

Equalities Information & Objectives

2025-2027



'To love one another as I have loved you'

Reviewed: Autumn 2025

Approved by:	Julius Mitala, Vice Chair & Equalities Link Governor	Date: 5 December 2025
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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](#).

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 regular basis to the headteacher

The equality link governor is [Julius Mitala](#). They will:

- › Meet with the designated member of staff for equality annually and other relevant staff members to discuss any issues and how these are being addressed
- › Ensure they are 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 and in line with the school's mission statement 'love one another' and in accordance with the Catholic ethos of the school.
- › 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 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

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, pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular
- 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 enrichment activities)

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 above data 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

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 and our local authority to speak at assemblies, organising school trips and activities based around the local community including awards such as Islington In Bloom, TFL Award for sustainable travel and Healthy School's.
- Encouraging and implementing initiatives to encourage children from all backgrounds 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
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Objectives

Objective 1

Boys Reading and Writing –

To achieve this objective we plan to:

Boys writing and reading group interventions groups including use of Arsenal reading programme and volunteer from School Readers. Targeting boys interest by inviting authors for boys showcasing in the library and male adults being tasked with talking about books and linking illustration and art to reading.

Objective 2

White British underperformance across Reading/Writing/Maths – mainly attendance issue,

To achieve this objective we plan to:

Senior Leader attendance champion having interviews and targets for parents. Breakdown for teachers from these meetings linking attainment and attendance.

Increase involvement of parents from white working class families on the governing board and teaching staff over 4 years.

Objective 3

In Year children who join the school from other schools have performance below average and can then continue to be below the level of other children who started school earlier.

To achieve this objective we plan to:

Assessment and create an induction/catch up programme for each new child and SENCO to add to SEN list if appropriate with intervention plan in pupil passport. Review with class teacher as a separate group in pupil progress meetings outlining their targets/support for catch up and timescale.

Objective 4

SEN – children that perform below their peers. The SENCO has a list of 49 children in the school that are on the SEN register and may or may not receive external/internal support depending on funding and need.

To achieve this objective we plan to:

Review with SENCO/HT targets/support for catch up interventions.

9. Monitoring arrangements

The SLT will update the equality information at least every year send to the Link Equalities Governor and CFC committee and filter to the staff during staff meetings.

This document will be reviewed and recommended to the FGB at least every 3 years.

This document will be approved by FGB in Autumn term following SATS results and pupil progress meetings.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- RSE Policy
- RJED Policy
- Pupil Premium strategy
- Curriculum Policies and Learning Improvement Plan

- RE Policy
- British Values & Equality