

Equality Information & Objectives (Public Sector Equality Duty)

Holy Infant & St. Anthony R.C. Primary School

Ratified: Summer Term 2026

Review: Summer Term 2030

This statement will be reviewed every four years by the Governing Board. Equality information, demographic data and associated statistical information may be updated annually by the Headteacher to ensure published information remains accurate and reflective of the current school population.

1. Introduction

Holy Infant and St. Anthony R.C. Primary School is committed to ensuring equality of opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, religion or belief, sexual orientation, age or socio-economic background.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

This document outlines how the school complies with the **Equality Act 2010** and the **Public Sector Equality Duty (PSED)** by:

- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations

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2. Mission Statement and Ethos

At Holy Infant and St. Anthony Roman Catholic Primary School, we aim to grow and learn together in our understanding of God and the world He created. We welcome all into our loving, happy and caring environment which reflects the teachings of our Lord, Jesus Christ. We encourage our children to aim for excellence in all aspects of their education and lives.

Our vision is achieved through promoting excellence in teaching and learning, fostering strong partnerships with parents and the wider community, and ensuring that all children are given equal opportunity to achieve excellence—spiritually, academically and socially. We are committed to nurturing the care and welfare of all children, supporting them to develop confidence, self-discipline and respect for others.

This document reflects our mission and values by ensuring that equality, dignity and inclusion underpin all aspects of school life.

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3. Equality Information (Public Sector Equality Duty)

The school collects and analyses information relating to pupil groups to ensure equality of opportunity and compliance with the Public Sector Equality Duty.

The following information is based on the **October 2026 School Census**:

Pupil Profile (October 2026 Census Day)

Group	School Data	How this is used
Total number on roll	**191 pupils**	Used to monitor whole-school trends and context
Gender split	**97 boys (51%) / 94 girls (49%)**	Used to monitor attainment and participation differences
SEND (SEN Support)	**26 pupils (13.6%)**	Used to plan targeted interventions and provision
EHCP	**7 pupils (3.7%)**	Used to ensure statutory provision and support
Total SEND	**33 pupils (17.3%)**	Used to monitor progress and inclusion
Pupil Premium (PP) eligible	**80 pupils (41.9%)**	Used to monitor attainment, attendance, participation and the impact of targeted funding initiatives
EAL (English as an Additional Language)	**48 pupils (25%)**	Used to support language development and access to the curriculum
Post-LAC	**4 pupils (2.1%)**	Used to provide targeted pastoral and academic support
Service children	**1 pupil (0.5%)**	Used to ensure appropriate support where needed
Top-up funding (high needs)	**7 pupils (3.7%)**	Used to provide enhanced support

Key Equality Considerations (October 2026)

Area	Key finding	Action taken
SEND	17.3% of pupils identified with SEND	Targeted interventions, provision mapping and SEN support plans
Pupil Premium	41.9% of pupils are eligible for pupil premium funding	Targeted support and use of PP funding to improve attainment, attendance, participation and wellbeing.
EAL	Increasing linguistic diversity (25%)	Support for language development across curriculum
Attendance	5.67% overall absence; 15.48% persistent absence	Attendance monitoring and targeted family support

The school uses this information to identify any differences in outcomes or experiences between groups. Where gaps are identified, targeted actions and interventions are put in place to ensure equality of opportunity and improve outcomes for all pupils.

The school regularly reviews this information alongside pupil progress and safeguarding data to ensure that equality remains central to school improvement.

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4. Equality Objectives (2026–2030)

The school is committed to the following equality objectives:

- To improve progress and attainment outcomes for pupils with SEND, measured through internal assessment data, provision mapping and termly review meetings.
- To reduce attendance gaps between vulnerable groups and their peers, monitored through attendance tracking and targeted interventions.
- To increase pupils' understanding and respect for diversity and inclusion through the curriculum, measured through pupil voice, RSHE outcomes and monitoring activities.
- To ensure all pupils have equal access to extracurricular activities and wider opportunities, monitored through participation data.

