



St Michael's Catholic Primary & Nursery School

Public Sector Equality Duty Statement and Equality Objectives

2026-2030

Headteacher: Mr Paul Loughran

School: St Michael's Catholic Primary & Nursery School

School URN: 111393

Status: Voluntary Aided Catholic Primary School

Age Range: 3-11

Gender: Mixed

Introduction

St Michael's Catholic Primary & Nursery School is committed to providing an education in which every child and adult is valued, respected and treated with dignity.

As a Catholic school within the Archdiocese of Liverpool, our commitment to equality is rooted in the dignity and uniqueness of every human person, created in the image and likeness of God.

Our Catholic mission calls us to recognise the worth of every individual and to ensure that no member of our school community is unfairly disadvantaged, discriminated against, excluded or treated with less dignity because of who they are.

This Public Sector Equality Duty Statement sets out how St Michael's Catholic Primary & Nursery School will meet its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty.

It should be read alongside the school's:

- Equality Policy
- Equality Policy
- Accessibility Plan
- SEND Policy and Information Report
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy

- Admissions Policy
- Attendance Policy
- RSHE/PSHE policies and curriculum
- Curriculum policies
- Complaints Procedure
- Relevant employment and recruitment policies.

The school will ensure that equality is considered as part of everyday decision-making rather than as a separate or occasional activity.

Our Catholic Mission and Equality

St Michael's is committed to creating a community in which everyone is welcomed, respected and supported.

Our approach to equality is informed by Catholic Social Teaching, particularly:

- **Human Dignity** - every person has inherent worth.
- **The Common Good** - we seek the good of the whole community.
- **Solidarity** - we stand alongside those who may experience disadvantage or discrimination.
- **The Dignity of Work** - all members of our community should be treated fairly and with respect.
- **Rights and Responsibilities** - everyone has rights and everyone has responsibilities towards others.
- **Preferential Option for the Poor and Vulnerable** - particular attention should be given to those who may experience disadvantage or barriers.

The Catholic character of the school does not diminish our responsibilities under equality legislation. Rather, our Catholic ethos provides a strong foundation for treating every individual with dignity, compassion, fairness and respect.

The Catholic Education Service recognises the application of the Equality Act and equality duties within Catholic schools and provides specific guidance for Catholic schools and academies.

The Public Sector Equality Duty

Under Section 149 of the Equality Act 2010, the school must have due regard to the need to:

1. Eliminate discrimination, harassment and victimisation

The school will not tolerate unlawful discrimination, harassment or victimisation involving pupils, parents, staff, governors, visitors or other members of the school community.

2. Advance equality of opportunity

The school will actively consider whether individuals or groups experience barriers or disadvantage and will take reasonable and proportionate steps to remove or reduce those barriers.

This includes considering whether different groups:

- have the same opportunities to learn and succeed;
- can access school activities and facilities;
- receive appropriate support;
- experience different educational outcomes;
- are represented appropriately in school life;
- are able to participate fully in the life of the school.

3. Foster good relations

The school will promote understanding, respect and positive relationships between people who share protected characteristics and those who do not.

This includes challenging:

- prejudice;
- stereotyping;
- discriminatory language;
- racist behaviour;
- homophobic or other discriminatory bullying;
- religious intolerance;
- disability-related prejudice;
- sexism and gender-based stereotyping.

Protected Characteristics

The Equality Act 2010 identifies nine protected characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

The application of some protected characteristics differs between pupils and employees. The school will comply with the relevant legal requirements in each context.

As a Catholic school, St Michael's will also respect the legal position of Catholic schools concerning their religious character, admissions and employment, while ensuring that all members of the community are treated fairly and with dignity.

Our Equality Principles

St Michael's will:

- treat every child as an individual;
- recognise and celebrate individual differences;
- provide equality of opportunity;
- remove or reduce barriers to learning and participation;
- make reasonable adjustments where required;
- challenge discrimination and prejudice;
- ensure that bullying is dealt with promptly and appropriately;
- monitor relevant pupil outcomes and participation;
- consider equality when developing policies and making significant decisions;
- ensure that staff understand their responsibilities;
- involve pupils, parents and staff where appropriate;
- promote respect and understanding throughout the curriculum;
- maintain a safe and inclusive environment.

Equality does not mean treating every person identically.

Where individuals have different needs, fair treatment may require different or additional support.

