

*'St Mary's Catholic Infant and Junior Academies are committed to safeguarding
and promoting the welfare of children and young people and expects
all staff and volunteers to share this commitment.'*



ST MARY'S
CATHOLIC INFANT AND JUNIOR ACADEMIES

Equality Policy and Action Plan

2026 2027

Designation	Name	Date Approved	Date of Renewal
Executive headteacher	Mrs Samantha Birchall	Sept 2026	Sept 2027
Chair of Governors	Mrs Gill Tuck	Sept 2026	Sept 2027

St Mary's Catholic infant and Junior Academy are a secure, friendly and faith centred community where we seek to release the full potential of all our family through the living love of Christ. All our work with children and their families, staff, local academy council, parishioners and the wider community is influenced by our core values which are: Compassion, Respect and Resilience.

We promote these values by our words and deeds, and the Catholic doctrine and practice therefore permeates every aspect of our academy's activities.

INTRODUCTION

St Mary's Catholic Infant and Junior Academies are guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between different groups within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. In accordance with our mission statement, values and Christian ethos, we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

LEGISLATION AND DUTIES

The following list identifies the equality legislation that affects the school.

- Human Rights Act 1998
- Education Act 2002 (Section 78)
- Education and Inspections Act 2006 (Section 38 (1))
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- Children and Families Act 2014

Human Rights Act 1998

The Human Rights Act 1998 makes it unlawful for schools to behave in a way that is not compatible with the provisions of the European Convention on Human Rights. Any action taken by a school that interferes with an individual's Human Rights must only be considered if it is a justified and proportionate means of achieving a legitimate end.

Education Act 2002 (Section 78)

Section 78 requires governing bodies for all maintained schools to provide a curriculum that "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life".

Education And Inspections Act 2006 (Section 38 (1))

Section 38 (1) of the Education and Inspections Act 2006 states that:

"The governing body of a maintained school, shall, in discharging their functions relating to the conduct of the school:

- Promote the wellbeing of pupils at the school, and
- Promote community cohesion.

The Children and Families Act 2014

Sets out how the School will support children and young people with Special Educational Needs, Social Care Needs and Health Needs. The School will

- Contribute appropriately to the 'local offer' detailing relevant services available for children with disabilities and / or Special Educational Needs.
- Contribute appropriately to a pupil's Education, Health and Care Plan.

Equality Act 2010

The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

St Mary's Catholic Infant and Junior Academies will take the following action as reasonable steps to demonstrate due regard to the General Duty of the Equality Act 2010:

- Produce a written equality policy identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity.
- Ensure hate incidents and hate crime reporting is integrated within the School's Anti Bullying Policy
- Audit the curriculum, and teaching and learning methods, to ensure they are accessible, inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion, British values, and a positive image of a diverse community.
- Make reasonable adjustments to ensure that disabled staff, pupils and parents are not disadvantaged in employment or the provision of education, and have equality of access to information, facilities and other services at the academies.

Equality Act 2010 (Section 10) requires schools to prepare and maintain an accessibility plan in order to

- increase the extent to which disabled pupils can participate in the school's curriculum
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

In order to meet Section 10 of the Equality Act 2010 St Mary's Catholic Infant and Junior Academies will publish the outcome of our Equality, Accessibility and Cohesion Audit and Action Plan on the school's website. In addition, the academies take into account the widening definition of disability within its decisions and functions and gives due regard to the "Social Model" of disability. This model recognises the barriers caused by the environment and people's attitudes to disability.

The Equality Act 2010 (Specific Duty) Regulations 2011 requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.

In order to meet the Specific Duty, St Mary's Catholic Infant and Junior Academies will

- Publish sufficient information to demonstrate compliance with the general equality duty across its functions annually.
- Prepare and publish equality objectives to demonstrate how the general equality duty will be met

PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are: Age, Disability, Gender, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion, Sexual orientation. (However, age, and being married or in a civil partnership do not apply to education provisions.)

