



St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire

'Children in our heart, Christ at the centre'
'We love, we learn and we live'



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| Headteacher | Katrina Straker |
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Single Equality Policy



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The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

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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](#), 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](#).

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 (which is the legal requirement). At St Anthony's, we will aim to review the objectives every 3 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
- Identify any staff training needs and deliver this 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 year as part of their Safeguarding training.

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)
- 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 clubs)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing; this will be published on the relevant *Equality Objectives* page of the school's website
- 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
- 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 and PDL (Personal Development Learning) lessons, 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
- Working with our local community. This includes inviting leaders of local faith groups to speak to children in RE lessons 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

7. Equality considerations in decision-making

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.

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. Equality objectives

Objective 1

To intervene early and effectively to narrow gaps in attainment and progress for pupils with English as an additional language (EAL).

Why we have chosen this objective: we have an increasing proportion of children with EAL who are joining our setting in Early Years and further up the school. We know that early assessment and targeted intervention are essential to ensure pupils with EAL can access the curriculum at an appropriately high cognitive level, preventing attainment gaps from widening and enabling these pupils to achieve their full potential alongside their peers.

To achieve this objective we plan to: We will assess each EAL pupil's starting point through baseline assessments to understand their proficiency, educational background and individual needs, enabling us to set appropriate targets for language development. We will provide targeted interventions, such as small group sessions that focus on vocabulary development, whilst ensuring pupils are benefiting from important social and language rich learning opportunities across the curriculum. In Early Years, we will have a strong focus on developing oracy with a curriculum that is enriched with opportunities to develop essential communication and language skills. We will be ready to support pupils with EAL to access the same content as their peers through visual cues, sentence frames, word cards and other forms of adaptive teaching.

Progress we are making towards this objective: Pupil progress meetings take place after the 3 assessment points during the year and data is closely monitored for EAL pupils. Responsive teaching includes named pupils in planning and careful adaptation of tasks to match learning needs.

Objective 2

To narrow any gaps in the performance and attainment of groups of pupils eg boys and girls, children with special educational needs and disabilities (SEND) and disadvantaged children.

Why we have chosen this objective: we want all children, regardless of their background, to make the best progress possible for themselves. We want to remove any barriers that may prevent children from making good or better progress from their starting points.

To achieve this objective we plan to: review the progress of these groups of pupils at least 3 times every academic year and to compare their progress with that of their peers. This data will be discussed with class teachers and senior leaders to identify any issues that may be preventing children from making the progress they are capable of. We will focus on quality first teaching and targeted interventions when necessary.

Progress we are making towards this objective: pupil progress meetings take place after the 3 assessment points during the year and data is recorded for these groups. Named children in planning shows that teachers are responding to issues when identified. We have an Early Intervention programme in place that is overseen by our Inclusion Leader.

Objective 3

To train our staff and teach our children about protected characteristics so they understand and show respect for those who share the protected characteristics.

Why we have chosen this objective: we want all children and staff to be inclusive and to help ensure that no form of discrimination is tolerated at St Anthony's. We also believe that a strong foundational grounding and positive role modelling in understanding what protected characteristics are will help ensure that our children leave St. Anthony's well prepared and able to become the 'kind leaders of the future' in line with our school mission statement, in an increasingly divided and turbulent world.

To achieve this objective we plan to: provide regular training for staff on the protected characteristics so they understand they have a part to play in ensuring our school is welcoming to and respectful of those who share the protected characteristics. We will regularly teach children about the protected characteristics to promote an age appropriate understanding of how we show respect to people who share the protected characteristics. We will hold a "Protected Characteristics" afternoon, in a similar style to our British Values afternoon. Our long-term aim is to hold a Citizenship day which encompasses all these things.

Progress we are making towards this objective: our Personal Development Learning (PDL) curriculum includes age appropriate coverage of the protected characteristics and teaching staff are asked to use retrieval practice sessions to revisit this throughout the year. Staff training takes place alongside the annual safeguarding training but additional sessions may be required to ensure this remains fresh with staff at different levels.

Objective 4

To ensure all children have equitable access to, and full participation in, the cultural capital opportunities offered by St Anthony's Catholic Primary School, including school trips, visits and residential experiences.

Why we have chosen this objective: Our Catholic ethos calls us to educate the whole child and remove barriers that may limit children's life experiences. We recognise that high-quality cultural capital opportunities – such as educational visits, enrichment activities and residential – play a vital role in broadening horizons, building confidence and improving outcomes for all pupils. We want to ensure that no child is disadvantaged or unable to participate fully due to attendance, financial, social or other barriers.

To achieve this objective we plan to: We will plan a rich and progressive programme of curriculum-linked trips, visits and residential across all year groups. Attendance and participation will be monitored carefully to identify any individuals or groups who may be underrepresented. Where barriers to participation are identified, the school will work proactively with families to address issues relating to cost, attendance or additional support needs. Pupil Premium and other available funding will be used appropriately to ensure disadvantaged pupils are able to access all enrichment opportunities. We will also promote the importance of full attendance at enrichment activities as part of our wider commitment to personal development and wellbeing.

Progress we are making towards this objective: The school offers multiple trips and enrichment experiences each year, including residential visits. Financial support, careful planning and early communication with families are used to ensure high levels of participation. Attendance and participation data are reviewed by senior leaders to ensure equitable access for all pupils.

9. Monitoring arrangements

This document will be reviewed by the headteacher at least every 3 years and will then be approved by the Standards & Admissions Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- SEND Information Report
- Pupil Premium Strategy