



St. Anne's and
Guardian Angels

Excellence Together with Christ at the Centre

Equality Information and Objectives Policy

Approved by:	St Anne's and Guardian Angels Primary School Governing Body	Date: December 2024
Last reviewed:	September 2025	
Next review due by:	September 2026	

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values. Our school values are based upon the Gospel Values and are promoted by staff and pupils and supported by our school curriculum. They are:

Humility: We see life as a gift and celebrate our differences and achievements together.

Kindness: We are kind and gentle in our thoughts, actions and words.

Courage: We stand up for what is right and true without fear and have the courage to overcome challenges.

Justice: We value our responsibility for creating a fairer world.

Compassion: We are inclusive, supportive and empathetic.

Forgiveness: We follow in the Lord's example of being merciful.

Integrity: We are honest and accountable for our actions.

Peace: We promote peace and are active peacemakers in our community.

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.

3. Roles and responsibilities

The governing board will:

1. 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
2. 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

3. Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

1. Promote knowledge and understanding of the equality objectives among staff and pupils
2. Monitor success in achieving the objectives and report back to governors
3. Identify 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 two years.

We work to eliminate discrimination by:

1. Setting a **clear vision and values** which expect all our staff to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as such to the public and our wider community.
2. Having **up-to-date and ratified policies** which set out a clear message that discrimination is not tolerated: staff code of conduct, behaviour, anti-bullying, safeguarding and child protection.
3. Understanding that it is unlawful to fail to make **reasonable adjustments** to overcome barriers to using services caused by disability.
4. Ensuring that the governing body and school leaders involved in recruitment will **avoid unlawful discrimination in all aspects of employment** including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.
5. Ensuring a **structured PSHE/RSE curriculum offer, assemblies, workshops and visits**. Equalities are discussed with and taught to the children, exemplifying the **British Values** and **school values** that we believe in.

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:

1. 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)
2. Taking steps to meet the particular needs of people who have a particular characteristic
3. 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 clubs and activities)

In fulfilling this aspect of the duty, the school will:

1. Analyse attainment data each academic year to determine strengths and areas for improvement, implement actions in response and publish this information
2. Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
3. Make available 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:

1. 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
2. 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
3. Working with our local community. For example, inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
4. Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, pupil action groups have 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

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. The following are examples but is by no means exhaustive:

1. Ensuring that school trips are accessible to pupils with disabilities
2. Select destinations for trips and activities that respect the diverse religious and cultural practices of students and staff (e.g. avoiding scheduling trips on significant religious holidays or ensuring dietary needs are met)

3. That the range of extra-curricular activities offered to pupils are inclusive and accessible to pupils with disabilities through reasonable adjustments
4. Provide a wide variety of extracurricular options to appeal to diverse interests and actively encourage participation from underrepresented groups
5. The deployment of support staff to support pupils who may have additional needs
6. Actively involve students, parents, and staff from diverse backgrounds in decision-making processes
7. Selecting key events across the year to celebrate that are relevant to our school community, for example, Black History Month, Refugee Week

8. Equality objectives

Equality Objectives 2024-2026
<p><u>Objective 1</u> To reduce the use of prejudice-related derogatory incidents and use of derogatory language specifically aimed at race, gender and homophobic terms.</p> <p><u>Why we have chosen this objective:</u> Monitoring of CPOMS has shown a small number of prejudiced incidents have occurred in school between pupils. Whilst this is a small number of isolated incidents, it represents an increase in previous monitoring.</p> <p><u>To achieve this objective we plan to:</u></p> <p>1. Raise Awareness and Build Understanding Staff Training: Provide regular training for teachers and staff on recognising, addressing, and preventing prejudice and discriminatory behaviour. Student Workshops: Conduct workshops and assemblies focused on the impact of prejudice, the importance of inclusion, and strategies to counteract derogatory language. Promote Diversity: Celebrate cultural and diversity days to increase understanding and appreciation for difference.</p> <p>2. Integrate Anti-Prejudice Education Curriculum Inclusion: Incorporate lessons on equality, diversity, and inclusion into subjects such as PSHE/RSE, History, RE and English. Role Models: Highlight diverse role models in teaching materials to normalise inclusivity.</p> <p>3. Clear Policies and Reporting Mechanisms Code of Conduct/Behaviour for Learning Policy: Improve communications in relation to the school's behaviour policy to explicitly highlight the school's position on prejudice-related incidents and use of derogatory language, specifying consequences. Reporting: Establish new systems for students to report incidents, ensuring they feel safe to speak up. Prompt Response: Ensure all reported incidents are investigated and addressed quickly and fairly.</p> <p>4. Encourage Positive Behaviour Positive Reinforcement: Establish a 'Value of the Week' mission in school, relating to school values. Recognise and reward students for inclusive and respectful behaviour.</p>

Peer Mentors: Establish a 'Playground Buddy' system to promote positive attitudes and behaviours among students.