RESPONSIBILITIES

Local Academy Council are responsible for:

- Ensuring that the Academies meets the duty of the Equality Act 2010.
- Ensuring that they understand the equality implications of all key decisions on policy and practice before they are made.
- Requesting an annual report from the Executive Headteacher / Head's of Schools on progress against the school's equality policy, equality objectives and action plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments

The Executive Headteacher and Heads of Schools are responsible for:

- Producing, implementing and maintaining the academies'
 - Equality Policy
 - Publishing the School's contribution to the "local offer"
- Ensuring all staff know their responsibilities under the Equality Policy, and receive training and support in carrying these out
- Ensuring that hate incidents and hate crime reporting is integrated within the academies Complaint Process and Anti Bullying Policy
- Ensuring tools are in place to show how the school has shown due regard to all protected groups, such as;
 - Equality impact assessment of policies
 - Equality monitoring of policies e.g. employment, admissions, pupil attainment, exclusion, hate incidents
 - Curriculum Equality Audit
- Completing of the equality, accessibility and cohesion audit and action plan
- Publishing the academies Equality Policy and the outcome of the equality, accessibility and cohesion audit and action plan, on the school website, to demonstrate compliance with the general equality duty across its functions; updating this annually
- Using information from the equality, accessibility and cohesion audit to develop equality objectives for the school
- Publishing the equality objectives on the school website; reviewing them annually.
- Reviewing and revising the School's Equality Policy every three years
- Reporting to local academy council annually progress against the School's Equality Policy, Equality Objectives and Action Plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments.
- Ensuring the academies Equality Policy is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about it
- Ensuring the academies Equality Policy is followed consistently by all staff and pupils
- Ensuring appropriate and consistent action is taken in cases of discrimination, harassment, victimisation, hate incidents and hate crimes

All staff are responsible for:

- Ensuring they follow the equality policy and procedures, and take up equality training and learning opportunities provided by the academies
- Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
- A consistent challenge to unwanted behaviour, including inappropriate use of language.

- Consistent application of all academy policies

Staff with responsibility for areas of the curriculum, are responsible for completing Curriculum Equality Audits for each area, and making appropriate changes to teaching and learning methods to (i) improve accessibility, (ii) advance equality of opportunity, (iii) eliminate discrimination, harassment and victimisation, and (iv) foster good community relations. (See Appendix 2)

Mrs Birchall, Miss Mowatt and Mrs Grange are responsible overall for dealing with reports of hate-incidents

Miss Matthews is responsible overall for Children with Special Educational Needs

Pupils, parents, visitors and contractors are responsible for:

- Ensuring they follow the equality policy and procedures
- Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
- A consistent challenge to unwanted behaviour, including inappropriate use of language

DEFINITIONS OF DISCRIMINATION, HARASSMENT AND VICTIMISATION

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

Direct Discrimination, which occurs when a person is treated less favourably than another on grounds of a personal characteristic.

Discrimination by Association occurs when a pupil is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination arising from perception takes place where education provider behaves as if the person has the characteristic and treats them worse than others as a result. This applies whether the perception is true or not, even if the education provider knows that the person does not have the protected characteristic.

Discrimination because of pregnancy and maternity occurs when women (including a female pupil of any age) are treated less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

Indirect Discrimination, which occurs when a rule or condition which is applied equally to everyone:

- Can be met by considerably smaller proportion of people from a particular group
- Is to the disadvantage of that group
- Cannot be justified by the aims and importance of the rule condition

Discrimination arising from a disability, which occurs when an education provider treats the disabled person unfavourably, this treatment is because of something which has come about as a result of the disabled person's disability ('something arising in consequence of the person's disability'), and the education provider cannot show that this treatment is justified as a balanced way of achieving something for a good reason (in legal language 'a proportionate means of achieving a legitimate aim').

Discrimination arising from disability is different from direct discrimination. Direct discrimination refers to less favourable treatment and requires a comparison to show that a person without the protected characteristic would be treated differently. Discrimination arising from disability refers to unfavourable treatment and does not require a comparison to a non-disabled person.

Discrimination by Association occurs when a pupil is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination arising from perception takes place where education provider behaves as if the person has the characteristic and treats them worse than others as a result. This applies whether the perception is true or not, even if the education provider knows that the person does not have the protected characteristic.

Discrimination arising from a disability, which occurs when an education provider treats the disabled person unfavourably, this treatment is because of something which has come about as a result of the disabled person's disability ('something arising in consequence of the person's disability'), and the education provider cannot show that this treatment is justified as a balanced way of achieving something for a good reason (in legal language 'a proportionate means of achieving a legitimate aim').

Harassment, occurs when unwanted conduct has the purpose or the effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race or gender. Although the harassment provisions do not explicitly apply to the protected characteristics of gender reassignment, sexual orientation, religion or belief; or pregnancy and maternity, in relation to schools, unwanted conduct related to any of these protected characteristics that results in a pupil, governor, staff or visitor being disadvantaged would constitute direct discrimination.

Victimisation: occurs when a person is treated less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

DISCRIMINATION, HARASSMENT AND VICTIMISATION WITH REGARD TO PUPILS

We will not discriminate, harass or victimise any child seeking admission, nor with regard to any pupils, or their parents or carers on grounds of gender, race, disability, sexual orientation, religion or belief, pregnancy and maternity. This includes discrimination, harassment or victimisation in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

There are some limited exceptions to this.

