St Antony's
Roman Catholic School

Respect † Love † Integrity † Service † Resilience

Equality statement and objectives

Approved by:	(Headteacher and Chair of Governors)	**Date:** October 2026
Last reviewed on:		
Next review due by:	October 2027	

1. Aim

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

St Antony's aims to promote respect for difference and diversity in accordance with our values and our Catholic values and beliefs that every person is created in the image and likeness of God and is of equal dignity and worth. Our Catholic ethos calls us to treat all members of our community with respect, compassion and justice.

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.

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/carers
- 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
- 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

St Antony’s staff will:

- Treat all pupils, families, colleagues and visitors fairly and with respect.
- Help eliminate discrimination, harassment and victimisation.
- Foster good relations between different groups.
- Promote inclusion, dignity and equality of opportunity.
- Report incidents of discrimination or prejudice promptly.
- Follow the school's Equality statement and related procedures.

Pupils will:

- Treat others with respect.
- Challenge discrimination and prejudice where appropriate.
- Follow school behaviour expectations.
- Contribute to an inclusive and welcoming school where all members of the community experience a strong sense of belonging.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

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 school keeps accurate records of incidents of discriminatory behaviour through the school’s anti-bullying log. Records are regularly reviewed during SLT meetings and interventions implemented where necessary. Pupils are regularly reminded of expectations of tolerance and kindness for all during form time activities. Staff are kept up to date with any key developments through weekly whole staff briefings.

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, or gay pupils who are being subjected to homophobic bullying) through regularly reviewing data such as anti-bullying logs and CPOMS data
- 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 societies) through reviewing records of Personal Development activities, broken down into pupil characteristics
- Reviewing progress data of pupils with protected characteristics

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:

- The school is committed to continuing to embed relational and trauma-informed practice across all aspects of school life through the implementation of the Belong Programme and ongoing staff training. We will ensure that all staff understand and apply relational approaches that promote safety, belonging, emotional regulation and positive relationships.

- 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
- Making pupils aware of our behaviour, anti-bullying policies and the school's anti-bullying log (#nobystanders)
- 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 and organising school trips and activities based around the local community
- Encouraging and implementing initiatives that include different groups of pupils within the school. For example, leadership and extra-curricular representatives from different year groups and a range of backgrounds. All pupils are actively encouraged to participate in the school's activities and engagement of specific groups is carefully tracked with some groups being specifically encouraged to represent the school at key events.
- We have developed 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 undertaking regular and robust lessons learned activities at Trust, leadership and governor level. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on an on-going 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
- Is financially affordable and how support measures can be implemented

8. Equality objectives

As a school, we are required to publish equality information every year and we must report on at least 1 equality objective once every 4 years.

Objective	Impact measure / success criteria	Responsibility Governor / SLT / Staff
Objective 1		
Further improve the accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas	All associated outcome data including behaviour, attendance and achievement show that all pupils achieve in line with national averages	Gov SLT Staff
Objective 2		
a. Ensure all vacancies are filled using the principles of Equal Opportunities and safer recruitment, including at least one member of each panel with relevant training	Safeguarding Reviews show that safer recruitment procedures are followed. National College records evidence compliant safer recruitment training	Gov
b. Monitor and evaluate applications and appointments and produce an annual summary for governors	Compliance evidenced in minutes of Governor meetings	Gov
Objective 3		
a. Review the taught and wider curriculum to ensure it continues to reflect diversity and modern Britain	PD curriculum is fully compliant with current statutory guidance	SLT
b. Further promote respect as a core school value, one which aligns itself to mission as a Catholic school	Pupil voice indicates strong knowledge and values around respect	SLT Staff
Objective 4		
a. Monitor and evaluate the attainment and progress of all pupils in all year groups with specific reference to significant groups which will include ethnicity, gender, first language, SEND, FSM eligibility and report on this annually to governors	Evidence of discussions at SLT and LGB meetings show challenge of the data	SLT
b. Prepare, implement and evaluate a pupil premium strategy to remove barriers to participation or success related to disadvantage and report on this annually to governors	PP pupils achieve in line with non PP	

9. Monitoring arrangements

The Local Governing Board will update the equality information related to the Public Sector Equality Duty we publish, at least every year.

School-specific equality objectives will be reviewed by Local Governing Board at least every 4 years.

Specific incidents related to equality and diversity may result in the contents of this document being reviewed more frequently. This will be decided on a case-by-case basis.

More detail regarding the above objectives can be found in the following documents:

- Emmaus CAT SEND Policy
- Accessibility Plan
- Behaviour Policy
- Anti-bullying policy
- Staff Code of Conduct
- Emmaus CAT Safeguarding and Child Protection Policy
- Emmaus CAT Equality, Diversity and Inclusion Policy