

Equality Information and Objectives

Parish Primary School



Approved by:	Jennifer Young.	Date: 1/9/25
Last reviewed on:	12.2.26	
Next review due by:	17.8.26	

OUR TRUST PRAYER

Heavenly Father,
Let peace, friendship and love grow in our schools.
Send the Holy Spirit to give
excellence to our learning,
love to our actions and
joy to our worship.
Guide us to help others,
so that we may all
Learn, Love and Achieve, Together with Jesus.
Amen

Liverpool Diocesan Schools Trust (our Trust) is committed to being one positive and flourishing Trust, where we can all achieve together. We welcome people of all faiths and none, and all communities, and are committed to providing a high-quality education and environment where Christian values and principles permeate all that we do.

Our School supports and develops the inclusive character of our schools as they strive for continuous improvement and educational excellence for all pupils. Our School aims to foster social justice and enhance social mobility by delivering a high-quality education which will ensure the best possible outcomes for all its pupils.

LDST 2027 Vision

LDST	Liverpool Diocesan Schools Trust – Achieve Together!					
Vision	Providing an innovative and ambitious, high-quality education built on distinctly Christian values, so that all learners make excellent progress and fulfil their potential.					
Mission	We welcome staff, learners and schools of all faiths and none so that we can <i>Learn, Love and Achieve, Together with Jesus</i>					
Our Values	Inclusion	Local Community		Collaboration		Difference
	We welcome the rich diversity of our staff and learners and ensure that all are valued and supported.	We respect and empower local leaders to make decisions serving their local communities.		We are stronger and more effective when working together within our Trust and actively seek partnerships beyond it.		We embrace the uniqueness of our schools and celebrate the differences within each community.
Culture	Excellence					
	We aim for excellence in all we do for the benefit of learners and staff across LDST.					
	One Trust					
	We are all committed to one positive and flourishing Trust, where we can all achieve together.					
Strategic Pillar and Aims	Pillars	Christian Distinctiveness and Character Education		Excellent Education	Achievement for All	People
	We aim to	Live out our Christian values and develop future citizens who can contribute positively to a caring, compassionate nation.	Provide an inspirational curriculum and excellent teaching, rooted in evidence-informed practice, that enables our learners to acquire a deep body of knowledge and a zest for life-long learning.		Celebrate diversity, address inequity, overcome disadvantage and raise aspirations, so that all learners make excellent progress and fulfil their academic potential.	Be an employer of choice, through a people strategy that provides high-quality CPD, support and career pathways for all staff, so they can undertake their roles effectively in our inclusive learning community.
Enablers – core systems and processes	Enablers	Evaluation and Strategy	Structure and Systems	Finance	Technology and Data	Operations
	We aim to embed	A clear, focused strategic plan based on	Effective central policies and processes that ensure	A sustainable financial strategy that optimises our	Effective and efficient use of technology and data.	An aligned operating model which supports local

		robust self-evaluation and data.	our schools receive the support they need.	resources for the benefit of all our learners.		leaders to undertake their roles.
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The Trusts 2027 Vision shows our commitment to *Inclusion, Local Community, Collaboration and Difference*. These values are integral to celebrating, growing, and embedding Equity, Diversity and Belonging throughout our Trust and will enable us to realise our strategic aims of:

- **Christian Distinctiveness and Character Education** – In LDST, to live our Christian values is to welcome everyone. We seek to help our pupils grow into future citizens who value and respect difference and the benefits that inclusion brings to our society.
- **Excellent Education** – In order to deliver a full and well-rounded education for the children in our care, the curriculum in our schools must reflect the lived-experiences of the communities that we serve, and those of wider society. Our colleagues cannot deliver excellent teaching unless they truly understand the future challenges and opportunities that our pupils will face as members of diverse communities and wider British society.
- **Achievement for All** – We are steadfast in our aim to overcome disadvantage, for our pupils, colleagues, and wider communities. We will do this by raising aspirations, educating people throughout our schools about the opportunities available to them and giving them the tools to fulfil their potential, regardless of individual capabilities or barriers to learning.
- **People** – We strive to become an employer of choice, not only in the education sector but across the Diocese. We will achieve this through our People Strategy which will give our colleagues the very best employment experience, irrespective of their age, carer status, disability, gender identity, pregnancy or maternal status, marital status, race or ethnicity, religion or belief, sex, sexual orientation, social class, or trade union membership.

