

ST WILLIAM OF YORK



Catholic Primary School

Brockley Park, Forest Hill, SE23 1PS



Equalities
Information &
Objectives

St William of York
Catholic Primary School



Equalities Information and Objectives

The purpose of St William of York Primary School is to educate children in an atmosphere of Christian love, within the Catholic tradition.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.

Policy Review			
Policy Reviewed On	October 2025	Signed:	<i>H Mayers</i>
Governing Body Ratification	October 2025	Signed:	Full Governing Body
Next Review Date	October 2026		

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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 body 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 headteacher
- 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 amongst staff and pupils
- 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 are expected to read this policy as part of their induction, and all staff receive refresher training every year during a staff meeting.

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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 activities)

- In fulfilling this aspect of the duty, the school will:
- Analyse 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)

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, Relationships and Sex Education (RSE) 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 to speak at assemblies, 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. We also work with parents to promote knowledge and understanding of different cultures
- We will develop 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
- Consideration to any protected characteristics from the pupil population

Using the 2025 - 2026 Pupil Database the following information was available:

Albanian	1	Black Caribbean	18	Sri Lankan Tamil	1	White and Chinese	1
Asian	1	Chinese	1	Vietnamese	1	White and Eastern European	6
Bangladeshi	1	Filipino	1	White British	37	White European	11
Black African	46	Greek Cypriot	1	White English	1	White Western European	1
Black British	10	Indian	1	White Irish	1	Any Other Asian Background	1
Black Ghanaian	1	Italian	1	White and any other	2	Any Other Black Background	3
Black Nigerian	7	Latin/ South American	2	White and Black African	7	Any Other Mixed Background	10
Black and any other	1	Other Mixed background	6	White and Black Caribbean	9	Any Other White Background	2
Information Not Yet Obtained	6						

Disability Categories					
Not Collected	0	Needs Medication	0	Other Disability / Health Problem	0
No disability	0	Problems with Incontinence	0		
Problems with Mobility	2	Problems with Communication	0		
Problems with Hand Function	0	Problems with Hearing	0		
Problems with Personal Care	0	Problems with Vision	0		
Problems with Eating and Drinking	0	Problems with SLCN	40		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
SEN Support	18%	35
EHCP	8%	16

Gender	
Girls	101
Boys	98

Religion & Belief					
Anglican/Church of England	25	Hindu	1	Other Religion	7
Christian	30	Muslim	7	Pentecostal	1
Christian (Ecumenical)	1	No Religion	15	Roman Catholic	103

Greek Orthodox	1	Orthodox Catholic/ Eastern	1	Romanian Orthodox	3
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No Information was available on the following protected characteristics:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

8. Equality objectives

The following school objectives have been produced, discussed and agreed:

Objective 1:

Provide a rich curriculum which represents our diverse community, challenging stereotypes and enabling our pupils to understand the broad and diverse history of the world.

Objective 2:

To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.

Objective 3:

To ensure that all children reach their potential and that there are no barriers to learning because of race, gender or disability

Objective 1:	
Provide a rich curriculum which represents our diverse community, challenging stereotypes and enabling our pupils to understand the broad and diverse history of the world.	
Success Criteria/Outcomes	Monitoring
<ul style="list-style-type: none"> The curriculum has been reviewed and updated to ensure that it represents the diverse community of the school Children can talk confidently about their understanding of history and the impact of different races and cultures in historical development. Books in class libraries and non-fiction resources represent a wide range of race and cultures, abilities etc reflecting the diverse community of the school 	SLT meeting notes Curriculum document Survey Book Audit
Actions	
<ul style="list-style-type: none"> Curriculum leaders to review subject programmes of study annually – particular focus on people studied to ensure that more diversity of race and culture is taught. Engage with Lewisham Race Equality Steering Group Core and representative book library created and resourced. Progress towards UN Rights Respecting School Award (Bronze) inc staff CPD and communication with parents 	
Evaluation and progress (Updated September 2025)	
The curriculum demonstrates a commitment to equalities and diversity across the school. The curriculum enables staff to use children’s literature as a vehicle for discussion and learning to address perceptions, misconceptions and understanding of love, tolerance and acceptance. The school’s approach to developing children’s personal and social skills, as well as self-regulation is supported by positive recognition and an understanding of restorative Justice. The school has implemented a clear curriculum to celebrate Black History Month as well as integrating black history into curriculum topics. All staff have engaged with the Tackling Race Inequality programme and have deepened their own understanding of race inequalities and unconscious bias so that they are reflective practitioners. Senior Leaders are tracking progress and attainment of ethnic minority groups.	

