Equality Information and Objectives Policy

Diversity and Inclusion

ST MARY'S CATHOLIC PRIMARY SCHOOL

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Equality Information and Objectives Policy			

School Mission Statement

We Grow with Jesus to be the Best We can Be

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Approved by:	Governing Body	**Date:** November 26
Last reviewed on:	November 26	
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St Mary's Catholic Primary School (St Mary's Catholic Voluntary Academy) in Loughborough operates under the Equality Act 2010 and is guided by its Catholic Gospel Values and British Values.

1. Aims

Our school aims to meet its obligations under the public sector equality duty 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
- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

To recognise and celebrate diversity within our community whilst promoting community cohesion.

To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

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.

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
- 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

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

The equality link governor is the Chair of Governors Jane Monaghan
They will:

- Meet with the designated member of staff for equality every 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

Identify any staff training needs, and deliver training as necessary

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 refresher training every Academic year.

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.

Pupils are also taught about Equality through their curriculum, celebrations of the Word and Assemblies.

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities. 3.3 We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience and is able to contribute to the wider community.

We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the Governing body/Safeguarding Director for the Academy. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying on Arbor. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

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:

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- 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 of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy. Parents and governors will be involved and informed about the provision being offered by the school.
- Teachers will ensure that the teaching and learning takes account of this policy.
- The diversity within our school and the wider community will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum. Professional development opportunities are provided regularly for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

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, RHSE teaching, including the September 2026 Statutory requirements, 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, which will also reflect the diversity of the school.
- 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, including SEND, EAL and pupil premium. 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 and SEND needs.
- 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.

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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
- Would not discriminate against any of the protected characteristics

8. Equality objectives

Objective 1

Have in place a reasonable adjustment agreement for all staff/ pupils with disabilities/ SEND needs, to meet their needs better and ensure that any disadvantages they experience are addressed.

Rationale: ensure staff have improved job satisfaction and can fulfil job responsibilities. To ensure all pupits have equal access to all aspects of the curriculum and wider enrichment opportunities.

Achieved by: risk assessments for staff/ pupils with disabilities- termly meetings to ensure reasonable adjustments made.

Progress: occupational health involved with staff and termly meetings set in place, with support from the CMAT HR team.

Objective 2

To raise achievement of pupils with SEND to be in line with non-SEND pupils, particularly in reading, writing and maths. Reduce any suspensions

Rationale: Pupils with SEND 25/26 outcomes made less progress than peers in reading and writing. SEND pupils were also more likely to have suspensions from data analysis.

Target: Reduce the gap between SEND and Non-SEND. How: To ensure that pupils with SEND have alternative ways of showing their learning, understanding and enjoyment of English and maths. To enable staff to make further provision for pupils and make accurate assessments of their attainment & progress.

Objective 3

To raise achievement of disadvantaged pupils, particularly Pupil premium to be in line with non- pupil premium pupils.

Rationale: increased numbers of pupils in receipt of pupil premium funding, receipt of ever 6 FSM and over 20 children on the expanded free school meals from 2026. The school is located in an area of Loughborough, where families have lower living conditions. Due to the cultural diversity of the school, many families are employed in shift work and do not always qualify for benefits.

Target: reduce gaps between disadvantaged and non-disadvantaged pupils to within 25 percentage points.

How: Assessment and analysis of gaps of each child. Meetings with parents to identify barriers. Tutoring and intervention groups. Parent engagement to identify needs and provide a language rich home environment.

Objective 4

Cultural & Religious Understanding: Promoting cultural awareness, tolerance, and respect for different faiths and traditions through Religious Education (RE), RSHE and school ethos.

Rationale: St Mary's is a very diverse school. EAL/ EM pupils are higher than national averages and more in line with Leicester City schools.

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How: Curriculum, Personal development opportunities and enrichment are carefully planned and sequenced to celebrate diversity and inclusion. RE/ RSHE curriculum carefully planned to provide opportunities for learning and trips into the wider community.

Objective 5

To raise achievement of EAL pupils, particularly in reading and writing.

How: **Family & Community Engagement:** Working closely with EAL families to improve communication, support transitions into the school, and foster a sense of belonging. Promoting strong progress in both spoken and written English through targeted classroom strategies like vocabulary pre-teaching, visual supports, and structured talk. **Inclusion & Identity:** Celebrating home languages and cultural backgrounds in classroom displays, reading materials, and daily discussions so pupils feel proud of their identity. **Wider Participation:** Encouraging full participation of EAL pupils in after-school clubs, school trips, and enrichment activities

9. Monitoring arrangements

The local governing board will update the equality information we publish, [described in sections 4-7 above], at least every year. This document will be reviewed by governing board/name of committee of the governing board at least every 4 years. This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Send policy and information

Behaviour policy

Anti-Bullying policy

Pupil premium strategy

Inclusion Strategy

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