

Equality information and objectives

ST PANCRAS



Approved by:		Date: January 2026
Last reviewed on:	January 2026	
Next review due by:	January 2028	

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](#).

This document also complies with our funding agreement and articles of association.

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
- 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

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.

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
- 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)
- 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

6. Fostering good relations between People

We want our school community to provide a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

This will help schools to show how they are fostering good relations, to comply with equalities legislation.

Examples	Steps the school / setting has taken
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> -The EYFS team work closely with families (including home visits) to give children the best start to their time at school. -All new parents receive a welcome pack when their child starts the school and are invited to a welcome evening and open mornings

	<ul style="list-style-type: none"> - The school uses Tapestry to keep parents informed of their child's progress in EYFS. -Assemblies on a variety of topics to support wellbeing including same sex families, adoption. -Individuals who are socially and emotionally vulnerable "check in" with staff daily to keep them under monitoring. -The school runs nurture groups where need is identified at the to give some more vulnerable pupils a chance to express themselves and reduce anxiety in a calm space. - PSHE curriculum - The school uses Boxall to monitor and assess the mental wellbeing of our children. -Anti-bullying ambassadors - Lunchtime activities to promote team work and fair play through the training up of play leaders and the adults setting this up for them. We will be introducing OPAL which will support all children at lunch times. - ELSA and Drawing and Talking support to those children identified as needing further support. - External counselling (4YP) and Play therapy used to support children identified as needing further support.
Pupil Voice:	<ul style="list-style-type: none"> -Peer mentors/play buddies at lunchtimes -Regular pupil perception interviews on various subjects including Safety -Green School council - GIFT team -Anti-bullying ambassadors - Children are regularly spoken to about their learning and perceptions across a range of subjects.
Community Links:	<p>Our school choir visits our local care home once a year to sing for them</p> <p>We attend weekly Mass at our local Parish church.</p> <p>The local Anglican vicar invites one class a year to their 'Easter experience' and Harvest 'experience'</p> <p>The children raise money (whole school and Mini Vinnies) for Local / National/Catholic charities (annual rolling programme)</p>

	<p>Parents from protected groups are encouraged into school to share their culture / language</p> <p>We have excellent links with parents who are welcome at every Friday assembly and School Masses.</p> <p>We have strong links with both the local West Ipswich cluster and are part of the OLOW MAT.</p> <p>We have strong links with our parish community and school chaplain.</p> <p>We have had visits from: CAFOD; a dental nurse, fireman and policeman; Ignite (Catholic Education team); The Hygiene Bank and FIND</p> <p>We have collected donations for The Hygiene Bank and have a donation box permanently in school.</p>
Removing Barriers and Reasonable Adjustments:	<p>The school office use text messaging and emails for contacting parents / carers through our Arbor system.</p> <p>Staff are always available to “meet and greet” at the end of each day. We operate an open door policy</p> <p>The school is on a flat campus which is readily accessible.</p>

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
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- How we have involved people in developing equalities at our school.
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Examples	Steps the School / setting has taken
Pupil Voice:	All pupils have had class discussions during PSHE sessions on the importance of equality for all. The school council representatives share their class' opinions and ideas which informs whole school decision making.
Parents / Carers / Guardians:	The equalities policy, workbook and action plans will all be published on the school website and parental feedback will

	be welcomed. This will be fed into the workbook and action plans for the following year.
Staff:	The equalities policy, workbook and action plans have been shared with all staff. Staff have received training on ensuring the best for all children through staff meetings (e.g. Inclusive classroom training, attachment theory, Trauma informed training)
Local Community:	We try to expose our children to as many different groups on our local community as possible including elderly people at care homes and people of a variety of ethnic and language backgrounds through our multicultural work and learning about other faiths
Governors:	The EH/HOS and Chair of governors have worked closely on all aspects of developing equalities.

