



St Monica's Catholic Primary School
...a small school where big things happen...



EQUALITY INFORMATION AND OBJECTIVES

Policy approved by Governing Body:	
Review Cycle:	4 year s
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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 any other conduct prohibited by the **Equality Act 2010**
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations across all characteristics, promoting respect, inclusion and understanding within the school and wider community

We are committed to creating a culture where every member of our community feels valued, respected and supported to achieve their potential.

2. Legislation and guidance

This policy meets the requirements under:

- **The Equality Act 2010**
- **The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017**
- **The Public Sector Equality Duty (s.149 of the Equality Act 2010)**
- **DfE Guidance: The Equality Act 2010 and Schools (updated 2025)**
- **SEND and AP Improvement Plan (DfE, 2023–2025)**
- **Inclusive Education Framework (DfE, 2024)**

These duties require schools to:

- Publish information demonstrating compliance with the PSED
- Publish measurable equality objectives at least every four years
- Take proactive steps to identify and remove barriers to participation and achievement

3. Roles and responsibilities

The Governing Board

The governing board will:

- Ensure that the school meets its statutory duties under the Equality Act 2010
- Review and approve this policy and the school's equality objectives every four years (or sooner if required)
- Ensure that equality information and objectives are communicated to staff, pupils and parents, and are easily accessible on the school website
- Monitor progress and hold school leaders to account for the delivery of actions and outcomes

The **Equality Link Governor** will:

- Meet with the designated equality lead annually to review progress against objectives
- Monitor equality-related data, trends and incidents, and report to the full governing body
- Attend equality and diversity training as appropriate

Headteacher

The headteacher will:

- Promote a culture of equality and inclusion throughout the school
- Ensure staff understand their responsibilities under this policy
- Monitor and report on progress towards achieving the equality objectives
- Ensure that pupils, staff and parents' views inform ongoing equality planning

Designated Equality Lead

The designated member of staff for equality will:

- Support the implementation of equality actions and training
- Monitor and analyse data on pupil achievement, behaviour, attendance and participation
- Work with staff to ensure inclusive teaching and reasonable adjustments are made
- Liaise with external agencies to strengthen inclusion

All Staff

All staff are expected to:

- Treat colleagues, pupils and members of the community with respect and fairness
- Promote equality and challenge discrimination or bias whenever it occurs
- Undertake annual equality and diversity training

4. Eliminating discrimination

The school is aware of its obligations under the **Equality Act 2010** and ensures that:

- All policies and procedures explicitly promote equality and inclusion
- Incidents of discrimination, bullying or harassment are recorded, reported and addressed promptly

- Staff receive annual training on equality, unconscious bias, and inclusive practice
- Pupils are taught about respect, rights and equality through PSHE, RHE, and assemblies
- The curriculum reflects and celebrates diversity across protected characteristics

5. Advancing equality of opportunity

We aim to:

- **Remove or minimise disadvantages** connected to protected characteristics (e.g. accessibility for pupils with disabilities, cultural inclusion)
- **Meet the specific needs** of individuals and groups (e.g. through differentiated provision, reasonable adjustments, or targeted support)
- **Encourage participation** in all aspects of school life

In fulfilling this duty, we will:

- Use robust data analysis (attendance, exclusions, attainment) to identify gaps and inform targeted action
- Publish anonymised data annually to show progress for different pupil groups
- Review curriculum accessibility and representation annually
- Track outcomes for pupils with SEND, EAL, and those from ethnic minority backgrounds
- Ensure fair access to leadership and professional development for all staff

6. Fostering good relations

The school fosters positive relationships and community cohesion by:

- Embedding respect and empathy across the curriculum
- Using PSHE, RHE, RE and assemblies to explore diversity, equality and human rights
- Inviting guest speakers and community members to share experiences
- Promoting pupil voice through the school council and pupil leadership roles
- Addressing prejudice-based incidents and ensuring they are used as opportunities for education and reflection
- Celebrating events such as Black History Month, and Interfaith Weeks

7. Equality considerations in decision-making

The school ensures due regard to equality considerations when making significant decisions, including:

- Staffing, curriculum, enrichment, and resource allocation
- Planning trips, events and extracurricular activities
- Procurement and building accessibility

All significant decisions are supported by an **Equality Impact Assessment (EIA)**, completed alongside the risk assessment process. EIAs consider the impact on pupils and staff with protected characteristics and are stored securely for monitoring.

8. Equality objectives (2025–2029)

Objective 1: Strengthen representation and inclusion within the curriculum

Why: To ensure pupils see themselves reflected across subjects and resources.

Actions: Review curriculum content annually; increase use of diverse texts and materials; monitor pupil voice feedback.

Objective 2: Improve staff diversity and recruitment transparency

Why: To ensure recruitment practices reflect fairness and inclusion.

Actions: Monitor and analyse recruitment data by ethnicity, gender, and disability; ensure shortlisting is anonymised; publish summary data annually.

Objective 3: Reduce behaviour incidents and exclusions for underrepresented groups

Why: To close gaps in outcomes and promote equitable behaviour systems.

Actions: Track incidents by pupil group; review restorative practice; provide targeted mentoring support.

Objective 4: Improve accessibility and reasonable adjustments for staff and pupils

Why: To ensure physical, digital and curriculum accessibility is consistent.

Actions: Conduct an annual accessibility audit; provide assistive technology where needed; update the Accessibility Plan accordingly.

Objective 5: Embed ongoing equality training for all staff and governors

Why: To sustain awareness and ensure compliance with current law and DfE guidance.

Actions: Deliver annual equality and inclusion CPD; monitor understanding through evaluation and staff surveys.

9. Monitoring arrangements

- Equality information is updated **annually**.
- This policy and the equality objectives are reviewed **every four years** by the **Governing Body**.
- Progress reports are included in the **Headteacher's reports** to governors.

10. Links with other policies

This policy links with:

- Accessibility Plan
- SEND Policy and Information Report
- Behaviour Policy
- Anti-Bullying Policy
- Recruitment and Selection Policy
- Curriculum and Teaching & Learning Policy
- Staff Code of Conduct
- Risk Assessment Policy