Our School values and respects difference and meets 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

In meeting these duties, we will have regard for the equal treatment of people based on the Equality Act's nine protected characteristics and will also have due regard to the way in which

policies and strategic decisions can reduce inequalities of outcome which result from socio-economic disadvantage

Age
Disability
Gender Reassignment
Pregnancy and Maternity
Marriage and Civil Partnership
Race/Ethnicity
Religion and belief
Sex
Sexual Orientation

Additionally, our Trust and schools gather information on other groups including (but not limited to):

Pupil Premium status
Carer status
English as an additional language
Special educational needs
Looked after children
Past Offending

We aim to create a culture of belonging, respect, and inclusion. We do not tolerate any form of harassment, bullying or discrimination in or outside of our schools. By valuing diversity and being inclusive, our vision is to enable the communities in which we serve to flourish and achieve. Founded on Christian values, we help our schools to meet their purpose of providing an outstanding education for all learners.

Our Trust commits to:

- creating a community where diverse cultures are celebrated, where everybody feels welcome and can use their differences to develop themselves and the environment, they work in;
- a culture that is based on our Trust's values and consideration of how behaviour affects others inside and outside our Trust;
- regularly reflecting on our own practice to ensure that what we do not create barriers to participation for pupils/students, colleagues, or Local Governors/Trust Board members;
- providing outstanding opportunities and education to all our communities;
- supporting all the communities we serve.

We recognise the importance that Equality and Human Rights legislation must play in promoting equality and eliminating unlawful discrimination and seek to exceed our legal obligations and to provide an inclusive environment for all where employees, pupils/students and local communities can develop and reach full potential.

Our Trust will:

- set equality objectives (reviewed annually) and publish information to demonstrate our compliance with the Public Sector Equality Duty (PSED).
- seek to ensure that our Trust-wide recruitment approach attracts candidates who are representative of the population of the Diocese of Liverpool area. We will continuously review our recruitment efforts to ensure they are inclusive and make improvements where appropriate.
- report to the Board of Directors on a, on Trust representation and progress against Trust Equality Objectives.
- review all policies and practices on a rolling basis to ensure that they meet legal obligations, and work to exceed these.
- create a culture that drives equity, diversity, inclusion and belonging.
- have clear complaints procedures that comply with legal requirements and statutory DFE guidance and report on complaints annually, particularly in relation to EDI matters to ensure our procurement criteria are inclusive and support our Trust's Christian values.
- work in partnership with organisations that support our Trust's values and vision.
- Conduct an Equality Analysis on all key strategic decisions e.g., restructures, major policy changes

Our School will:

- be at the heart of their communities, to create a welcoming environment for all, celebrate the diversity of the communities we serve and promote community cohesion.
- ensure that equity, diversity, and inclusion is central to everything they do and is a key consideration in all policy and decision making.
- provide a safe environment where adults are dedicated to protecting the rights, meeting the needs, and supporting the aspirations of all children. Each school will be recognised by all as an inclusive, high-quality learning environment.
- publish their own school specific equalities statement, information and objectives which will be consistent with this policy, and which will be reviewed and updated annually.
- bi-annually review admissions processes to ensure that our practice supports our vision for equality, diversity, and inclusion.
- ensure procurement criteria are legally compliant, inclusive and support the values of our Trust and the school.
- ensure their Governing Body is open and inclusive by:
 - asking for annual reviews of meeting times.
 - aiming to ensure that the Governing Body recruitment attracts a representative sample of the local community
 - communicating in an open and inclusive manner.
 - advertising community/staff/parent/carer governing body opportunities to all communities in which the school serves.

- Conduct an Equality Analysis on all strategic decisions e.g., significant curriculum changes, uniform policy changes, staffing restructures.
- report annually on the equality objectives set, the equality & diversity profile of their staff (this will be used to create a Trust-wide profile) and student/pupil population, complaints received, and the activities taken to ensure their Local Governing Body is open and inclusive.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out below.

Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socio-economic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC)
- Children of members of the armed forces
- Offending past

As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

Number of pupils on roll at the school: 229

Age range of pupils: 3-11.

Gender: 53% male/47% female

Race: split by kind/% (White British 36% / Any Other White Background 25% / Black African 10.5% / Any Other Asian Background 10.5% / Vietnamese 2.5% / White & Black African 2.5% / Chinese 2.5% / Any Other Mixed Background 2.5% / Any Other Ethnic Group 1% / Thai 1% / Indian 1% / Greek 1% / Iraqi 1% / Other Mixed Background 1% / White & Asian 1% / Kurdish 1%

EAL: 23.6 %

Religion/Belief: Split by Kind% - Not known 43.5% / Church of England 10% / Christian 17% / No Religion 8% / Catholic 7% / Hindu 7% / Muslim 5.5% / Buddhist 1% / Protestant 1%

Disability: split by kind % - 1%

Special Educational Needs: 15%

Pupil Premium:33%

Young carers:3.5%

Looked after children: 2.62%

Children of members of the armed forces: 0%

School Attendance: 95.84%

No Information was available on the following protected characteristics:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender.
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT+) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

As our school has fewer than 150 members of staff, we are not required to publish data about our staff. However, employee-related statistics for our Trust will be published centrally to demonstrate that we are complying with the general duty. When doing this, our Trust will be aware of the data protection rules, ensuring individuals are not identified through the publication of data.

