Equality Policy
for St. Cuthbert's Catholic Primary School
2025-2029

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

Approved by:	Local Governing Committee
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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. Staff Equality and Recruitment....5
9. Equality Objectives....5
10. Reporting Concerns....6
11. Monitoring Arrangements....6
12. Links with other policies....6

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 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

Our school aims to promote respect for difference and diversity in accordance with our Gospel and Rights Respecting values. As a Catholic school, we recognise that every person is created in the image and likeness of God and is therefore unique, valued and loved by God. We are committed to promoting the dignity of every individual and ensuring that all members of our community are treated with respect, dignity and fairness.
Under the Equality Act 2010, St. Cuthbert's Catholic Primary School recognises the following protected characteristics:

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

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.

3. Roles and responsibilities

The Local Governing Committee 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
- 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

The pastoral lead will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- 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 year.

The school has a designated member of staff for supporting equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 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)

- The school also monitors the achievement and wellbeing of vulnerable groups including disadvantaged pupils, pupils with SEND, looked-after and previously looked-after children, young carers, pupils with English as an Additional Language (EAL), and pupils from minority ethnic backgrounds.

In fulfilling this aspect of the duty, the school will:

- The school will review and analyse attainment, progress, attendance and behaviour data for different groups of pupils and act where disparities are identified.
- Analyse the data referenced above 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

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
- 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
- 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.

The school always considers the impact of significant decisions on 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality Impact Assessments may also be considered when reviewing policies, introducing significant changes to school practice or making decisions that could affect different groups within the school community.

8. Staff Equality and Recruitment

The school is committed to ensuring equality of opportunity in recruitment, retention, professional development and promotion of staff and will not discriminate against employees or applicants on the grounds of any protected characteristic.

9. Equality objectives

Objective 1

Ongoing medical training for staff on key medical issues for current children e.g.: allergies, heart conditions, epilepsy, epipen, diabetes,

To achieve this objective, we plan to ensure allergen, First Aid and medical training is up to date and care plans are in place for all pupils with medical needs.

Objective 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.

To achieve this objective, we plan to target pupils who need support with quality first teaching to ensure attainment is improving. There will be opportunities for pre-teaching, support and adaptation. There will be rigor in expectation for moving learning on at an appropriate pace. Data will be monitored in pupil progress meetings and pupils will be spoken to regularly to develop pupil voice.

Objective 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.

To achieve this objective, we plan to strategically review and develop SEND provision in school through auditing current systems. Key priorities in the short and longer term are clearly identified and mapped out. The impact of any changes is to be monitored closely by the SENCo in school to ensure all children make at least good progress toward their targets; ensure the appropriate agencies are used for advice and all recommendations are included on support plans/EHCPS, and work with parents to ensure the best outcomes for pupils with SEND.

Objective 4

To challenge stereotypes and promote equality of opportunity for all pupils through the curriculum, ensuring children develop aspirations free from discrimination or bias.

To achieve this objective, we plan to: Provide a range of genders in our education in all subjects; Provide opportunities to directly address gender stereotypes e.g. in careers, sport etc

10. Reporting Concerns

Any incidents of discrimination, prejudice or harassment will be recorded, investigated and addressed in accordance with the school's Behaviour Policy, Anti-Bullying Policy and Complaints Procedure.

11. Monitoring arrangements

The Head teacher and the Local Governing Committee will update the equality information we publish, at least every year.

Progress towards the equality objectives will be reviewed annually by the Headteacher and Local Governing Committee and reported as part of the school's monitoring arrangements.

12. Links with other policies

This document links to the following policies:

- Accessibility plan - The school's Accessibility Plan outlines how we improve access to the curriculum, physical environment and written information for pupils with disabilities.
- Risk assessment
- SEND policy
- Behaviour policy