5. Engage the School Community

Parent Involvement: Use the school newsletter, social media and in-school meetings to share information and reinforce inclusive values at home.

Community Partnerships: Collaborate with local organisations that specialise in equality and diversity to deliver additional resources and expertise.

6. Monitoring and Evaluation

Incident Tracking: Maintain detailed records of prejudice-related incidents to monitor trends and effectiveness of interventions.

Student Feedback: Regularly survey students about their experiences and perceptions of school culture.

Adjust Strategies: Use data and feedback to refine approaches and address emerging issues.

September 2025 Update

Actions taken to work towards objective:

- Yr 5 Workshops with Half Moon Theatre
- School wide Black History Month and Refugee Fortnight curriculum focus including assemblies, workshops and parent celebration events
- Established pupil post boxes where pupils can submit any concerns/problems. These are reviewed by our Learning Mentor and 1:1 or group sessions are scheduled as required
- CPOMs continues to be used to log and track incidents, all staff are trained on the use of CPOMs to record
- Playground Buddies established. Pupils report that they have a positive impact on their playtimes and help them to be safe and happy
- Monday assemblies have a school value of the week – this is shared with staff so that there is a whole school approach to promoting it and celebrating when it is shown by pupils

Impact

- Early analysis indicates a decrease in incidents (as recorded on CPOMs and reported anecdotally)

Next Steps

- Provide training for teachers and staff on recognising, addressing, and preventing prejudice and discriminatory behaviour.
- Make better use of the school newsletter, social media and in-school meetings to share information and reinforce inclusive values at home.

Objective 2

To monitor the attendance of pupils and ensure that the school acts to ensure that any underperforming disadvantaged and SEND pupils are targeted to improve, with particular focus on those who are persistently absent and severely absent.

Why we have chosen this objective:

Attendance levels are still below pre-Covid levels despite a renewed focus and strategies to improve attendance school-wide. Monitoring of absence data has shown that the attendance of some disadvantaged pupils is notably lower than their non-disadvantaged peers. The introduction of the 'U' code (see DfE *Working Together to Improve School Attendance*) has impacted the attendance data of some high-needs SEND (E) pupils as their needs often mean that they arrive to school after registers have closed.

To achieve this objective we plan to:

1. Monitoring and Data Analysis

Track attendance trends: Use robust systems to monitor attendance data for all pupils, identifying patterns and trends among disadvantaged and SEND pupils.

Disaggregate data: Analyse attendance by key groups (e.g., SEND, disadvantaged pupils) to identify disparities.

Set benchmarks: Define clear, measurable targets for improvement in attendance rates for these groups.

2. Early Identification and Intervention

Early alerts: Implement an alert system to flag pupils whose attendance begins to decline, especially those at risk of becoming persistently or severely absent.

Attendance support plans: Develop tailored support plans for pupils showing signs of attendance issues, involving parents, carers, and relevant professionals.

3. Tailored Support for Pupils

Engage support services: Collaborate with external agencies (e.g. TH Early Help, THEWS, social workers) to address barriers to attendance.

Individualized education plans (IEPs): Ensure SEND pupils have IEPs that include strategies to encourage attendance.

4. Family and Community Engagement

Build relationships: Work with families to understand and address the underlying causes of poor attendance, such as transportation issues, mental health, or family challenges.

Workshops and resources: Provide workshops or resources for parents to support good attendance habits and the value of regular school attendance.

Cultural sensitivity: Ensure communication and support are sensitive to cultural and socioeconomic factors affecting attendance.

5. School Environment Improvements

Inclusive environment: Foster an inclusive and welcoming environment that meets the needs of disadvantaged and SEND pupils.

Flexible approaches: Offer adjustments like staggered start times, reduced timetables, or remote learning options for those with valid barriers to attendance (subject to LA approval),

Celebrate attendance: Recognise and reward consistent attendance and improvement with certificates, assemblies, or small incentives.

6. Training and Awareness

Staff training: Train staff to recognise and respond to the unique challenges faced by disadvantaged and SEND pupils, including strategies for re-engaging persistently absent students (i.e. Learning Mentor EBSA training).

Awareness campaigns: Run campaigns within the school community to emphasise the importance of attendance and reduce stigma associated with absenteeism.

