ST GREGORY'S CATHOLIC PRIMARY SCHOOL

Equality Information and Objectives

We give thanks to God, work together
and always try our best.

Shining in little ways for all to see.

Policy owner: Headteacher

Draft for approval • November 2026

Policy review information

Approval body and date: To be completed in accordance with the Trust scheme of delegation.

Equality information: Review and update annually; first review November 2027.

Proposed objective period: November 2026 to November 2030. Full review by November 2030, or earlier if required.

This document sets out how we will promote equality, remove barriers and develop respectful relationships across our school community. It includes proposed objectives and a framework for reporting progress. Approval and baseline measures must be confirmed before publication.

Aims and legal framework

Our Catholic ethos recognises the dignity and worth of every person. Our SHINE values — Show Respect, Help Others, Include Everyone, Never Give Up and Ensure Safety — guide our commitment to a welcoming and inclusive school.

We aim to meet the Public Sector Equality Duty by having due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not.
- Foster good relations between people who share a relevant protected characteristic and people who do not.

This document is based on the Equality Act 2010, the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 and Department for Education guidance on the Equality Act and schools. It is to be read alongside the Trust's policies, funding agreement and Articles of Association.

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Their application differs across the Act: age and marriage and civil partnership are not protected characteristics under the school pupil provisions; marriage and civil partnership is relevant to the duty to eliminate unlawful discrimination in employment.

Roles and responsibilities

The Trust Board retains its legal responsibilities. The Local Governing Committee will carry out its responsibilities under the Trust scheme of delegation, monitor implementation, ensure publication of the annual equality information and review progress against the objectives.

The Headteacher will lead implementation, promote understanding among staff and pupils, review equality information and report progress to governors. The SENCO will support identification of barriers, reasonable adjustments and evaluation of provision for disabled pupils and pupils with SEND.

A governor designated for equality will liaise with the Headteacher termly, consider progress and concerns, maintain relevant knowledge and report to the Local Governing Committee. Staff will apply this document in their work and complete appropriate induction and refresher training.

Eliminating discrimination

We will review policies and practice to prevent unlawful discrimination in education, employment and access to services. We will make reasonable adjustments for disabled pupils, staff, parents and carers and consider accessibility when planning provision.

Staff will challenge discriminatory language and behaviour, including racist, disablist, sexist, homophobic and transphobic bullying. Concerns will be recorded and addressed through the behaviour, safeguarding or complaints procedures as appropriate. Leaders will review patterns, follow up the support provided and report anonymised findings to governors.

Staff induction and ongoing training will address equality responsibilities and how to report concerns. Relevant discussions and decisions will be recorded in meeting minutes.

Advancing equality of opportunity

We will identify and minimise disadvantages associated with protected characteristics, meet different needs and encourage participation where it is disproportionately low. Equal treatment may require different support and reasonable adjustments.

- Review attainment, progress, attendance, behaviour and participation information to identify barriers and decide appropriate action.
- Use APDR reviews, EHCP provision reviews, pupil voice and family feedback to evaluate support and access to learning.
- Check access to clubs, visits, pupil leadership and wider experiences, including for disabled pupils, pupils with SEND and disadvantaged pupils.
- Work with families and external professionals to remove barriers and review the impact of adjustments.

SEND and disadvantage are not themselves protected characteristics; disability is. We will consider wider vulnerability alongside our equality duties without treating the groups as interchangeable.

Publishing equality information

We will publish an annual account of how we comply with the Public Sector Equality Duty and progress against our objectives. The account will explain the evidence considered, barriers identified, action taken, impact and next steps. It will link to relevant school information, including the accessibility plan, SEND information report and pupil premium strategy.

Published information will protect confidentiality. We will use anonymised summaries and avoid small-group breakdowns or details that could identify individual children or adults. Detailed evidence may be considered confidentially by leaders and governors.

Fostering good relations

We will promote respect, friendship and understanding through RE, PSHE, relationships education, collective worship and the wider curriculum. Learning will develop an age-appropriate understanding of difference and the protected characteristics, with teaching that challenges stereotypes and reflects a range of backgrounds and experiences.

Books, resources and displays will help children recognise themselves and learn about others. Catholic Social Teaching and SHINE will support pupils to understand dignity, fairness, solidarity and inclusion in everyday life.

We will seek pupil and parent views, develop inclusive pupil leadership and work with parish and community partners. Staff will help pupils resolve tensions and challenge prejudice, while ensuring that pupils and families know how to raise concerns.

Equality considerations in decisions

Leaders and staff will consider equality at the point decisions are made, including changes to policies, staffing, curriculum, premises, visits and activities. They will identify who may be affected, the barriers or disadvantages that may arise, and any adjustments or alternatives needed.

For visits and activities, planning will consider disability access, medical and personal care needs, religious observance, costs, transport and appropriate facilities. A proportionate written record will be retained with the decision or risk assessment, identifying action, responsibility and review arrangements.

Monitoring and review

The Headteacher will coordinate a termly review of the proposed objectives once adopted. Governors will evaluate progress annually and agree amendments where evidence shows that action is insufficient or priorities have changed. Equality information will be updated at least annually; objectives will be reviewed and published at least every four years.

The next pages contain proposed objectives for approval. Baselines will be established during autumn 2026 and recorded in the first monitoring review. They are intended outcomes and actions, rather than claims that these measures have already been achieved.

Accessibility and fair treatment

Our accessibility plan will address three areas: increasing disabled pupils' participation in the curriculum, improving the physical environment and improving access to written information. We will review priorities, resources, responsibilities and timescales regularly with families and relevant professionals.

We will anticipate reasonable adjustments rather than wait for a pupil to experience disadvantage. This may include adapted resources, auxiliary aids and services, changes to routines and accessible communication. Planning for improvements to school buildings is addressed through the accessibility plan; the reasonable adjustment duty for pupils does not include a duty to alter physical features.

Leaders will use Trust recruitment and employment procedures to ensure fair access to employment, training and promotion. Recruitment will consider reasonable adjustments for applicants. Health and disability questions before a job offer will be limited to circumstances permitted by section 60 of the Equality Act 2010, including identifying adjustments for the selection process.

Staff will receive appropriate support and adjustments where required. Employment decisions will take account of equality duties and relevant pregnancy, maternity and other statutory protections.

Listening and responding to concerns

We will seek views from pupils, parents, carers and staff when reviewing equality priorities and accessibility. Information will be offered in accessible formats where needed. Pupils will be supported to treat others respectfully, challenge unfairness safely and tell a trusted adult about concerns.

Visitors, volunteers and contractors are expected to behave respectfully and follow relevant school procedures. Families and staff may raise equality concerns with the Headteacher or through the appropriate Trust complaints or employment procedure. No person should be victimised for raising a concern or supporting another person to do so.

Proposed equality objectives 2026 to 2030

1 Improve access and outcomes for disabled pupils

Intended outcome: Disabled pupils will have the adjustments and provision needed to participate in learning and wider school life.

Why chosen: Our SEND and inclusion priorities provide a basis for reviewing whether provision removes barriers consistently.

Actions: The SENCO will lead termly reviews of a representative sample of provision, including EHCP requirements, APDR evidence, work and pupil or family feedback. Teachers will record agreed adjustments and leaders will check access to clubs and visits.

Success measures: By July 2027, every sampled pupil will have documented adjustments and evidence of review. Any identified gap will have a named owner and deadline, with follow-up at the next review. Termly monitoring will record progress towards individual outcomes and participation.

Lead: SENCO and Headteacher

Monitoring will continue annually to 2030, with revised interim measures agreed after the first year.

Proposed equality objectives continued

2 Strengthen pupils' understanding of equality and respect

Intended outcome: Pupils will recognise unfair treatment and demonstrate age-appropriate respect for difference and protected characteristics.

Why chosen: SHINE and our Catholic ethos offer a shared foundation for explicitly teaching inclusion and challenging stereotypes.

Actions: The Deputy Headteacher will coordinate a curriculum and resource review, identify gaps and plan staff development. Leaders will use pupil discussions and behaviour records to evaluate how learning is applied.

Success measures: By July 2027, every year group will have mapped relevant learning and reviewed resources. Termly pupil voice will establish and track understanding from the autumn 2026 baseline. Every recorded discriminatory incident will have documented action and follow-up; leaders will review repeat incidents termly.

Lead: Deputy Headteacher and subject leaders

3 Remove barriers to participation and attendance

Intended outcome: Pupils whose disability or other protected characteristic creates a barrier will have fair access to school, clubs, visits and leadership opportunities.

Why chosen: Attendance and inclusive access are school priorities. Group patterns must be examined alongside individual circumstances to identify avoidable disadvantage.

Actions: Leaders will review attendance and participation termly, consult families, consider reasonable adjustments and agree targeted support. Reviews will also consider disadvantaged pupils and those facing wider barriers.

Success measures: By July 2027, each identified barrier will have a recorded response, named lead and review date. Termly reviews will compare attendance and participation with the autumn 2026 baseline and evaluate whether adjustments have improved access. Any continuing gap will trigger revised action.

Lead: Headteacher, SENCO and Deputy Headteacher

Annual progress record

For each objective record: review date; baseline and current evidence; actions completed; impact for pupils; outstanding barriers; next action and deadline; governor evaluation. Publish an anonymised summary annually.