Disability and SEND

The school recognises that children and adults with disabilities may experience barriers that are not experienced by others.

The school will therefore:

- make reasonable adjustments where required;
- provide appropriate support for pupils with SEND;
- consider accessibility when planning activities, trips and events;
- monitor participation in school activities;
- consider physical, sensory, communication and learning needs;
- work with parents/carers and relevant professionals;
- ensure that disability-related bullying or discrimination is challenged;
- review accessibility arrangements regularly.

Equality considerations will be incorporated into the school's Accessibility Plan.

The school will seek to ensure that disability does not prevent a pupil from accessing:

- the curriculum;
- extra-curricular activities;
- educational visits;

- sport and physical activity;
- collective worship and Catholic life;
- school performances and events;
- leadership opportunities;
- pastoral support.

Race, Ethnicity and Culture

St Michael's recognises and respects the different racial, ethnic and cultural backgrounds represented within the school community.

The school will:

- challenge racism and racial stereotyping;
- respond promptly to racist incidents;
- provide an inclusive curriculum;
- ensure that teaching resources do not reinforce harmful stereotypes;
- recognise and value different cultures and traditions;
- support pupils and families where language or cultural differences create barriers;
- monitor racist incidents and take appropriate action;
- promote respect and understanding between different communities.

The school will not assume that equality objectives should be based on ethnic diversity simply because race is a protected characteristic.

Instead, the school will use its own pupil and community data to identify genuine areas of need.

Religion and Belief

St Michael's is a Catholic school and its religious character is central to its identity.

The school will promote understanding and respect for people of different faiths and those who hold no religious belief.

The school will:

- provide Catholic religious education in accordance with the requirements of the Archdiocese;
- promote understanding of other faiths and beliefs where appropriate;
- challenge religious prejudice and intolerance;
- respect pupils and families from other faith backgrounds;
- ensure that participation in school life is approached fairly and sensitively;
- promote dialogue, respect and understanding.

The school recognises that its Catholic character is protected within the legal framework applicable to Catholic schools.

Sex Equality

St Michael's will ensure that pupils have equal opportunities regardless of sex. The school will monitor, where appropriate:

- attainment;
- progress;
- attendance;
- participation;
- behaviour;
- leadership opportunities;
- access to sport and extra-curricular activities.

The school will challenge gender stereotyping, including assumptions about:

- subjects pupils should study;
- activities pupils should undertake;
- behaviour expected of boys or girls;
- occupations and aspirations;
- leadership.

All pupils should be encouraged to develop their talents and ambitions.

Pregnancy and Maternity

The school will ensure that pupils, parents and employees who are pregnant or on maternity leave are treated fairly and with dignity.

For employees, the school will comply with relevant employment legislation and ensure appropriate risk assessments and reasonable workplace arrangements.

For pupils, the school will respond sensitively to individual circumstances and ensure that pregnancy or maternity does not result in unfair treatment.

Gender Reassignment

The school will comply with its legal duties concerning gender reassignment.

Any pupil, parent or member of staff requiring support will be treated with dignity and respect.

Any discriminatory, bullying or harassing behaviour will be addressed in accordance with school policies and safeguarding requirements.

The school will consider the individual circumstances of pupils and seek appropriate professional advice where necessary.

Sexual Orientation

The school will not tolerate bullying, harassment or discrimination relating to sexual orientation.

The school's curriculum and pastoral provision will promote respect for others and challenge inappropriate stereotyping and discriminatory language.

As a Catholic school, teaching will be delivered consistently with the school's Catholic character and the requirements of the Church and statutory guidance.

Age

Age is a protected characteristic primarily relevant to employment and services.

The school will ensure that employees and applicants are not unlawfully discriminated against because of age.

The school will also ensure that age-appropriate provision for pupils does not result in unfair discrimination.

Marriage and Civil Partnership

The school will comply with the Equality Act 2010 in relation to marriage and civil partnership, particularly in its employment practices.

Employment decisions will be made fairly and lawfully.

Equality in the Curriculum

The curriculum will provide opportunities for pupils to develop:

- respect for themselves and others;
- understanding of difference;
- empathy;
- resilience;
- social responsibility;
- awareness of prejudice and discrimination;
- understanding of fairness and justice.

The curriculum will seek to avoid unnecessary stereotyping and will provide appropriate opportunities for pupils to encounter people, achievements and experiences that reflect the wider world.

