ST. KATHARINE'S C.E. (V.A.) PRIMARY SCHOOL

EQUALITY INFORMATION AND OBJECTIVES POLICY

Reviewed by	Headteacher
Review Date	Jan 2026
Date Determined by Governing Body	23.1.26
Next review date	Information Jan 2027 Objectives Jan 2030 (4 years)

Vision

We want everyone who is part of St Katharine's to know that they are unique and that they can flourish and make a difference in God's world, through living out the values of Grace, Integrity and Aspiration, now and in the future.

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

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.

1. 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 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

All school staff are expected to have regard to this document and to work to achieve the equality objectives.

2. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

The school makes available to staff its Equality, Diversity and Inclusion Policy that sets out clear information for staff.

Where relevant, our wider policies include reference to the importance of avoiding discrimination and other prohibited conduct.
Staff and governors will be regularly reminded of their responsibilities under the Equality Act – for example, during training days.
New staff will receive training on the Equality Act as part of their induction.
Harassment on account of any protected characteristic is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / assistant headteacher/headteacher where necessary. All incidents are reported to the headteacher and homophobic or racist incidents are reported to the governing body and local authority on an annual basis.

What is a discriminatory incident?
Harassment on grounds of a protected characteristic or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory incident
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of a protected characteristic;
- Use of derogatory names, insults and jokes;
- Discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's protected characteristic;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of a protected characteristic;

3. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- An ongoing focus on the 'Diversity' aspect of the school's own SEASIDE curriculum
- Monitoring pupil achievement by race, gender and disability and address any trends or patterns in data

- Monitor and track pupil participation of pupils with disabilities in extra-curricular activities, additional opportunities, pupil leadership opportunities
- Ensure the school population is fully represented in terms of race and gender
- Making sure staff are clear on the difference between equality and equity – we offer additional opportunities and support where needed to ensure equity for children and families who need extra, academically, socially and emotionally.

4. 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:

- Our school vision and values promote inclusion, acceptance and aspirations for all
- Keeping 'everyone flourishing' and 'flourishing together' at the heart of all school worship and therefore at the centre of our school culture
- Promoting 'Ubuntu' - the South African philosophy that we are all connected, 'I am because you are'
- Ensuring our 'diversity' SEASIDE curriculum theme is given high regard across all subjects and curriculum areas
- Ensuring that our Global Neighbours approach continues to address the themes of difference, diversity and inequality.
- Developing our school as an 'anti-racist' school
- 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
- Working with our local community. This includes inviting leaders of local faith groups to speak to groups.
- Working closely with the 'Cultural Hub' enabling us to take an arts based approach to teaching about diversity and fostering good relations
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

5. 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
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

6. Equality objectives

Objective 1 2025-2029

To develop an understanding of what it is to be an 'anti-racist' school

Why we have chosen this objective:

To be proactive in being anti-racist, not reactive. It supports and extends our previous and ongoing work on Global Neighbours.

To achieve this objective we plan to:

- Develop staff understanding of relevant vocabulary and terminology
- Make links between anti-racism and inclusion
- Develop understanding of unconscious bias and hidden racism
- Introduce a series of progressive lessons specifically about anti-racism for all children across the school (KS1 and 2)
- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination

Progress we are making towards this objective:
- During 2025, we started an anti-racism journey at St Katharine's, including a focus on an INSET day, sharing this focus with governors, parents and children.
- A sequence of lessons across the school was delivered in all year groups.
- The diversity of the wider community in BCP was celebrated. A day called 'A Place We Call Home' was held in which children took part in a range of creative and cultural activities as we partnered with the Bournemouth Indian Association.
- The school was awarded 'Global Neighbours Gold Award.'

Objective 2 2025-2029

Ensure our processes, procedures and systems have due regard to the equality duty, specifically disabilities

Why we have chosen this objective:
In keeping with the review of this policy and the recent introduction of the Equality, Diversity and Inclusion Policy, we wish to check that we have good practice in all areas.

To achieve this objective we plan to:
- Introduce the use of Equality Impact Assessments to show we have actively considered our equality duties (eg alongside risk assessments for trips)
- Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.
- Find and use an up-to-date quality training resource about the equality duty and protected characteristics for all staff
- Ensure the equality duty is an element of staff induction
- Early review of our accessibility plan

Progress we are making towards this objective:
- During 2025, we targeted groups and individuals of children for additional opportunities, including sport, science and technology
- 1:1 meetings held with staff regarding support for any disabilities, including ASD
- The accessibility plan was reviewed.
- National College training platform will enable access to relevant training modules for all staff

7. Links with other policies

This document links to the following policies:
- Equality, Diversity and Inclusion Policy
- Accessibility plan
- SEND policy