St Peter's Catholic High School and Sixth Form Centre



Equalities Information & Objectives Policy

Approved by: M&E Committee
Last reviewed on: April 2026
Next review due by: April 2029

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1. Aims

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

Our school aims to promote respect for difference and diversity in accordance with our values. Our motto is ‘tu es petrus’ (You are Peter). These words, spoken by Jesus, are followed by ‘and on this rock I will build my Church’. Rocks give foundation and stability, so when we talk of our Rock Values, (Respect, Optimism, Community and Kindness) these are the essence of what we see as essential in the formation of young people as they mature.

Respect comes in many forms and we embrace all of them. We focus on self-respect, respect for others, respect for the environment and respect for God. These are prerequisites of adulthood and as such we plan for opportunities for young people to show that they are respectful.

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Optimism is having a positive outlook on life and a vision] for oneself, friends and community. The Pope has a encouraged us to be people of Joy and in so doing encourage those around us in their endeavours to be the very best version of themselves that they can be.

Community is what St Peter's is rooted in. The proverb 'I am because we are' is at the very heart of what the school seeks to exemplify through sport, performing arts, examination success and the development of skills and knowledge.

Kindness is a core value for us at St Peter's. St Francis said that 'it is in giving that we receive.' It is through compassion that we find Christ in our midst. This is why charity work is central to the life of our school.

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

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

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.

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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.

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)
- 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)

Behaviour and Pastoral Care

- ***St. Peter's pastoral care will:***
- Counter and challenge all types of discriminatory behaviour and make our school stance clear to all members of the school community.
- Ensure the Behaviour and Anti-bullying policies provide a clear process and agreed procedure for dealing with prejudice-related incidents, as monitored, and tracked school-wide through CPOMs and our DSL/DDSLs
- Make evidence of the number and nature of prejudice-based incidents available to relevant bodies, identifying improvements for specific groups.
- Hold assemblies and Personal Development lessons to address relevant pastoral themes and issues.

Curriculum

- ***St. Peter's curriculum planning will:***
- Prepare students for life in a diverse society through the whole-school curriculum journey provision. Our learners will explore concepts and issues related to identity and equality in both the core and hidden curriculum.
- Promote Catholic Social Teaching and the values of mutual respect, tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This specifically includes teaching in RE and PD, but also activities in other curriculum areas.

Extra and super-curricular Activity

- **St. Peter's enrichment opportunities will:**
- Support 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) and facilitating equality of access.
- Promote the rich variety of cultural groups within the school such as through our cultural day and the school menu.
- Monitor the participation rates of different groups of learners in opportunities beyond the classroom, through evaluation of school surveys by the Senior Leadership Team.
- Encourage leadership initiatives to promote democracy and mutual respect between different groups of pupils within the school. For example, our school council has representatives from diverse backgrounds to represent the views of all students in the school.

- Consider 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: is accessible to pupils with visible and non-visible disabilities.

Progress and Attainment

- ***To nurture progress and attainment St. Peter's will:***
- Regularly produce attainment data each academic year showing how pupils with different characteristics are performing, which is discussed at Senior Leadership.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Continue to produce and analyse appropriate data, working together to identify how this gap can be further reduced such as with our current focus on students with SEN.
- Ensure Quality First Teaching is occurring and visible throughout the school to ensure that effective learning takes place at all key stages.

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen June 2030 to be our deadline for this

Objective 1

Have a thorough overview of the curriculum and where we prepare students for life in a diverse society to ensure our learners will explore concepts and issues related to identity and equality in both the core and hidden curriculum

Why we have chosen this objective: We want to respond to the changing forces in society and the wider community by preparing our students for this fast-changing world. We intend to link our curriculum to our Catholic Social Teaching (CST) and ROCK values and ensure that our curriculum reflects the life experiences of our students.

To achieve this objective, we plan to: Map our PSHE/RSE curriculum to show the concepts taught including new lessons on current issues such as A.I. and disinformation. We will then add our other subjects to this map in order to have a clear overview of how and where we prepare students for life in a diverse society.

Progress we are making towards this objective: The current PSHE/RSE curriculum is clearly mapped out, as our the CST values in individual subjects.

Objective 2

Eradicate the use of identity-based abuse- particularly homophobic, transphobic, disableist, sexist, racist language, behaviours and microaggressions in school.

Why we have chosen this objective: These behaviours are harmful to any community and need to be eradicated. The rise of social media has increased examples of this language in society and as a school St.

Peter's need to challenge this version of society and re-enforce core principles of decency, tolerance, respect, Kindness and Community.

To achieve this objective, we plan to: Maintain high standards of behaviour through high expectations of our students, delivering regular assemblies and lessons on acceptable and unacceptable behaviours and dealing with transgressions with both sanctions and education.

Progress we are making towards this objective: Behaviour policy makes it clear what activities are not acceptable. Sanctions are put in place when events occur. The PSHE curriculum and assemblies programme address these issues across all 7 year groups.

Objective 3

Analyse and Act on Attainment Data To identify and address gaps in achievement related to race, gender, and disability.

Why we have chosen this objective: In order to ensure equity for all our students and to ensure all children have good life chances due to a rigorous monitoring and intervention system.

To achieve this objective, we plan to: Analyse academic performance data annually. • Implement targeted interventions. • Monitor impact and adjust strategies accordingly

Progress we are making towards this objective: Regular assessment analysis at senior level with Heads of Department invited to discuss results and intended next-step actions. Consistent data analysis sheets for all departments which are discussed with senior leaders in fortnightly meetings.

7. Monitoring arrangements

- The headteacher will update the equality information we publish, described in sections 4 to 5 above, at least every year in the headteacher report to governors.
- School-specific equality objectives will be reviewed by Mission and Ethos Committee at least every 4 years.
- This document will be reviewed by DSL annually, to ensure continued compliance with the PSED.
- This document will be approved by the Mission and Ethos Committee.

8. Links with other policies

This document links to the following policies:

- Accessibility plan
- Attendance policy
- Behaviour policy
- Risk assessment
- SEND policy

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