Objective 2:	
To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010 (It is against the law to discriminate against someone because of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).	
Success Criteria/Outcomes	Monitoring

<ul style="list-style-type: none"> • Children have the necessary tools to manage and resolve conflict with their peers. • Adults have the necessary tools to manage and resolve conflict with children and other adults • Adults and children feel empowered to challenge prejudice against all protected characteristics including poverty • All children know who to ask for help and support if needed • A high % of children say that they enjoy school most or all of the time (survey) 	<p>Incident/bullying log</p> <p>Surveys</p> <p>MHST referrals</p>
<p>Actions</p>	
<ul style="list-style-type: none"> • Restorative practice is embedded across the school with children confident to resolve any conflict with peers – refresher training for staff and peer mediators • CPD – vocabulary and language, difficult conversations, modelling – unconscious bias • Revised PSHE and RHSE curriculum is implemented in all year groups • Mental Health week annually • Audit resources in school and purchase new resources to reflect the different protected characteristics • Assemblies to reflect the protected characteristics 	
<p>Evaluation (Updated September 2025)</p>	
<p>There are very few incidences of bullying and discrimination. Challenging behaviour and behavioural incidents are dealt with swiftly by a member of the Senior Leadership Team. Any incidents are recorded on CPOMS as a Behaviour Log. Parental engagement with outside agencies is positive and parents are happy to be supported by MHST. The school promotes and signposts parents to local support groups at regular intervals and approaches specific families if they would benefit from support services. Kindness week and mental health week are planned into the school diary.</p>	

<p>Objective 3:</p>	
<p>To ensure that all children reach their potential and that there are no barriers to learning because of race, gender or disability.</p>	
<p>Success Criteria/Outcomes</p>	<p>Monitoring</p>

<ul style="list-style-type: none"> • All pupils have access to the full curriculum and are supported appropriately in their learning. • Every child has the opportunity to perform in different contexts • Every child has their art work displayed in school • Every child learns how to play a variety of instruments • Every child learns how to play a variety of sports and games • Every child is given the freedom to pursue their interests and talents • There is a high expectation of learning for all 	<p>Data Analysis Provision Map review</p> <p>Learning walks</p> <p>Book monitoring</p>
<p>Actions</p>	
<ul style="list-style-type: none"> • Pupil data is evaluated to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions to be put in place • Provision Map used effectively across the school to track impact of intervention and SEND support • Resilience is taught through RSE as a transferable life skill • Continuous provision: review/update planning and embedd across EYFS and Year 1 • Attend meetings about the Lewisham Race Equality pledge • Normalising language of mental health – regular assemblies, class teaching & circle time, mental health week, MHST • SEND Review booked • OPAL Play to support pupils’ social, emotional and physical development 	
<p>Evaluation (September 2025)</p>	
<p>Pupils are well supported with a range of interventions. A thorough CPD programme ensures that Teaching Assistants and Teachers are skilled to deliver support and specialised interventions eg. SALT. Booster groups are set up for pupils in danger of falling behind and PIXl interventions are planned as part of Quality First Teaching. Pupil Progress data is tracked and monitored to ensure no one group or characteristic is disadvantaged. Published data from the last 2 years shows a positive picture of progress for SEND pupils and ethnic minorities; we will continue to track and target these groups of pupils. We have a SEND review day booked in for October 2025 to review current provision and ensure best practice for our pupils. We have implemented OPAL play this term and we are on a journey towards developing outdoor play and learning for all learners.</p>	

9. Monitoring arrangements

The Head Teacher will update the equality information we publish, at least every year.

This document will be reviewed by the equalities team at least every 2 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment – school trips
- Curriculum