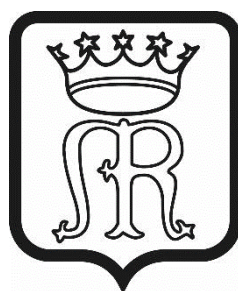




St Mary's Catholic Primary School

'Love God, Love Others, Love Ourselves'

Equality information and objectives statement



Date of Ratification:	Summer 2026
Review Date:	Summer 2027
This policy has been reviewed and approved by the Headteacher and the School's Governing Body.	

Context

The Equality Act 2010 requires schools to have a Single Equality Scheme and means that schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act also ensures that protection is extended to pupils who are pregnant or undergoing gender reassignment.

Equality and the Law

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.

- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.

- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Equality Objectives 2026-2027

- To ensure our Catholic Social Teaching reflects this policy
- To ensure the school's core values of Loving God, loving others and loving ourselves, are at the heart of our activities and that the curriculum reflects our inclusive ethos which recognises diversity as a strength of the school.
- Increase pupil understanding of protected characteristics through termly monitored curriculum coverage and pupil voice surveys.
- To promote effective transition into and from the school.
- To ensure the children are prepared for life in modern Britain and the next stage of learning.

Closing statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

Implementing the Equality Mission Statement - Providing High Quality Teaching and Learning

We aim to ensure that every pupil makes good progress and achieves well by:

- Using fully inclusive teaching and learning approaches to engage all our pupils.
- Monitoring achievement data by ethnicity, 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.
- Using teaching resources, which avoid stereotyping and reflect the diversity of the school and local community in terms of race, gender and disability.
- Promoting attitudes and values that challenge all discriminatory behaviour and prejudices.
- Providing pupils with opportunities to celebrate their own and others cultures.
- Seeking the positive involvement of all parents / carers in their child's education.
- Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning.

The Central Role of All School Staff (Teaching and Support Staff)

School staff will implement the school's Equality Information and Objectives Statement by ensuring that all pupils are treated fairly, equally and with respect. Pupils will also be expected to treat adults and each other with the same fairness, equality and respect.

Acts of harassment and victimisation are unacceptable and will not be tolerated within the school community. Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment.

All school staff will deal appropriately with any incidents of prejudice, harassment or victimisation. Serious incidents of prejudiced behaviour, harassment or victimisation will be recorded and reported to the Headteacher.

The Role of the Headteacher

The Headteacher has overall responsibility for the implementation of the school's Equality Plan and will ensure that all members of staff are aware of the Equality Plan and that these guidelines are applied fairly in all situations.

The Headteacher is responsible for promoting equality of opportunity within the curriculum and wider school community and will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.

The Role of School Governors

The school governing body will set out its commitment to equal opportunities by:

- Ensuring that the School Equalities Plan is consulted upon, published and regularly reviewed.

- Welcoming all applications to join the school from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy and socio-economic background.
- Ensuring that no pupil or member of staff is discriminated against, whilst in school on account of their race, sex, disability, religion or belief, sexual orientation, pregnancy or maternity.
- Taking all reasonable steps to ensure that the school environment gives access to all people with disabilities, and by striving to make all school communications and activities as inclusive as possible for parents, carers and pupils.
- Taking all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- Ensuring that all reasonable adjustments are made as necessary for pupils, staff and parents who have a disability in accordance with the Equality Act 2010.

Development of the Equalities Plan

It is a requirement that the development of the school equalities plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using utilising:

- Feedback from the parent questionnaire, parents' evening, parent working party meetings and/or governors' parent-consultation meetings.
- Input from staff surveys through staff meetings and training.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised during annual reviews or reviews of progress on individual education plans and mentoring and support sessions;
- Feedback from Governing body meetings / Governor sub-committees.

Review of progress and impact

Our School Equality Plan has been agreed by our Governing body. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

Publishing the plan

In order to meet the statutory requirements to publish a Equality Information and Objectives Statement and we will:

- Publish our plan on the school website.
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.
- Make paper copies available for all interested parties.