7. Regular Reviews and Accountability

Governance involvement: Present attendance data and progress reports to the link governor/governing body to ensure accountability.

Adapt strategies: Regularly review and refine strategies based on effectiveness, feedback, and changing needs of pupils.

September 2025 Update

Actions taken to work towards objective:

- Learning Mentor has completed Emotionally Based School Avoidance (EBSA) support with targeted pupils
- Early Help referrals made for targeted pupils

Impact

- Staff are better skilled at identifying needs at an earlier stage and referring to senior staff where more rigorous support is needed
- Due some exceptional individual cases, attendance data has not shown an increase in 2024/25

Next Steps

- Lux Mundi CAT are supporting with the analysis of attendance data and the school's attendance action plan
- Refine school systems to ensure a timely intervention and escalation where attendance begins to fall

Objective 3

To promote mental health awareness and develop appropriate support strategies.

Why we have chosen this objective:

Monitoring and teacher feedback has shown poor levels of pupil resilience and independence in class and on the playground. This impacts pupil confidence and self-worth, along with children's relationships with their peers. In some cases, poor mental health is impacting school attendance (Emotionally Based School Avoidance) and lesson engagement which is impacting on academic outcomes.

To achieve this objective we plan to:

1. Raising Awareness

Workshops and Assemblies: Organise regular workshops, assemblies, or presentations on mental health awareness, tailored to different age groups.

Curriculum Integration: Incorporate mental health topics into RSE/PSHE education or other subjects, discussing emotions, stress management, and resilience.

Parent Engagement: Host sessions for parents to educate them about mental health, signs of distress, and ways to support their children.

2. Creating Support Structures

Mental Health Leads: Appoint a designated mental health lead or team responsible for coordinating mental health initiatives.

Learning Mentor: Ensure access to learning mentor who can offer 'Rainbows' support and support for EBSA.

Peer Support Programs: Establish 'Playground Buddies' system

Safe Spaces: Designate quiet, safe areas within the school such as the Nurture Room.

3. Building Staff Capacity

Staff Training: Provide ongoing professional development for staff on recognising mental health issues, handling sensitive situations, and making appropriate referrals.

Staff Well-being: Develop policies and practices to support the mental health and well-being of teachers and staff, such as workload management.

4. Policy and Practice

Anti-Stigma Initiatives: Implement programs aimed at reducing stigma associated with mental health issues, fostering a culture of openness.

Bullying Prevention: Strengthen anti-bullying policies and support plans to ensure a safe and inclusive environment, addressing factors that can negatively affect mental health.

Equity in Support: Ensure mental health support strategies are inclusive of diverse cultural, social, and neurodivergent needs.

5. Evaluation and Feedback

Surveys and Feedback: Regularly conduct surveys with students, staff, and parents to assess mental health needs and the effectiveness of existing initiatives.

Action Plans: Use feedback to refine and expand mental health initiatives and strategies.

6. Community and External Collaboration

External Partnerships: Work with local mental health charities, THEWS, Early Help, healthcare providers, and community groups to provide additional resources and expertise.

Crisis Support: Establish clear pathways for accessing crisis intervention services, such as helplines and emergency care.

September 2025 Update

Actions taken to work towards objective:

- Mental Health Lead appointed
- School Behaviour for Learning policy reviewed and updated
- THEWs is embedded in the school as part of the school's Early Help Offer. Referrals are made for vulnerable families
- Playground Buddies established. Pupils report that they have a positive impact on their playtimes and help them to be safe and happy
- THEWS held workshops for KS2 pupils to promote strategies for supporting mental health
- Nurture Room has been equipped with resources to support pupils
- TA enrolled on ELSA (Emotional Literacy Support Assistant) training
- Reviewed planning expectations to support the mental health and well-being of teachers and staff, such as workload management

Impact

- Fewer playground incidents between children
- Fewer school absences attributed to child's poor mental health
- No teacher absence due to work related stress

Next Steps

- Organise regular workshops, assemblies, or presentations on mental health awareness, tailored to different age groups.
- Host sessions for parents to educate them about mental health, signs of distress, and ways to support their children.
- Conduct surveys with students, staff, and parents to assess mental health needs and the effectiveness of existing initiatives.

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

1. Accessibility plan
2. Attendance Policy and Procedure
3. Behaviour for Learning Policy
4. Curriculum and Teaching & Learning Policy
5. Parent Code of Conduct and Home-School Agreement
6. SEN Policy / Information Report
7. Staff Code of Conduct
8. Staff Handbook