Equality Information and Equality Objectives for St. Cuthbert's Catholic Primary School

Equality Act 2010
St. Cuthbert's Schools' provision of the public sector equality duty
2025-2029

Date: October 2026
(Reviewed annually)

At St. Cuthbert's School, we are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the school's provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are not protected characteristics for the school's provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six 'Brown principles of due regard'

- **awareness –** all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour –** open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation –** the PSED cannot be delegated
- **continuous –** ongoing all academic year

- **record-keeping –** keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

Equality Information:

We maintain confidentiality and work to data protection principles. We publish information in a way so that **no pupil or staff member** can be identified.

Pupils:

Age	We have pupils aged from 4 to 11 years old in our school.
Disability	100% pupils gave information. 6% of pupils recorded a disability (13 children). We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment.
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	100% pupil gave information Ethnicity - 96% White British; - 1% Mixed background (Asian & White British / Black (African) & White British; - 0% Asian; - 1.5% Mixed white European; - 1.5% Black (African)
EAL (English as an Additional Language)	3 pupils (1.5%) have English as an Additional Language. One child is bilingual (English/Italian) The languages spoken within our pupil profile are: Polish, Albanian and Romanian.
Religion and Belief / no belief	Religious make up: - 105 (51%) Catholic - 42 (20%) other Christian denominations - other faiths include 2 Muslim children (1%) - 57 (28%) with no faith background
SEND	- 43 pupils have an identified SEND (21%). - EYFS – 0 - KS1 – 1x EHCP, Top Up Funding for 1 pupil - KS2 – 5x EHCP/Top Up Funding for 1 pupil
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	We receive Targeted Pupil Premium funding for 39 pupils (19.5%) and Expanded/Ever 6 for 33 pupils (16.5%). We have four post looked after children. We have one service child.

We will update our equality information at least annually and publish on the school website.

Equality Objectives 2025 – 2029

Our equality objectives are:

1. Ongoing medical training for staff on key medical issues for current children eg; allergies, heart conditions, epilepsy, diabetes
2. To reduce attainment gaps between disadvantaged pupils and their peers in reading, writing and mathematics through targeted support, quality-first teaching and regular monitoring.
3. To improve progress and outcomes for pupils with SEND by ensuring high-quality provision, effective review cycles and timely implementation of external agency recommendations.
4. To challenge stereotypes and promote equality of opportunity for all pupils through the curriculum, ensuring children develop aspirations free from discrimination or bias.

We will update our equality objectives every four years and publish them on our school website.

We will review progress on these objectives annually.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage is often more appropriate

Headteacher: NJNoble

Chair of Governors:

Date: October 2025
October 2026 (revised)