Disability Action Points

St Mary's Catholic Primary School Equality Plan 2026-2027

Generic Action Points

	Action	Who will do this?	Timescale	Monitoring & Evaluation	Success Criteria
	Teachers' planning provides opportunities for all pupils to participate and achieve	All teachers	On-going	Termly book scrutiny by SLT, subject and team leaders Plans will be reviewed for underperforming pupils	All children will have equal access to and enjoyment in their learning across the curriculum
	Attendance is monitored to ensure that all groups have good or better attendance	Office staff in liaison with the HT Register checks through SLA	Weekly/ Termly	Office staff will monitor registers; phone calls will be made by office staff for unexplained absence; HT will follow up as necessary	Attendance of all groups will be good or better: 97%+
	Staff recruitment systems will reflect equal opportunities	SBM and HT	On-going	Use of CES forms	All staff have equal access to roles and responsibilities according to the JD
	Staff exit interviews will ensure equal opportunities for all staff	Chair of Gove	As required	The Headteacher/C of Gov will speak to all staff leaving the school to consider equal opportunities	Any issues identified will be acted upon accordingly

Disability Action Points

	Action	Who will do this?	Timescale	Monitoring & Evaluation	Success Criteria
1	Ensure that all staff/child / parent/carer's access needs are requested / checked when joining school incl. how they would like to receive information	Office staff Teachers – in first discussions HT – during initial meetings	On-going	Feedback from new parents; letter to new parents after half a term	Positive feedback from parents;
2	Consider all adult needs individually e.g. poor eyesight, poor literacy skills and respond appropriately.	HT and Inclusion Leader	On-going	Alert from teachers following parent/ teacher meetings	Information will be available on the website, in larger print if needed; parents have access to verbal feedback
3	Continued liaison with feeder schools/ pre-schools	EYFS staff, HT, Upper KS2 staff and office staff	Termly	Termly meetings with EYFS staff to contact nurseries at key points Y5/6 staff meet with HT staff	Smooth transitions for EYFS and high school transfers
4	List of children who have special dietary needs	Office staff Class teachers	Data return forms annually plus updates	Check office lists	Needs are met
5	Ensure that all school visits are made accessible to all pupils.	Teachers	Ongoing	All teachers, Bursar & HT are trained visit leaders: top up training as required	Needs are met
6	Provide information about the school site and facilities available	HT, SBM and Inclusion Leader		Include reference to this on Friday bulletin to gauge needs	The website will contain up to date information

Gender Action Points

	Action	Who will do this?	Timescale	Monitoring & Evaluation	Success Criteria
	Challenge stereotyping of gender roles in society through adult language choices	All staff	Ongoing	HT will monitor feedback from staff, parents and pupils	HT reports to GB will reflect appropriate levels of challenge and resolution
	Equal opportunities in the curriculum for boy/ girl participation	All staff	Ongoing	HT will monitor feedback from staff, parents and pupils	Participation in activities will reflect equal take up Girls football will be promoted
	Out of school activities to promote ideal that anyone can participate regardless of gender	All staff	Ongoing	HT will monitor feedback from staff, parents and pupils	Participation in activities will reflect equal take up Girls football will be promoted

Race Action Points

	Action	Who will do this?	Timescale	Monitoring & Evaluation	Success Criteria
	Ensure that we ask for all child/ parent/ carers/ staff language needs when joining school & how they wish to receive info	Office staff EYFS Staff HT	Ongoing Key points; induction of N and R pupils	Census updates	Office and teaching staff will have information required
	Monitor curriculum to ensure resources chosen to celebrate cultural diversity – including Black History Month	Subject leaders	Annually	SEND committee to monitor via meetings	Diversity evidenced in workbooks, displays and through talking to pupils about their learning
	Raise awareness of cultural diversity through visits and visitors as appropriate	Class teachers	On going	Pupil and staff evaluations	Visits and visitors list from the academic year will reflect learning and exploration of variety