Equality Objectives

Equality Objective 1

OBJECTIVE: To reduce gaps in attainment, attendance and wider participation for pupils who are Pupil Premium and those experiencing poverty, by ensuring equitable access to high quality- teaching, enrichment opportunities and targeted pastoral support.

Why we have chosen this objective: High local deprivation, Pupil Premium and Free School Meal levels mean economic disadvantage is a key equality issue for the Parish School Community. We want to understand our local community better and ensure that all sections feel they can benefit from and have equal access to our education provision. 28% of pupils at Parish are eligible for Free School Meals while 33% have Pupil Premium funded, reflecting high levels of deprivation within the local community. St Helens is ranked among the most disadvantaged areas nationally, and many pupils experience poverty related barriers that can affect attainment, attendance, wellbeing and access to wider opportunities-. Evidence shows that children experiencing poverty are more likely to face gaps in learning, reduced engagement and limited participation in enrichment unless targeted support is in place. Reducing disadvantage is essential to ensuring equality of opportunity and improving life chances for all pupils, particularly those facing the greatest barriers. As a Church of England school, the Parish Family is committed to fairness, dignity and inclusion, ensuring that no child is disadvantaged because of their family circumstances.

To achieve this objective, we plan to: Use attainment, attendance and wellbeing data to identify pupils experiencing disadvantage and monitor progress closely. Through our Inclusion Strategy, we will ensure high quality teaching for all pupils, with adaptive approaches and targeted interventions where gaps are -identified. Direct Pupil Premium funding strategically to support academic interventions, emotional wellbeing and improving attendance. Provide enriched curriculum opportunities, educational visits and extracurricular activities that are accessible to all pupils, removing financial barriers where necessary. Offer targeted pastoral support for pupils and families facing financial hardship, including links with Early Help and external agencies. Work closely with families to build strong partnerships and ensure pupils feel supported and ready to learn. Ensure disadvantaged pupils are fully included in school life, leadership opportunities and enrichment activities.

Outcome: Attainment gaps between disadvantaged pupils and their peers are reduced over time. Attendance and engagement improve for pupils eligible for Free School Meals. Disadvantaged pupils participate fully in enrichment opportunities and wider school life. Pupils feel supported, valued and able to achieve their potential regardless of background.

Progress we are making towards this objective: Disadvantaged pupils are clearly identified and supported through targeted academic and pastoral interventions. Pupil Premium funding is used to remove barriers to learning, including support with resources, trips and enrichment activities. Attendance and attainment data are regularly reviewed to inform timely interventions. Pastoral staff work closely with families facing financial hardship to provide consistent and effective support.

Equality Objective 2:

OBJECTIVE: To explore and understand the reasons for the disproportionately higher absentee levels of pupils with Special Educational Needs and Disabilities (SEND) and what support can be given to individual pupils with special educational needs to begin to improve attendance rates.

Why we have chosen this objective: Our school's attendance figures show that SEND pupils on roll have disproportionately higher absentee levels than that of their peers. This is evident over three years as a trend.

To achieve this objective, we plan to: Ensure that our attendance strategy is fully lived out and our four attendance principles (consistency of approach, culture of community and belonging, clarity of communication and our child-centered approach) specifically support the children with SEND. We believe that this will ensure that pupils with SEND (15% of our school community), including those with EHCPs (2.9%) and social, emotional or mental health needs, are fully included in school life and make strong progress through high quality- adaptive teaching, early identification and partnership working with families and external agencies. We believe this increased sense of belonging will improve attendance.

Outcome: Increase attendance of children with SEND to that of a similar level to those without a special educational need or disability. We will of course continue to apply a reasonable adjustment taking into account the needs of some children with SEND to attend medical appointments.

Progress we are making towards this objective: This gap has closed at the start of 25/26. As of January 2026, there is a 1.85% gap between the attendance of children SEND and all. This gap still needs to close.

Equality Objective 3:

OBJECTIVE: To support children with SEMH to regulate their behaviour.

Why we have chosen this objective: A proportion of pupils within the Parish Family experience SEMH needs, which can impact behaviour, learning, attendance and relationships. Some pupils face additional challenges linked to disadvantage, trauma, family circumstances, mental health or social care involvement. Supporting emotional regulation is essential to enabling pupils to access the curriculum, achieve their potential and feel safe and included. As a Church of England school, we are committed to nurturing the whole child and ensuring equality of opportunity for pupils with additional emotional and behavioural needs.