Progress towards these objectives will be reviewed regularly by senior leaders and governors.

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5. Legislative Context

The Equality Act 2010 protects individuals from discrimination based on the following protected characteristics:

- Age
- Disability
- Sex
- Gender reassignment
- Sexual orientation
- Religion or belief
- Pregnancy and maternity
- Marriage and civil partnership
- Race (including colour, nationality and ethnic or national origins)

In addition to the protected characteristics set out in legislation, the school recognises the potential impact of socio-economic disadvantage and caring responsibilities in creating barriers to achievement and participation.

Under the Public Sector Equality Duty, the school must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity;
- Foster good relations between people who share a protected characteristic and those who do not.

When making decisions, the school will consider the impact on all protected characteristics and will seek to balance the rights and needs of different groups appropriately, taking account of safeguarding responsibilities, statutory guidance and the Equality Act 2010.

6. Roles and Responsibilities

Governing Board

- Ensure compliance with equality legislation
- A member of the Governing Board is appointed as Link Governor for Equality and will monitor the school's compliance with the Public Sector Equality Duty and progress towards the Equality Objectives.
- Monitor the effectiveness of this document and objectives
- Ensure the school complies with its statutory duties to publish equality information and objectives
- Support and challenge leaders to ensure equality considerations remain central to school improvement and decision-making

Headteacher and Senior Leaders

- Promote equality and inclusion across the school
- Monitor outcomes for different pupil groups
- Ensure appropriate provision and staff training
- Consider equality implications when developing, reviewing and implementing policies and procedures
- Ensure incidents of discrimination, harassment or prejudice are addressed appropriately
- Report significant equality matters to governors through established reporting arrangements

All Staff

- Promote equality and inclusive practice
- Challenge discrimination and bias
- Support the diverse needs of all pupils
- Treat all members of the school community with dignity and respect
- Consider equality and inclusion when planning learning, selecting resources and supporting pupils

Pupils

Pupils are encouraged to:

- Treat others fairly and respectfully
- Value diversity and difference
- Challenge prejudice appropriately
- Report any incidents of discrimination or unfair treatment to a trusted adult

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7. How the School Promotes Equality and Inclusion

The school promotes equality through:

- High-quality inclusive teaching
- A broad and balanced curriculum
- Positive relationships across the school community
- Celebration of diversity and difference
- Strong pastoral and wellbeing support
- Monitoring pupil achievement, attendance, behaviour and participation
- Providing opportunities for pupils to learn about different cultures, faiths and backgrounds
- Encouraging pupil leadership and pupil voice
- Working in partnership with families and external agencies to remove barriers to learning
- Ensuring educational resources reflect diversity appropriately and without stereotyping

All pupils are encouraged to develop respect, understanding and empathy for others.

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8. Reasonable Adjustments

The school recognises its duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils.

A disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

The school will take positive steps to ensure disabled pupils are able to:

- Access education on an equal basis with their peers
- Participate fully in school life
- Access school facilities, services and activities
- Receive appropriate support where barriers to participation are identified

These arrangements are supported through the school's Accessibility Plan and SEND provision.

9. Monitoring and Review

This document will be formally reviewed at least every four years and updated as required.

Progress towards equality objectives will be monitored through:

- Pupil progress and attainment data
- Attendance data
- Behaviour and safeguarding records
- Pupil voice and staff feedback
- Participation in wider school activities
- Complaints, incidents and concerns relating to equality matters
- Workforce and pupil demographic information where appropriate

Outcomes from this monitoring will inform future planning, school improvement priorities and the development of future equality objectives.

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10. Links to Other Policies

This document should be read alongside:

- Accessibility Plan
- SEND Policy
- Mental Health and Wellbeing Policy
- Positive Relationships Policy
- Anti-Bullying & Child on Child Abuse Policy
- Safeguarding Policy
- Admissions Policy
- Relationships & Sex Education (RSE) Policy

Together, these policies ensure a coordinated and inclusive approach to removing barriers to learning and participation.