



St John Boste
Catholic Primary School

Equality information and objectives

November 2025

1. Aims

Our school aims to meet its obligations under the public sector equality duty 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.

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher.

The equality link governor will:

- Meet with the head teacher termly, 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 head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Meet with the equality link governor termly to raise and discuss any issues
- 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.

The head teacher, alongside the equality link governor, will monitor equality issues.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- 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 a range of extracurricular clubs)

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

- Use attainment data each academic year to show how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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 collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worships and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at collective worships, and organising school trips and activities based around the local community

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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives: 2025 – 2029

Objective 1. Improving the provision and outcomes for pupils with SEND

Context:

Our pupils with SEND typically achieve well, but we want them to do even better. We know that some do not attend consistently well. We want to ensure that every pupil with SEND feels successful and valued and is enabled to thrive. We also want to increase the proportion of pupils, particularly those with SEN support, who achieve national expectations – particularly in phonics and secondary readiness measure at the end of KS2.

Actions:

- Support staff with CPD to ensure that teaching is adapted successfully so that pupils can access the curriculum and achieve well.
- Regular focus on the school's mission and vision in staff meetings and training to ensure inclusion is a standing item and meeting the needs of vulnerable pupils is prioritised.
- Hold half-termly pupil voice groups for SEND pupils to identify challenges, barriers and opportunities to improve their day-to-day experiences in school and their sense of belonging.
- Engage regularly through surveys and focus groups with families of pupils with SEND so that their viewpoints can inform the school's work.

- Regularly review progress of pupils with SEND to ensure that intervention and support is enabling pupils to make strong achievement gains.

Intended outcomes:

- Improved attendance and reduced persistent/severe absence.
- Increased pupil confidence in their learning and improved participation in school life and sense of belonging.
- Improved academic progress and attainment for pupils with SEND.

Progress checks:

- Pupil progress meetings, information from SEND reviews, Arbor data capture.
- Review attendance, behaviour and mobility data for pupils with SEND each half term.
- Compare results from pupil experience surveys and focus-group feedback.
- Report to the governing body each term on progress toward the target.

Objective 2. Reducing misogynistic behaviour and language

Context:

Misogynistic language and behaviour undermine the safety, wellbeing, and learning of pupils. National evidence, including Ofsted's 2021 review of sexual harassment in schools, highlights that sexist comments and attitudes are often normalised if left unchallenged. While our school's behaviour logs and pupil surveys do not identify a high level of issues, we are determined to keep this as a high profile focus to ensure all feel confident to report and challenge such language and behaviour, enabling our respectful culture where all pupils feel safe, valued, and able to thrive.

Actions:

- Regular staff training/scenario discussions on recognising and addressing misogynistic behaviour.
- Review our relationship and sex education (RSE) curriculum to strengthen opportunities to explicitly address gender stereotypes and healthy relationships/consent.
- Include questions linked to this theme in all pupil voice activity to seek pupils' perspective on how we can improve our culture in relation to this area.
- Invite student council to plan a programme to rebrand and re-promote our reporting system for pupils to safely report inappropriate language/incidents.

Intended Outcomes:

- A decline in sexist/misogynistic language and behaviour across the school.
- Pupils feel safe, respected, and supported in challenging inappropriate behaviour.
- A stronger culture of zero-tolerance towards misogyny among staff and pupils.

Progress Checks:

- Monitor and analyse half-termly behaviour data for incidents of misogyny/sexualised language.
- Conduct termly surveys on pupil perceptions of school culture.
- Gather staff feedback on confidence in challenging misogyny.

- Report findings to governors termly.

Objective 3. Improving understanding of different races and cultures

Context:

In the current social climate, marked by heightened tensions and protests surrounding immigration, it is vital that we promote tolerance and the prevention of discrimination. Guided by the Gospel values of dignity, compassion, and solidarity, we are called to recognise the worth of every person as created in the image of God. We know we play a pivotal role in helping pupils to shape their own values, fostering respect, empathy, and understanding among diverse communities. We aim to ensure our pupils are supported to become informed, compassionate citizens in the increasingly interconnected world that is our common home.

Actions:

- Review the PD curriculum to ensure strong focus on global perspectives and contributions of under-represented groups.
- Provide staff training on diversity and managing appropriate discussions with pupils and in how to respond to any use of inappropriate language or discriminatory attitudes.
- Establish a pupil “Diversity and Inclusion Group” to advise on school initiatives and celebrate a wider range of cultural events.

Intended outcomes:

- Pupils demonstrate greater cultural awareness and empathy.
- School curriculum better reflects diversity of local and global communities.
- Fewer incidents of racial prejudice and discrimination.

Progress checks:

- Analyse pupil survey results to track improvements in cultural understanding and feelings of safety.
- Monitor half termly behaviour data for racially-motivated incidents.
- Collect feedback from pupils and families after cultural events.
- SLT to review progress with the Diversity and Inclusion Group each term and share updates with governors.

9. Monitoring arrangements

The document will be reviewed by the headteacher and equality link governor at least every 4 years. This document will be approved by the governing body.