



Equality Information and Objectives Policy



Policy Produced By	Mr D J Vince
Date Policy Produced	July 2026
Date Governors Approved	
Date of Next Review	September 2030
Linked or Related Policies	See page 14



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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 Catholic values and the following principles:



Our approach to equality is rooted in our Catholic faith and based on 7 key principles:

1. **All learners have undeniable dignity as children of God.** We recognise that every person is made in the image and likeness of God, regardless of whether they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. This inherent dignity demands our respect and equal treatment.
2. **We recognise, respect and value difference as part of God's creation.** We understand that diversity is a strength and a reflection of the richness of God's creation. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. We believe that diversity should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships rooted in Gospel values.** Guided by Christ's commandment to love one another, we actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging in our Catholic community.** We want all members of our school community to feel a sense of belonging within the school and wider community, to feel that they are respected as children of God and able to participate fully in school life.
5. **We observe good equality practices for our staff, recognising their dignity.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development, treating each person with the dignity they deserve.
6. **We have the highest expectations of all our children, recognising their God-given potential.** We expect that all pupils can make good progress and achieve to their highest potential, fulfilling the unique gifts and talents that God has given them.
7. **We work to raise standards for all pupils, but especially for the most vulnerable, following Christ's example.** Following Jesus's preferential option for the poor and marginalised, we believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole 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](#).

This document also complies with our funding agreement and articles of association.

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 equality link governor will:

- Meet with the designated member of staff for equality twice a year 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 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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor twice a year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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 receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

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)

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 data referenced above 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

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- Gender pay-gap reporting and other pay equality issues
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

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. 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, 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 and anti-bullying policies
- 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



7. Equality considerations in decision-making

The 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.

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Preface:

St Bernard's Catholic High School serves the Furness peninsula, an area with its own unique challenges and opportunities. While our immediate community may be less ethnically diverse than some urban areas, our students are growing up in an increasingly interconnected world where they will encounter varied perspectives, attitudes, expectations, and representations of different groups. They are also increasingly exposed to the influence of digital media, social trends and unconscious bias.

As Catholic educators, we have a responsibility rooted in our faith to ensure that every student develops the knowledge, skills and values needed to participate confidently, respectfully and safely within this diverse society. We believe that every person has undeniable dignity as a child of God, and this belief underpins our commitment to equality and inclusion.

These Equality Objectives should be read alongside our Accessibility Plan and Equality Information and Objectives Policy.

In line with the statutory requirements applicable to all public bodies, the school is committed to:

- Eliminating unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between individuals who share a protected characteristic and those who do not
- Fostering positive relations between people who share a protected characteristic and those who do not

Ethos:

Our school places a strong emphasis on recognising and valuing each student and member of staff as an individual made in the image and likeness of God. Each and every person in our school community has the right to learn and work in a safe, supportive and caring environment in which they are respected, appreciated and able to thrive.

Through the development of our six virtues – Intentional, Attentive, Eloquent, Humility, Compassion, and Service – we aim to nurture the attitudes and qualities essential for students to become 'Committed Learners and Exceptional People'. They underpin our expectations of all members of the school community: that they show respect for themselves, for others and for the wider world, recognising the God-given dignity in every person.

We recognise that Catholic schools play a crucial role in broadening students' horizons, challenging stereotypes, and building a deep understanding of equality, equity and justice rooted in Catholic Social Teaching. We are committed to



addressing disadvantage and challenging all forms of discrimination, including discrimination relating to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our culture is strengthened by the positive, trusting relationships that exist across the school, and we work collectively to uphold an environment where difference is celebrated and everyone can participate fully. Below is an outline of our equality objectives:

Equality Objectives:

1. Objective 1: To actively close gaps in attainment and achievement for all key groups of students.

Why we have chosen this objective: Analysis of our attainment data shows that certain groups of pupils, including those with SEND those eligible for free school meals and pupils with English as an additional language face barriers to achieving their full potential. As a Catholic school committed to the principle that all learners have God-given dignity and potential, we must ensure every child can flourish academically.

To achieve this objective, we plan to:

- Monitor progress and outcomes termly for disadvantaged students, pupils with SEND, and those with other protected characteristics
- Use evidence-based interventions to address disparities and accelerate progress, with particular focus on literacy and numeracy support
- Review assessment data each term to measure impact and adjust support accordingly
- Ensure our curriculum is accessible to all learners, with appropriate differentiation and scaffolding
- Set ambitious targets for pupil achievement broken down by protected characteristics
- Report progress to governors termly through our standards committee
- Progress we are making towards this objective: [To be updated annually]

2. Objective 2: To visibly promote cultural understanding and awareness, preparing pupils for life in modern Britain.

Why we have chosen this objective: While our immediate catchment area in the Furness peninsula has limited ethnic diversity, our pupils will live, work and contribute to an increasingly diverse society. Our Catholic faith calls us to be Learned and Compassionate, understanding and respecting all of God's children. We need to ensure our curriculum and school culture expose pupils to diverse cultures, histories and identities.

