

St Mary Magdalen's Catholic Primary School



Equality Policy

Date policy last reviewed: January 2026

Key Personnel:

Headteacher :

Mrs C McKinnon

Governor Equality/PSED Lead:

Mr G Collins

Aims of Policy

This policy outlines the commitment of the staff, pupils and governors St Mary Magdalen's Primary School to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same. Rather, it means understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

We believe that equality at our school should permeate all aspects of school life and that the promotion of equality of opportunity is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St Mary Magdalen's Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

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

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

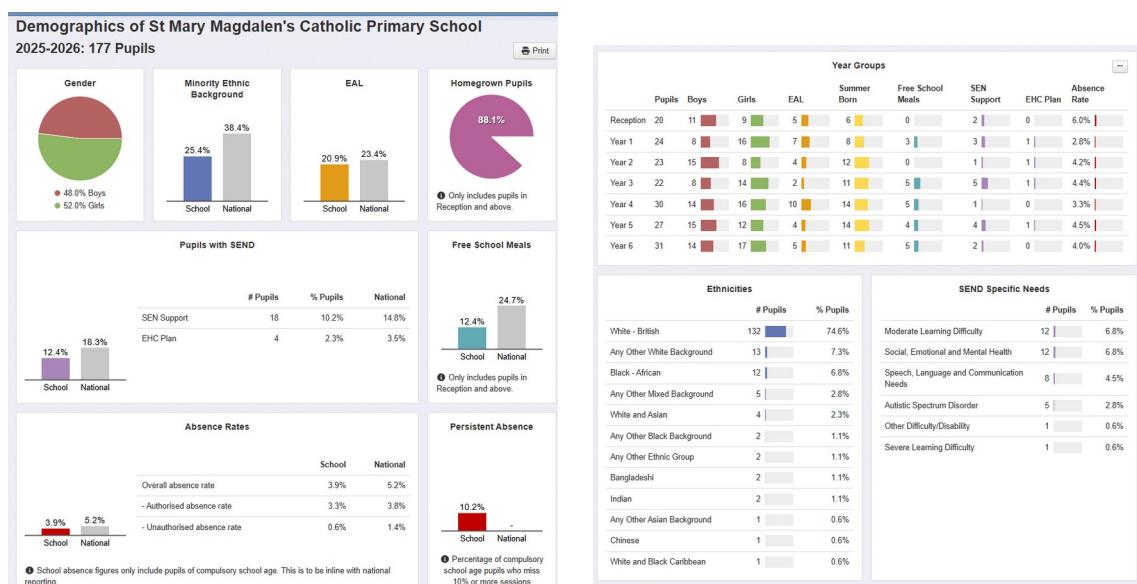
Members of the School Council have expressed their view of equality as follows:

- Equality is just as important as academic learning.

- Every person should be expected to behave as well as they can and to achieve as highly as they can.
- All people should be respected, whether they are boys or girls, adults or children, or have special needs.
- People need the right support to allow them to do their best or complete a task.
- Adults have more responsibilities than children but are not more important.
- Rewards should reflect the effort a person has put in, but it is ok to give the same reward for different accomplishments.

1. School in Context

As of January 20th 2026, our school in context:



2. Legislation and Guidance

This document refers to 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

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools: <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

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 headteacher

The equality link governor is Mr G Collins. They will:

- Meet with the designated member of staff for equality 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 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. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

4. Eliminating discrimination

At St Mary Magdalen's CPS, we recognise that all members of the school and our wider community are of equal value. 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 receive training on the Equality Act as part of their induction, and all staff receive refresher training every 2 years.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

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 societies)

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

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the above 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)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

5. Fostering good relations

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim 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 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

6. Publicising the Policy and Plan

Our Equality Policy is made available on our school website and a printed copy for staff in our staff room.

7. Equality Objectives

Objective: to improve communication with new parents from non-English backgrounds

Objective: to increase the number of resources in EYFS that reflect children's context

Objective: to increase the number of books in the school library from differing backgrounds

Objective: to ensure assembly curriculum incorporates stories from differing cultures and backgrounds

8 Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

9. Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community

The Public Sector Equality Duty requires schools to consider the impact on equality whenever they introduce new policies or make changes to practice. (This is what is meant by 'having due regard'). This should be embedded in school practice and should be part of the decision making process, not an afterthought. It is not essential to keep a written record of this process but it is recommended as it will be useful evidence to show that you are meeting the general equality duty if ever you are challenged.

The following questions should be considered by the individuals who are responsible for introducing the new policy or practice and should be reported to the head teacher or the governing body as appropriate. This should also be copied to the equality lead in school.

Proposed new policy or practice:

Equality check completed by :

Date:

Q1 What is the aim of the new policy or practice?

Who will it benefit?

How?

What outcomes do you want to achieve?

Q2: Could the new policy/practice have an impact on members of groups with a protected characteristic? Consider each one in turn and tick the box if you think any of the considerations may be relevant to any of the groups. Add comments to explain why you have ticked the box.

M a r i t a l o r c i v i l p a r t n e r - s h i p s t a t u s (o n l y r e e m p l o y m e n t)
Could the introduction of this new policy/ practice...
..discriminate against certain groups?
..increase the chances of harassment for any groups?
..disadvantage certain groups?
.. help certain groups?
..help certain groups to participate more fully?
.. prevent certain groups from participating more fully?
..highlight specific needs of certain groups?
..have an effect on relations between different groups?

Q 3: If you have ticked any of the boxes above consider...

A: What could you do to minimise the negative effects?

B: What could you do to maximise any positive effects?

C: Are there any groups / individuals it would be helpful to consult with or involve as you go forward?

Q4: In light of this equality check, do you recommend going ahead with this policy?

Yes No Yes but with amendments

Suggested amendments: