



**St. Cuthbert's**  
Roman Catholic High School



**ST TERESA  
of CALCUTTA**  
Catholic Academy Trust

# **EQUALITY INFORMATION & OBJECTIVES POLICY**

## Policy Control Sheet

|    |                                                                      |                                                                                                                                    |                                                                  |
|----|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| 1  | <b>Policy Title</b>                                                  | Equality Information and Objectives Policy                                                                                         |                                                                  |
| 2  | <b>Reference No.</b>                                                 | SCH05                                                                                                                              |                                                                  |
| 3  | <b>Version number</b>                                                | 1.0                                                                                                                                |                                                                  |
| 4  | <b>Policy Author</b>                                                 | Model Policy (Performance Team)                                                                                                    |                                                                  |
| 5  | <b>Accountable SLG member</b>                                        | Chief Performance Officer                                                                                                          |                                                                  |
| 6  | <b>Approving Body</b>                                                | LGB                                                                                                                                |                                                                  |
| 7  | <b>Date of Approval</b>                                              | 15/7/26                                                                                                                            |                                                                  |
| 8  | <b>Date of next formal review</b>                                    | July 27                                                                                                                            |                                                                  |
| 9  | <b>Policy Level</b>                                                  | Model Policy                                                                                                                       |                                                                  |
| 10 | <b>Personalisation required?</b>                                     | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N                                                                   |                                                                  |
| 11 | <b>Published on</b>                                                  | Trust Website                                                                                                                      | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N |
|    |                                                                      | School Website                                                                                                                     | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
|    |                                                                      | Shared Policy Area                                                                                                                 | <input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
| 12 | <b>Related documents (if applicable)</b>                             | See section 10 for related policies                                                                                                |                                                                  |
| 13 | <b>Applies to</b>                                                    | <input checked="" type="checkbox"/> All Staff<br><input type="checkbox"/> Support Staff<br><input type="checkbox"/> Teaching Staff |                                                                  |
| 14 | <b>Consulted on with relevant stakeholders (Union, legal, staff)</b> | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N                                                                   |                                                                  |

## Summary of Changes

| Date         | Version | Action     | Summary of Changes |
|--------------|---------|------------|--------------------|
| January 2026 | 1.0     | New Policy | New Model Policy   |

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## 1.0 Aims

- 1.1 Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:
- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
  - Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
    - Age
    - Disability
    - Gender reassignment
    - Marriage or civil partnership
    - Pregnancy and maternity
    - Race
    - Religion or belief
    - Sex
    - Sexual orientation
- 1.2 As a Catholic school within the **St Teresa of Calcutta Catholic Academy Trust**, our commitment to equality is rooted in the dignity of the human person, and in our Trust mission: **“Making Christ Known and Making Lives Better.”** We aim to promote respect for difference and diversity in accordance with our values and the teachings of the Church.
- 1.3 Our school aims to promote respect for difference and diversity in accordance with our values, of CARE (Catholic, Aspiration, Respect, Excellence).

## 2.0 Legislation and Guidance

- 2.1 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
- 2.2 This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).
- 2.3 This document also complies with our funding agreement and articles of association.

## 3.0 Roles and Responsibilities

### **3.1 The STOCCAT Trust Board**

#### **3.1.1 The Trust Board will:**

- Ensure the Trust and its schools comply with equality legislation
- Publish Trust-level equality information and objectives
- Monitor equality through Trust QA processes (ASR cycle, monitoring visits, safeguarding audits)

#### **3.1.2 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/carers
- 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

#### **3.1.3 The trust intervention committee 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

#### **3.1.4 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
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

#### **3.1.5 All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.**

## **4.0 Eliminating Discrimination**

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

4.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

4.3 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.

4.4 New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually

## **5.0 Advancing Equality of Opportunity**

5.1 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
- 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)

5.2 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 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

5.3 This connects with STOCCAT's QA processes: ASR, data reviews, SEND reviews, attendance and inclusion monitoring.

5.4 We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## 6.0 Fostering Good Relations

6.1 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
- Making pupils aware of our behaviour and anti-bullying policies
- 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

6.2 This supports Catholic values and the Trust's Achieve-Belong-Thrive ethos.

## 7.0 Equality Considerations in Decision-making

7.1 The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

- 7.2 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
- 7.3 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.

