ST WILLIAM OF YORK

Catholic Primary School

Brockley Park, Forest Hill, SE23 1PS

Equalities Information and Objectives

OUR MISSION

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

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	October 2026	Signed:	
Governing Body Ratification	October 2026	Signed:	Governors
Next Review Date	October 2027		

Equalities Information and Objectives

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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 2026 - 2027 Pupil Database the following information was available:

Any Other Asian Background	**1**	**Black - Nigerian**	**2**	**Latin/South Central America**	**4**	**White and Any Other Ethnic Group**	**1**
Any Other Black Background	**3**	**Black and Any Other Ethnic Group**	**2**	**Other Black African**	**1**	**White and Asian**	**1**
Any Other Mixed Background	**14**	**Black Caribbean**	**16**	**Other Mixed Background**	**4**	**White and Black African**	**7**
Any Other White Background	**3**	**Chinese**	**1**	**Portuguese**	**1**	**White and Black Caribbean**	**8**
Asian and Black	**1**	**Filipino**	**3**	**Vietnamese**	**1**	**White and Chinese**	**1**
Black - African	**35**	**Indian**	**2**	**White - British**	**31**	**White Eastern European**	**6**
Black - British	**17**	**Information not yet obtained**	**7**	**White - English**	**1**	**White European**	**7**
Black - Ghanaian	**2**	**Italian**	**1**	**White - Irish**	**1**	**White Western European**	**1**

Special Educational Needs & Disability Categories	
Communication and Interaction	31
Cognition and Learning	9
Social, Emotional and Mental Health	16
Sensory and/or physical needs	2

Special Educational Needs (SEN)	Percentage (%)	Actual No.
SEN Support	13.9%	26
EHCP	8%	15

Gender	
Girls	94
Boys	93

Religion & Belief					
Anglican/Church of England	18	Muslim	5	Other Religion	3
Christian	44	No religion	19	Pentecostal	1
Christian (Ecumenical)	1	No information obtained	8	Roman Catholic	90
Hindu	2	Orthodox Catholic/ Eastern Orthodox	1	Romanian Orthodox	3

Impact 2025 - 2026

Review of Objectives

Diverse Curriculum	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.
Eradicate Prejudice related bullying	Challenging behaviour and behavioural incidents are dealt with swiftly by a member of the Senior Leadreship 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.
Address barriers to learning	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.

Equality Objective 1

SEND

Aim	To ensure high achievement and progress for all SEND pupils through high quality teaching, adaptive teaching strategies and inclusive classroom environments.
Actions	• To continue to develop whole school approaches to inclusion • To implement the use of CUES and Nurture UK • To embed key recommendations from SEND review
Success Criteria	An analysis of data will show that SEND pupils make good, or better than good, progress.

Equality Objective 2

Attainment at KS2

Aim	To improve outcomes for disadvantaged pupils and ethnic minority groups at the end of KS2 and to narrow the gap between disadvantaged and non-disadvantaged pupils.
Actions	• To continue with targeted PIXL interventions in reading and maths • To deliver high quality intervention maths sessions for Yr6 (SENCo) • To embed Mastering Number and Real World Writers
Success Criteria	The attainment gap between disadvantaged and non-disadvantaged will decrease. The attainment of ethnic minority pupils will increase in line with their peers.

Equality Objective 3

Curriculum & Rights Respecting Schools

Aim	To embed UNICEF's Rights Respecting Schools Award across the school, using children's rights as a framework to enrich our curriculum, foster global citizenship, and ensure every pupil understands, respects, and advocates for their rights and the rights of others
Actions	• Integrate key articles into medium-term planning • Empower student-led leadership groups to lead assemblies etc • Deliver targeted professional development to staff
Success Criteria	The school will achieve the UNICEF Rights Respecting Schools Award Gold: Rights Verified.