How we eliminate unlawful discrimination, harassment and victimisation

Examples	Steps the School has Taken
Exclusions Data:	We will only exclude in extenuating circumstances.
Victimisation and Discrimination:	We review our recruitment procedures on a regular basis and senior staff have all undertaken Safer Recruitment training.
Monitoring of Incidents:	All staff are required to monitor and record prejudice related incidents. This is now recorded on My Concern where clear records of how this has been followed up have been kept. This also helps to track any patterns or trends. The EH/HOS will then report through LA procedures.
Anti-Bullying and Harassment:	Our school has a very positive approach to behaviour and as such incidences of bullying are very rare but when they are reported procedures are followed up by a senior member of the school in line with our school bullying policy.

Our Equality Objectives

We have considered the information collected above and have identified 3 key objectives that our school will focus on this year. These objectives will help us to meet the three aims of the general duties required in the Equality Act 2010 to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

8. Equality objectives

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
<p>To develop the role of OPAL in our school to help foster good relations between all children in the school and to enhance the development of the whole child by embedding opportunities for creativity, resilience, wellbeing, and responsibility, equipping pupils with the skills to thrive and meet the challenges of life today.</p>	<p>Purchase OPAL</p> <p>Train staff</p> <p>Inform and share with parents and other stakeholders</p> <p>Promote OPAL initiatives</p> <p>Embed OPAL into our school culture</p>	<p>Executive Headteacher</p> <p>Head of School</p> <p>OPAL Lead</p> <p>OPAL Curricular Lead</p> <p>OPAL Play Leaders</p>	<p>From February 2026</p>	<p>OPAL play introduced.</p> <p>OPAL award achieved.</p> <p>Enhanced play through pupil, staff and parent voice.</p>
<p>To continue to provide our children with SEND opportunities to succeed and close the gap on their peers.</p>	<p>SMART targets for all our SEND pupils.</p> <p>SENDCO meetings with classes 1 per half term.</p> <p>Plans and targets shared with parents through Provision Map.</p>	<p>Head of School</p> <p>SENDCO</p> <p>All teachers and support staff.</p> <p>Parents</p>	<p>Autumn 2025 onwards.</p>	<p>Reviews of SMART Targets termly – parent feedback through this.</p> <p>Pupil progress meetings.</p> <p>Book studies and lesson drop ins by subject leaders.</p>

	<p>Adaptations made according to needs.</p> <p>Aspirational teaching and learning.</p> <p>Interventions in place.</p>			
<p>To ensure that all groups of pupils regularly attend school in line with national averages</p>	<p>Ensure parents and pupils are aware of importance of attendance as a life skill.</p> <p>Attendance officer and LA Education welfare officer who monitors all absence alongside the Headteacher</p> <p>Work alongside the LA for fines and fixed penalty notices.</p>	<p>Attendance officer, LA EWO /Headteacher</p>	<p>Daily calls for children absent</p> <p>Letters and meetings for persistent absentee pupils</p>	<p>School attendance is at least in line with national averages</p> <p>All groups' attendance is at least in line with national averages.</p> <p>Attendance Officer to continue tracking the attendance weekly, and supporting more vulnerable pupils and reporting to Headteacher</p>
<p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language</p>	<p>The school closely monitors all incidences of bullying and abuse and tries to identify trends and patterns so that these can be addressed strategically as necessary through whole school assemblies, direct</p>	<p>Head of School</p> <p>All Staff</p>	<p>Autumn 2025</p> <p>Onwards</p>	<p>Less bullying investigations showing that there is less bullying taking place.</p>

<p>occur, they are dealt with quickly and effectively and are not allowed to spread.</p>	<p>interventions and in-class teaching in line with its Behaviour Policy.</p> <p>Staff to have training on issues that are prevalent at this time.</p> <p>Therapeutic thinking training for leadership staff.</p>			<p>Staff are vigilant and record clearly onto My Concern.</p>
<p>Monitoring arrangements:</p> <p>The governing body and Headteacher will update the equality information we publish, at least every year.</p> <p>This document will be reviewed by governing body and Headteacher and at least every 4 years.</p> <p>This document will be approved by the local governing body.</p>				
<p>Review dates:</p> <ul style="list-style-type: none"> -Termly review of actions -Annual review of objectives (September) 				