so that participation rates are broadly in line with those of their peers.

Why we have chosen this objective

Analysis of participation data indicates that disadvantaged pupils are less likely to access enrichment opportunities such as clubs, visits and school trips. The expansion of Free School Meal eligibility and the Government's ambition for every child to thrive make it important that barriers to participation are identified and reduced. Ensuring equitable access to enrichment opportunities supports the school's commitment to advancing equality of opportunity.

To achieve this objective, we will:

- Monitor participation rates termly by pupil group.
- Use Pupil Premium funding strategically to reduce financial barriers.
- Offer subsidised or fully funded places where appropriate.
- Ensure all pupils have access to a broad range of extracurricular opportunities.
- Work with families to address barriers to participation.
- Seek pupil voice regarding enrichment opportunities.

- Promote activities widely to all families.
- Evaluate participation data and adjust provision accordingly.

Success indicators

- Participation rates for disadvantaged pupils increase year-on-year.
- The participation gap between disadvantaged pupils and their peers is no greater than 5 percentage points by July 2029.
- Termly analysis of enrichment participation completed and reported to governors.
- All disadvantaged pupils are offered at least one enrichment opportunity annually.
- Pupil voice demonstrates that pupils feel activities are accessible and inclusive.
- Governors receive an annual report demonstrating improved equity of access.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, described in sections 4 to 7, at least every year.

School-specific equality objectives will be reviewed by the governing board at least every 4 years.

This document will be reviewed by the school improvement committee annually, to ensure continued compliance with the PSED.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Attendance Policy and Procedures
- Behaviour Policy
- Home-School Agreement
- Staff Code of Conduct
- Staff Handbook
- SEN information report
- SEND policy