- Single sex schools may discriminate on grounds of gender with regard to admissions
- Schools with a religious character, like ours, may give priority in admissions to applicants who are of their faith
- School curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief
- Schools with a religious character may be allowed to discriminate regarding sexual orientation, in certain circumstances.
- With regard to disability, the school will make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably

EMPLOYMENT

We are committed to a fair and equal pay policy and a free from bias pay structure.

We will not discriminate, harass or victimise in employment unlawfully on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination, harassment or victimisation in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

The school will monitor the information as set out below disaggregated by disability, gender, religion, sexual orientation and different racial group.

- The number of staff in post, and
- The number of applicants for employment, training and promotion

Where agreed, the academies will ensure that it sends employment equality monitoring data to ASMAT (All Saints Multi Academy Trust) Human Resources Section, in a format specified by the MAT.

Exceptions to the Policy

Schools with a religious character like ours may discriminate on grounds of sexual orientation, gender reassignment and religion, in some cases, in terms of employment of staff. These exemptions only apply where there is genuine religious reason, e.g. the appointment of a Head Teacher.

MONITORING AND ANALYSIS

We will monitor the following policies to ensure that we are meeting equality duties.

- Pupil Admission
- Pupil Exclusion
- Pupil Attainment
- The progress of pupils identified as having special educational needs
- Complaints
- Hate Incidents
- Satisfaction Surveys

Where appropriate we will use a equality monitoring categories for race, gender, religion and disability used by ASMAT. This will ensure consistency of data and enable us to set targets that are comparable with other agencies.

We will disaggregate the results of monitoring by the equality profile (race, gender, religion and disability) to identify if there were any issues or outcomes particular to one specific group. Where relevant, actions will be taken to improve any adverse outcomes for any group. The results of equality monitoring will be reported to the local academy council annually. Any identified improvements will be included in the School's Improvement Plan. The results of such monitoring and analysis will be published, to enable viewing by any interested party.

EQUALITY IMPACT ASSESSMENT (EIA)

The academies Equality Impact Assessment will be carried out on all of our key policies at least once every three years. We will ensure that the Equality Impact Assessment process is updated in line with new legislation.

The Equality Impact Assessment template is based upon the relevant equality duties. For each of the academies functions the Equality Impact Assessment process will cover the following areas:

- The advancement of equality of opportunity
- The elimination of unlawful discrimination, harassment and victimisation
- To foster good relations between different groups of our community
- The promotion of positive attitudes to disability
- The participation by disabled people in public life
- The meeting the need of disabled people, even when that means treating them more favourably than non-disabled people.
- Improving health and wellbeing

The outcome of equality impact assessments will be reported to the local academy council. Any identified improvements will be included in the School's Improvement Plan

CURRICULUM EQUALITY AUDIT

The academies curriculum equality audit tool ensures that each member of teaching staff with responsibility for a curriculum area (i) will promote inclusive and positive images of a diverse community, British Values, and examples that demonstrate “due regard” to the duty to promote good community relations; (ii) will increase the extent to which disabled pupils can participate in the curriculum, (iii) will challenge gender, racial, religious, disablist, ageist and homophobic stereotypes, e.g. prejudices about what people from particular groups should/shouldn't or can/can't do.

Schools with a religious character, like ours, will be exempt from challenging the curriculum with regards to religion and sexual orientation.

REPORTING PROGRESS

The Local Academy Council will monitor the academies Equality Policy and Action Plan. The Executive Headteacher / Heads of School will produce an annual report for the Local Academy Council on progress against the Equality Policy, Equality Objectives and Action Plan. This report will include the results of consultation, equality monitoring and equality impact assessments.

The first annual report on progress against the Equality Policy and Action Plan will be produced by end of November 2024

The Equality Policy and Action Plan will be reviewed at least once in the next three years.

Equality, Accessibility and Cohesion Audit and Action Plan

This audit will identify and set out how St Mary's Catholic Infant and Junior Academies will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the academies. Local Academy councils should monitor progress against the actions within the Equality Policy Action Plan at least quarterly.

1.1 How to use the audit toolkit

To use the tool use the statements as prompts for questions or go through each question and tick the relevant box based on the evidence you gather. The boxes are coded as follows:

- A = we are confident about this; work has already been done in this area and is ongoing
- B = we haven't done much on this yet, but know what needs to be done and how to go about it
- C = we still need to do work on this area and to identify our initial priorities

Use the 'Evidence' column to identify or make cross-reference to your own examples of existing good practice (if you ticked box A) or the case for improvement (if you ticked boxes B or C).