Equality will be addressed through appropriate areas including:

- Religious Education;
- RSHE;
- PSHE;
- English;
- History;
- Geography;
- Art;
- Music;
- assemblies and collective worship;

- Catholic Social Teaching;
- the wider personal development curriculum.

Behaviour, Bullying and Prejudice-Related Incidents

The school has a zero-tolerance approach to discriminatory bullying and harassment.

Incidents relating to protected characteristics will be recorded and monitored appropriately.

The school will consider whether an incident relates to:

- race;
- disability;
- religion or belief;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;
- another equality-related issue.

Where appropriate, incidents will be reported to governors as part of the school's monitoring arrangements.

Responses will be proportionate, educational and consistent with the school's Behaviour and Anti-Bullying Policies.

Equality and Attendance

The school will monitor attendance and persistent absence and consider whether particular groups of pupils experience barriers to regular attendance.

Where an equality-related barrier is identified, the school will work with families and relevant agencies to provide appropriate support.

This may include consideration of:

- SEND;
- disability;
- medical needs;
- family circumstances;
- language or communication;
- religious observance;
- mental health and wellbeing;
- other barriers identified through the school's attendance work.

Equality and Educational Outcomes

The school will use pupil information to identify whether particular groups are experiencing barriers to achievement.

Where appropriate, the school will consider outcomes for:

- pupils with SEND;
- disadvantaged pupils;
- boys and girls;
- pupils from different ethnic backgrounds;
- pupils with English as an additional language;
- pupils with relevant medical needs;
- other groups where school data indicates a potential equality concern.

Small numbers will be treated carefully to protect confidentiality and avoid drawing unreliable conclusions.

Where a significant difference in outcomes is identified, the school will investigate the underlying reasons rather than assuming that the protected characteristic itself is the cause.

Accessibility and Participation

The school will seek to ensure that pupils and families can participate fully in school life.

Equality considerations will be taken into account when planning:

- school trips;
- residential visits;
- clubs;
- performances;
- sporting activities;
- parent meetings;
- school communications;
- assemblies and worship;
- special events;
- transition arrangements.

Reasonable adjustments will be made where legally required.

Staff and Employment

The Governing Body and Headteacher will ensure that employment practices comply with equality legislation.

This includes:

- recruitment;
- shortlisting;
- appointment;

- induction;
- training;
- professional development;
- appraisal;
- promotion;
- disciplinary procedures;
- grievance procedures;
- flexible working;
- maternity and family-related leave;
- reasonable adjustments.

The school will seek to ensure that employment decisions are fair, transparent and based on appropriate criteria.

As a Catholic school, the school will comply with the specific legal provisions applying to schools with a religious character.

Equality Impact Considerations

When developing or significantly changing policies, procedures or practices, the school will consider potential equality implications.

This may include considering:

- Who may be affected?
- Could any group be disadvantaged?
- Are reasonable adjustments required?
- Are there barriers to participation?
- Is there evidence that different groups may experience different outcomes?
- What action could reduce or remove any disadvantage?
- How will the impact be monitored?

Equality considerations will be proportionate to the decision being made.

Consultation and Pupil Voice

The school will seek the views of pupils, parents, staff and governors where appropriate.

Pupil voice will contribute to the school's understanding of:

- belonging;
- safety;
- respect;
- bullying;
- inclusion;
- participation;
- barriers to learning;
- experiences of discrimination.

The School Council and other pupil voice opportunities may contribute to equality monitoring and development.

Equality Objectives 2026–2030

The following objectives provide the school's four-year equality focus.

They are intended to complement the school's wider Equality Information and Objectives Policy and should be reviewed against the school's actual data each year.

Equality Objective 1 – Remove barriers to participation for pupils with SEND and disabilities

Objective:

To ensure that pupils with SEND and disabilities have equitable access to learning, school activities and wider school life.

Actions:

- review accessibility arrangements annually;
- monitor participation in trips, clubs, sport and school events;
- identify barriers to participation;
- implement reasonable adjustments where required;
- seek pupil and parent feedback where appropriate.

Measure of success:

- accessibility issues are identified and addressed;
- participation is monitored;
- reasonable adjustments are implemented where required;
- no pupil is prevented from participating solely because an avoidable accessibility barrier has not been addressed.

Monitoring: Termly through SEND/equality monitoring and annually by governors.

Equality Objective 2 – Reduce equality-related barriers to achievement

Objective:

To identify and address any significant attainment or progress differences between groups of pupils where school data indicates a potential equality issue.