To achieve this objective, we plan to:

- Review our curriculum annually across all subjects to ensure it includes diverse voices, perspectives and contributions from different cultural groups
- Use assemblies, Morning Meetings, school events and communications to reflect diversity in British society and the global Church
- Mark awareness days and cultural celebrations in ways that are meaningful, inclusive and educational (e.g. Black History Month, LGBTQ+ History Month, Refugee Week)
- Provide staff CPD on cultural awareness and inclusive teaching practices
- Invite guest speakers from diverse backgrounds to share their experiences with pupils
- Ensure our library and learning resources include positive representations of people from all protected characteristics
- Progress we are making towards this objective: [To be updated annually]

3. Objective 3: To provide appropriate and early pastoral interventions for students to promote positive behaviour, inclusion and wellbeing.



Why we have chosen this objective: Our school serves several vulnerable groups including those with special educational, learning and medical needs. Our Catholic virtue of being Compassionate calls us to identify and support those who are struggling. Early intervention prevents issues from escalating and ensures all pupils can access education fully.

To achieve this objective, we plan to:

- Maintain a strong pastoral system with clear pathways for early identification of need, led by our pastoral team and form tutors
 - Provide targeted support including mentoring, counselling, behaviour interventions and family outreach where needed
 - Ensure pastoral approaches are trauma-informed, culturally sensitive and rooted in our Catholic ethos of dignity and compassion
 - Monitor behaviour data by protected characteristics to identify any patterns of discrimination or disadvantage
 - Train all staff in recognising signs of mental health difficulties, anxiety and barriers to learning
 - Work closely with external agencies including CAMHS, social care and health services to support pupils with complex needs
 - Progress we are making towards this objective: [To be updated annually]
- 4. Objective 4: To reduce the incidence of discriminatory language and prejudice-based bullying by students in the school.**

Why we have chosen this objective: Our Catholic faith teaches us to be Truthful and Prophetic, speaking out against injustice. We must ensure our school is a place where all pupils feel safe and respected, free from discrimination and harassment. This includes challenging language and attitudes that demean others.

To achieve this objective, we plan to:

- Implement clear systems for reporting, recording and responding to incidents of discriminatory language and prejudice-based bullying
- Provide regular education through PSHE, RE and assemblies on respectful language, stereotypes, discrimination and being an ally to others
- Analyse incident data termly to identify patterns, inform interventions and evaluate impact
- Ensure all staff are confident in challenging discriminatory language and behaviour when they encounter it
- Work with organisations such as Stonewall and Show Racism the Red Card to enhance our provision
- Celebrate diversity and difference through our curriculum and school events
- Progress we are making towards this objective: [To be updated annually]

5. Objective 5: To ensure accessibility across the school for students, staff and visitors with disabilities.

Why we have chosen this objective: We are committed to removing barriers that prevent pupils with disabilities from fully accessing education. Our recent investments in accessibility (including renovated disabled toilets, radar locks, and magnetic door locks) demonstrate our commitment, but we must continue to review and improve our provision to ensure the school is fully inclusive.

To achieve this objective, we plan to:

- Continually review the physical environment to ensure it is safe, inclusive and accessible, guided by our Accessibility Plan
- Provide appropriate adjustments to teaching, resources and assessment for pupils with disabilities
- Work closely with external agencies (LA, Health Authority) to support those with complex needs and disabilities
- Ensure information for parents and pupils is available in alternative formats on request (e.g. large print, braille, other languages)
- Train staff on making reasonable adjustments and understanding their duties under the Equality Act

- Consult with pupils with disabilities and their families about their experiences and needs
- Progress we are making towards this objective: [To be updated annually]

9. Monitoring arrangements

In addition to these Equality Objectives, the school has designated a link governor who holds responsibility for overseeing equality, diversity and inclusion. This governor works alongside senior leaders to monitor progress, support strategic planning and ensure accountability.

Progress towards these objectives will be reviewed annually and reported to the governing body. The objectives will be fully reviewed and republished every 4 years.

Last reviewed: September 2026

Next review due: September 2030

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy