



# St Matthew's Catholic Primary School

## Equality Information and Objectives

|                            |              |                           |
|----------------------------|--------------|---------------------------|
| <b>Approved by:</b>        | Governors    | <b>Date:</b> October 2026 |
| <b>Last reviewed on:</b>   | October 2026 |                           |
| <b>Next review due by:</b> | October 2030 |                           |



## Contents

|                                                     |   |
|-----------------------------------------------------|---|
| 1. Aims .....                                       | 3 |
| 2. Legislation and guidance .....                   | 3 |
| Protected characteristics .....                     | 3 |
| 3. Roles and Responsibilities .....                 | 3 |
| 4. Eliminating Discrimination .....                 | 4 |
| 5. Advancing equality of opportunity .....          | 4 |
| 6. Fostering good relations .....                   | 5 |
| 7. Equality considerations in decision-making ..... | 5 |
| 8. Equality objectives.....                         | 6 |
| Objective 1 .....                                   | 6 |
| Objective 2 .....                                   | 6 |
| Objective 3 .....                                   | 7 |
| Objective 4 .....                                   | 7 |
| Objective 5 .....                                   | 8 |
| 9. Monitoring arrangements.....                     | 8 |
| 10. Links with other policies.....                  | 8 |



# Equality Information and Objectives

## 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

As a Catholic school, St Matthew's recognises the dignity and worth of every person. Our approach to equality is rooted in our commitment to welcome, respect, inclusion and the common good, alongside our statutory duties.

## 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.

### Protected characteristics

The school has due regard to the protected characteristics relevant to its functions under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The application of individual provisions differs according to the school function concerned, and the school will follow current statutory requirements and guidance.

In relation to disabled pupils, the school recognises the duty to make reasonable adjustments and links this work to its Accessibility Plan.

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



The equality link governor is Mrs Angela Boyle. 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- 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 will take proportionate steps to prevent discrimination, harassment and victimisation and to address concerns where they arise.

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.

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.

## **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 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

## 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 will give due regard to equality considerations when significant decisions are made, considering relevant evidence and potential impacts on people who share protected characteristics.

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

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.

## 8. Equality objectives

The school will publish equality information annually and will review these objectives at least every four years. Progress will be monitored by the Headteacher and reported to the Local Governing Committee. The objectives will be reviewed sooner where school evidence identifies a new or emerging equality priority.

### Objective 1

#### **Strengthen the identification, recording and response to prejudice-related incidents**

Why we have chosen this objective: To ensure that any prejudice-related behaviour is identified consistently, responded to promptly and used to inform prevention and education.

##### **To achieve this objective we will:**

- Provide annual staff guidance on recognising, recording and responding to prejudice-related incidents using the school's agreed recording system.
- Senior leaders will review incident records at least termly to identify patterns, repeat concerns or groups requiring additional support.
- Use age-appropriate pupil voice to check whether pupils know how to report concerns and feel confident that adults will respond.

Success will be evaluated through the quality and consistency of records, evidence of timely follow-up, termly analysis of patterns, and pupil voice.

### Objective 2

#### **Improve equality of access, participation and outcomes for pupils with SEND and disabilities**

Why we have chosen this objective: To ensure that disability or additional need does not create avoidable barriers to learning, participation, enrichment or wider school life.

##### **To achieve this objective we will:**

- Review attainment, progress, attendance and participation information for pupils with SEND and/or disabilities and identify any significant differences requiring action.
- Use provision mapping and appropriate reasonable adjustments to reduce identified barriers to learning and participation.
- Review access to clubs, trips, leadership roles, sport and other enrichment opportunities so that pupils with SEND and/or disabilities can participate as fully as possible.
- The SENDCO will report relevant patterns, actions and impact to senior leaders and governors.



Success will be evaluated through reduced identified barriers, appropriate progress from individual starting points, participation information, provision reviews and pupil/parent voice.

### **Objective 3**

#### **Strengthen pupils' understanding, respect and sense of belonging within a diverse community**

Why we have chosen this objective: To ensure that pupils from minority religious, ethnic and cultural backgrounds feel included and that all pupils develop respectful understanding of people whose backgrounds, beliefs and experiences differ from their own.

##### **To achieve this objective we will:**

- Audit curriculum texts, resources, displays and enrichment to ensure pupils encounter a broad and respectful range of cultures, communities and lived experiences.
- Use RE, PSHE, English and wider curriculum opportunities to develop pupils' knowledge of different faiths, cultures and communities in an age-appropriate way.
- Gather pupil voice at least annually to evaluate pupils' sense of belonging, respect for difference and understanding of diversity.
- Respond to themes arising from pupil voice, behaviour records or curriculum review through planned teaching or pastoral action.

Success will be evaluated through curriculum review, pupil voice, participation information and evidence that identified gaps in understanding or belonging are addressed.

### **Objective 4**

#### **Challenge stereotypes and widen aspirations for every pupil**

Why we have chosen this objective: To ensure that pupils' aspirations, subject choices, interests and participation are not limited by stereotypes, including stereotypes associated with sex, race, disability, religion or belief.

##### **To achieve this objective we will:**

- Review curriculum examples, reading materials, visitors and role models to provide varied and non-stereotypical representation.
- Provide age-appropriate opportunities to challenge stereotypes in areas such as careers, leadership, sport, subjects and family/community roles.
- Use pupil voice to explore whether pupils perceive any activities, subjects or future pathways as being 'for' particular groups.
- Where participation information identifies a meaningful imbalance, leaders will explore the reasons and take proportionate action.

Success will be evaluated through curriculum audit, pupil voice and participation patterns in enrichment, leadership and wider opportunities.



## Objective 5

### Ensure equality considerations are embedded in significant school decisions

Why we have chosen this objective: To make equality impact a routine part of planning so that policies, curriculum decisions, trips, enrichment and changes to provision do not unintentionally disadvantage particular groups.

#### To achieve this objective we will:

- Use an equality consideration prompt when reviewing significant policies, activities and changes to provision.
- Check accessibility, participation, cost and other potential barriers when planning trips, events and enrichment, and record reasonable steps taken to mitigate disadvantage.
- Review relevant feedback, complaints, attendance, behaviour and participation information for emerging equality issues.
- Report significant equality considerations and resulting actions to governors through appropriate monitoring.

Success will be evaluated through documented equality considerations, evidence of reasonable adjustments or mitigations where needed, and governor oversight of significant equality matters.

## 9. Monitoring arrangements

The Headteacher will update the equality information published by the school at least annually and will use relevant school evidence to review progress towards the objectives.

The equality objectives will be reviewed and published at least every four years. The policy and objectives may be reviewed earlier where legislation, guidance or school evidence indicates that this is appropriate.

This document will be approved by the Local Governing Committee.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- SEND Policy and SEND Information Report
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Curriculum and PSHE/RSHE documentation