To achieve this objective, we plan to: Identify SEMH needs early through careful monitoring, assessment and communication with families and external professionals. Embed a consistent, trauma -informed and relational approach to behaviour management across the school. Teach emotional regulation, coping strategies and social skills explicitly through PSHE, collective worship and targeted interventions in addition to our wider learning environment. We will also provide pastoral support, safe spaces and trusted adults for pupils who require additional emotional support – all encompassed within our Inclusion Strategy. We will continue to work closely with families, SEND services, Early Help and other agencies to ensure joined-up support. We will also continue to support staff through training and guidance on SEMH, mental health and de-escalation strategies.

Outcome: Pupils with SEMH needs are better able to regulate their emotions and behaviour. Behaviour incidents reduce over time (including suspensions) and pupils remain engaged in learning. Pupils feel safe, supported and understood within the school environment. All pupils experience a calm, inclusive and positive learning atmosphere.

Progress we are making towards this objective: SEMH needs are identified promptly and supported through pastoral provision and targeted interventions. A consistent behaviour approach is in place, with a focus on relationships, restorative practice and emotional regulation. Pupils have access to trusted adults and structured support during times of emotional difficulty. Strong communication with families supports consistent approaches between home and school.

Equality Objective 4:

OBJECTIVE: To support pupils with EAL to develop confidence in English, access the full curriculum and feel a strong sense of belonging, while valuing and celebrating the 23 languages spoken within the Parish Family.

Why we have chosen this objective: 23.6% of pupils at Parish speak English as an Additional Language, representing a significant and growing group within the school community. Some EAL pupils join the school at different points with varied levels of English, meaning they may face barriers to communication, learning and social integration. Increased levels of pupil mobility increases the need for consistent induction, assessment and support for new EAL pupils. As a Church of England school, valuing diversity, dignity and belonging is central to our Christian ethos and commitment to equality under the Equality Act 2010.

To achieve this objective we plan to: In addition to the implementation of our Welcome Policy, we will continue to develop the assessment of the English language proficiency of all EAL pupils on entry and track progress regularly. We will also ensure high quality, inclusive teaching strategies are used consistently across the school, including visual supports, modelling, vocabulary development and scaffolded talk. Provide targeted interventions and in-class support for pupils at early stages of English acquisition. Support staff through training and guidance on effective EAL strategies. Strengthen communication with families by using translation support where appropriate- and valuing home languages. Celebrate linguistic and cultural diversity through curriculum opportunities, displays, assemblies and events that reflect the Parish Family. Ensure EAL pupils are encouraged to participate fully in enrichment activities, trips and wider school life.

Outcome: EAL pupils make strong progress in spoken and written English. EAL pupils can also access the full curriculum and achieve in line with their peers. Pupils feel confident, included and proud of their language and cultural identity. Families of EAL pupils feel welcomed, informed and engaged with school life.

Progress we are making towards this objective: EAL pupils are identified promptly on entry and supported through classroom strategies and targeted intervention where needed. Visual supports, vocabulary pre-teaching and structured talk are embedded in many classrooms. Home languages and cultural identity are reflected in displays, curriculum content and class discussions. Staff work closely with families to support communication and transitions, particularly for pupils new to the school.

Equality Objective 5:

OBJECTIVE: To employ a more diverse workforce

Why we have chosen this objective: We recognise that it is important to have a workforce that represents the society we serve.

To achieve this objective we plan to: Improve our data collection. We already know some details of the staff we employ but we need to include information about all the protected characteristics. We will conduct a survey of existing staff to collect additional diversity data. This will happen in the autumn term. We will then map this new information against the demographic data we hold. Where we identify an under-represented group, we will endeavour to attract staff

using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, shortlisting, interview and job offer stage. Where we identify any issues which impact on any particular group, we will look at initiatives to address this.

Outcome: Have a more diverse workforce to represent the community we serve.

Progress we are making towards this objective: We have created a survey which has been approved by our governing body and have a strategy in place to monitor applications and any issues

Monitoring arrangements

The Executive Headteacher/Head of School will update the equality information we publish at least every year.

This document will be reviewed by the governing body and Headteacher at least every 4 years.

This document will be approved by the governing body.

Links with other policies

This document links to the following policies:

Accessibility plan

LDST Equality and Inclusion Policy

SEND Policy/Plan

Pupil Premium Plan

Behaviour Policy

Exclusions Policy

All Employment Policies

School Improvement Plan

Welcome Policy

Review Schedule

Policy Author	Chief Executive Officer
Policy Approver	Board of Directors
Current Policy Version	3.0
Policy Effective From	1 st September 2025
Policy Review Date	By 1 st September 2026

Revision Schedule

Version	Revisions	By whom
1.0	Original document produced.	CEO
2.0	Updated following review	THRL
3.0	Updated with revised equality objectives	THRL