



# **St Anne's Catholic Primary**

## **School**

### **Equality information and**

### **objectives**

Adopted by FGB	Aut 25
Last Review	Aut 24
Next Review	Aut 26

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## 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

## 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 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 **Jane McKenna** They will:

Meet with the designated member of staff for equality regularly 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 (Claire Keegan) 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 regularly 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 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 **September**.

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: **(See Annex A)**

- Publish attainment data each academic year showing how pupils with different characteristics are performing **(Boys, Girls, SEND, DIS)**
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information  
Publish data with regards to the make-up of our school community **(ANNEXE B)**

## **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 particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays/events
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Are all children able to access the trip/visit/event

The school will actively consider our equality duties and ask ourselves relevant questions when completing a risk assessment when planning school trips and activities.

## 8. Equality objectives

As a school we have chosen three main equality objectives which best suit our circumstances and contribute to the welfare of our pupils and our school community. They are a tool to help improve the school experience of a range of different pupils. These equality objectives have arisen from an analysis of our published data and other information, where we have identified there is a potential for improvement on equalities.

Our equality objectives, which were **last updated in July 2025** are:

- **To improve attainment in writing in school.**
- **To develop the language and communication skills of EAL and our youngest/new to school children.**
- **To develop resilience and positive role models for all children .**

## 9. Monitoring arrangements

The HEADTEACHER will update the equality information we publish at least **every year**.

This document will be reviewed by the **GOVERNING BOARD** at least every 4 years. This document will be approved by the **GOVERNING BOARD**.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan Risk Assessment

All data below is unvalidated as of October 2025

### **EYFS- Good Level of Development**

Year	School/LA
2025	63%/64%

2025	ALL	BOYS	GIRLS	SEN	NON-SEN	DIS	NON-DIS	EAL	NON-EAL
EYFS	63%	47%	56%	33%	70%	37%	61%	63%	54%

### **Y1 Phonics Screening Check**

Year	School/LA
2025	71%/76%

2024	ALL	BOYS	GIRLS	SEN	NON-SEN	DIS	NON-DIS	EAL	NON-EAL
Year 1	71%	64%	79%	69%	72%	68%	81%	81%	50%

### **Year 6 pupils 2025- groups**

Year	Reading School/LA	Writing School/LA	Maths School/LA	Combined School/LA
2025	80%/70%	60%/67%	77%/68%	60%/55%

2025	ALL	BOYS	GIRLS	SEN	NON-SEN	DIS	NON-DIS	EAL	NON-EAL
Reading	80%	93%	67%	57%	95%	77%	77%	79%	86%
Writing	60%	67%	53%	29%	76%	59%	59%	57%	66%
Maths	77%	87%	67%	43%	90%	76%	73%	64%	86%

## Annexe B

### Equality Information 24/25

Our school community serves pupils aged 3-11

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socio- economic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC)
- Children of members of the armed forces

Total	Boys	Girls	FSM	Minority ethnic groups	EAL	SEND	EHCP	LAC	Post LAC
234	50.2%	49.8%	53%	22	56%	28%	3%	1%	0%

Our school is made up of 22 different ethnic groups and 30 different languages. As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures, and equality objectives.

Young carers: 0%

Children of members of the armed forces: 0%

School Attendance: 4.6%

No Information was available on the following protected characteristics:

1. Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
2. Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT+) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use this information sensitively.
3. As our school has fewer than 150 members of staff, we are not required to publish data about our staff. However, employee-related statistics for our LA/Archdiocese will be published centrally to demonstrate that we are complying with the general duty. When doing this, our LA/Archdiocese will be aware of the data protection rules, ensuring individuals are not identified through the publication of data.