## 8.0 Equality Objectives

- 8.1 As a school, we are required to publish equality information every year:
- We must report on at least 1 equality objective once every 4 years - we've chosen September 2027 to be our deadline for this

### 8.2 Objective 1

8.2.1 To ensure that all pupils (with disadvantaged pupils being a focus) can fully access the curriculum, including our extra-curricular provision.

8.2.2 Why we have chosen this objective:

8.2.3 The academy is fully inclusive and offers a broad, ambitious curriculum, with curriculum maps, reading strategies, adaptive teaching and a strong extra-curricular offer. SEND pupils have access to clubs, trips and enrichment, and risk assessments are used to remove barriers. However, current SEND documentation identifies a continued need to improve consistency of classroom adaptations, use of assistive technology, integration of TA support, and participation of SEND pupils in leadership and enrichment opportunities.

8.2.4 To achieve this objective, we plan to:

Year 1 Audit SEND participation in curriculum pathways, interventions, clubs, trips, rewards, student leadership and educational visits. Ensure all pupil passports clearly identify barriers, strategies, access arrangements and Section F provision where relevant. Embed adaptive teaching expectations through CPD, learning walks and responsive teaching folders.

Year 2 Increase targeted support for SEND pupils to access enrichment, residential, leadership roles and careers encounters. Develop department SEND champions to support consistent practice and resource adaptation.

Year 3 Evaluate participation and achievement data by SEND subgroup and reduce any identified gaps. Publish case studies showing how barriers have been removed for pupils with SEND in lessons and wider provision.

8.2.5 Progress we are making towards this objective:

Year 1: Baseline participation and attainment data established by SEND subgroup. All departments use updated passports and adaptive teaching expectations.

### 8.3 Objective 2

8.3.1 To improve attendance for SEN (Special Educational Needs) pupils across the Academy, to be broadly in line with National Average. To improve attendance for SEN (Special Educational Needs) pupils across the Academy, to be broadly in line with National Average.

### 8.3.2 Why we have chosen this objective:

Attendance is a priority for the academy. Current documents show targeted support for SEND pupils, including first-day calls for EHCP pupils, parent meetings, home visits, ATTEND/EBSA-informed practice and joint work with pastoral and attendance teams. Despite this, some pupils with SEND, particularly those with SEMH, EBSA and complex needs, remain at risk of persistent absence. The objective is to improve attendance for pupils with SEND so that it moves closer to national figures and the gap with non-SEND narrows year on year.

### 8.3.3 To achieve this objective, we plan to:

Year 1 Establish a SEND attendance tracker with weekly review of EHCP pupils and SEND pupils below 94%. Use EBSA/ATTEND tools, parent meetings and individual support plans for pupils with identified barriers. Strengthen first-day response, wellbeing check in routines and home visits for complex cases.

Year 2 Evaluate the impact of interventions by need type and year group, with additional focus on SEMH, anxiety-based absence and transition points. Increase multi-agency work with attendance, safeguarding, EP, and external services.

Year 3 Embed a preventative model through earlier identification, stronger transition planning and more consistent family support. Review attendance outcomes against academy and national benchmarks and set refreshed targets.

### 8.3.4 Progress we are making towards this objective:

Year 1: Weekly attendance reviews in place. Individual support plans implemented for all SEND pupils below threshold.

## 9.0 Monitoring Arrangements

- 9.1 The trust intervention committee will update the equality information we publish, (described in sections 4 to 7 above), at least every year.
- 9.2 School-specific equality objectives will be reviewed by the trust intervention committee at least every 4 years.
- 9.3 This document will be reviewed by the trust intervention committee annually, to ensure continued compliance with the PSED.
- 9.4 This document will be approved by the trust intervention committee.

## 10.0 Links with Other Policies

### 10.1 This document links to the following policies:

### 10.2 In STOCCAT, this policy links with:

- Accessibility Plan (located via the Trust's Policy Hub: [School](#))
- SEND Information Report (located via the Trust's Policy Hub: [School](#))
- Behaviour Policy (located via the Trust's Policy Hub: [School](#))
- Safeguarding and Child Protection Policy (located via the Trust's Policy Hub: [Safeguarding](#))
- Anti-Bullying Policy
- Catholic Mission documentation
- Curriculum policies
- Risk assessments