Actions:

- analyse attainment and progress data at least termly;
- consider relevant protected characteristics and disadvantage;
- identify significant differences;
- investigate underlying causes;
- implement targeted support where appropriate;
- evaluate whether interventions have improved outcomes.

Measure of success:

Where a significant gap is identified, the school will have:

1. identified the reason for the gap;
2. implemented an appropriate action;
3. monitored the impact;
4. reported the outcome to governors.

The aim is to reduce unjustified differences in outcomes and ensure that pupils receive the support they need to achieve their potential.

Equality Objective 3 – Prevent and respond effectively to prejudice and discrimination**Objective:**

To ensure that all pupils understand that prejudice, discrimination and bullying are unacceptable and that equality-related incidents are identified, recorded and addressed effectively.

Actions:

- monitor bullying and prejudice-related incidents termly;
- identify any patterns;
- ensure staff understand reporting procedures;
- provide age-appropriate teaching about respect and difference;
- challenge discriminatory language;
- use incidents as opportunities for education and restoration where appropriate.

Measure of success:

- all reported equality-related incidents are recorded and followed up appropriately;
- governors receive termly monitoring information;
- recurring patterns are identified and acted upon;
- pupil surveys demonstrate that pupils understand how to report concerns and feel safe reporting them.

Equality Objective 4 – Promote respect, dignity and inclusion throughout school life

Objective:

To strengthen pupils' understanding of dignity, equality, respect and inclusion through the Catholic curriculum, Religious Education, PSHE/RSHE, collective worship and the wider curriculum.

Actions:

- audit curriculum opportunities annually;
- incorporate appropriate Catholic Social Teaching themes;
- challenge stereotypes and prejudice;
- provide age-appropriate opportunities to learn about different backgrounds, cultures, beliefs and experiences;
- promote the dignity of every person;
- gather pupil feedback about belonging and respect.

Measure of success:

By July 2030:

- the school will have completed an annual equality/curriculum review;
- equality and dignity themes will be evident across appropriate areas of the curriculum;
- pupil voice will demonstrate that pupils understand the importance of treating others with dignity and respect;
- identified curriculum gaps will have been addressed.

Monitoring and Evaluation

Progress against the equality objectives will be monitored by the Headteacher and Governing Body.

Monitoring will include, where appropriate:

- attainment and progress;
- attendance;
- behaviour;
- bullying;
- prejudice-related incidents;
- participation;
- SEND provision;
- accessibility;
- exclusions;
- pupil voice;
- parent/carers feedback;
- staff equality matters;

- relevant complaints.

Equality objectives will be reviewed annually.

The school will consider whether objectives remain appropriate in light of:

- school data;
- pupil population;
- local circumstances;
- changes in legislation;
- government guidance;
- Archdiocesan guidance;
- feedback from the school community.

Responsibilities

The Governing Body

The Governing Body will:

- ensure that the school complies with its equality duties;
- approve and publish equality objectives;
- monitor progress;
- consider equality implications when making significant decisions;
- ensure that equality remains part of strategic school improvement.

The Headteacher

The Headteacher will:

- implement this statement;
- ensure that staff understand their responsibilities;
- monitor equality issues;
- ensure appropriate action is taken following incidents;
- report relevant information to governors;
- ensure that equality considerations are incorporated into school policies and practice.

Staff

All staff are expected to:

- treat pupils and colleagues with dignity and respect;
- challenge discriminatory behaviour;
- report equality-related concerns;
- provide inclusive learning opportunities;
- make appropriate reasonable adjustments;

- model the school's Catholic values.

Pupils

Pupils are expected to:

- treat others with respect;
- avoid discriminatory or hurtful behaviour;
- challenge prejudice appropriately;
- report bullying or discrimination;
- contribute to an inclusive school community.

Parents and Carers

Parents and carers are encouraged to:

- support the school's commitment to equality;
- promote respect and inclusion;
- raise concerns appropriately;
- work with the school when equality-related concerns arise.

Publication

This statement and the school's equality objectives will be made available through the school website.

The school will publish information demonstrating how it is complying with the Public Sector Equality Duty at least annually and will publish equality objectives at least every four years, in accordance with the statutory requirements.

The school's existing equality documentation will be reviewed to ensure that published information remains consistent and up to date.

Review

This document will be reviewed annually.