The ultimate aim is to be able to tick the A box for every section, so use the 'Tasks and priorities' column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the schools equality policy.). The action plan should spell out in more detail how you plan to achieve the task, who will be responsible and when it will be fully implemented.

St Mary's Catholic Infant and Junior Academies **School Equality, Accessibility and Cohesion Audit**

Last updated: November 2024

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
1. The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan.	✓			Completed by previous HOS/EHT and now due for update Sep 2026.	Put this new audit and action plan onto the website following being reviewed by LAC.	EHT by end Nov 26 and ongoing
2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives	✓			Completed by previous HOS/EHT New Equality Policy plan completed and to be signed.	Put this new audit and action plan onto the website. Equality Policy to be reviewed as part of policy cycle – yearly.	LAC – Yearly
3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.	✓			Equality Policy reviewed on an annual basis.	Equality Policy and audit part of review cycle yearly. Safeguarding part 2 report also highlights issues relation to equality. (6 x a year through LAC)	LAC – Yearly and 6 x a year reported through SG report.
4. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning	✓			All new and relevant reviewed policies to have an equal opportunities section.	Ensure all new relevant policies have an equal opportunities section and all old policies are reviewed during 3 year cycle and updated.	Whole school / LAC 3 yearly cycle.

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body	✓			The LAC has formally adopted all policies which have been recommended by ASMAT.	Ensure academies continues to comply.	None.
6. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken	✓			The LAC who are in attendance at meetings and who ratified this audit quantified this statement.	Continue to ensure we comply.	None
<i>The context of your school</i>						
7. Training on the Equality Legislation is given to all members of governing body.	✓			Academies access training via St Helens LA and ASMAT Governor training, alongside National College.	Ensure new Governors are inducted.	COG
8. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.	✓			ASMAT Code of conduct used. Staff Handbook updated yearly.	To be placed on the schools website and updated at least every 3 years. Induction procedures followed by HR/OBM	EHT / HR / OBM
9. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement.	✓			All parents and children sign a home school agreement on entry into school		OBM
10. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear	✓			Policies are available on the schools website.	To be included in new intake induction pack.	Ongoing
11. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency	✓			All incidents are managed and monitored. Recorded as part 2 mins.	Continue to follow ASMAT policies and procedures.	None

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
and nature of hate incidents, hate crime, discrimination, bullying or harassment						
12. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	✓			This is included but needs Updating yearly.	Needs to be reviewed and amended.	Annual update.
13. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers.	✓			Pupils with disabilities are included in all aspects of school life including P.E. and sports.	As service users with different needs join our academies we will meet their needs wherever is reasonably practical.	SENCo
14. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.)	✓			Good relationships with outside agencies. Care plans and PEEPS in place.	School needs to seek advice from other agencies for good practice.	SENCo
15. The school has published its "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs	✓			The school has published its local offer on the school website.	Keep Updated.	SENCO Annually
16. The school contributes appropriately to Pupil Education, Health and Care Plan	✓			Yearly annual reviews and through support plans 3 x a year.	We do have experience with EHCPs and academies are now utilising the support these provide for the specific children. TESSA used.	SENCo As arises
17. The school provides parents, carers and guardians of "pupils with Education, Health and Care Plan" with information on how to access St.Helens Special Educational Needs and Disability Information, Advice and Support Services (St.Helens IASS).	✓			Yearly annual reviews and through support plans 3 x a year. IASS support recommended when needed. TESSA support when needed.	Parents supported through the EHCP process and directed to IASS for support and advice.	SENCo As arises
18. The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.	✓			Needs to be continually updated.	Continually update to meet the needs of our school communities.	EHT Annual evaluation of SDP SEF

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
Monitoring and impact assessment						
19. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability	✓			All recruitment applications for staff have included an equal opportunities form which is sent back to the MAT. Arbor holds accurate upto date staff and pupil data.	Need to take advice on records regarding sexual orientation.	EHT ongoing
20. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs	✓			Lists of recommended policies from ASMAT.	As part of new review and cycle.	Ongoing
21. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.	✓			We follow all MAT procedures and return all statistical information.	The recruitment process ensures this is completed through data collection.	This is completed by the MAT
22. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.	✓			Self-evaluation will inform all polices.	Monitor impact when new policies are adopted or other policies are reviewed.	LAC every 1-3 years.
23. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP)	✓			All Support Plans are monitored at least termly. Arbor used to track and monitor all SEND children.	To ensure this is firmly established in all classes through the SENCo.	SENCo Termly / Annually in formal way for EHCPs.
24. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	✓			We take on board ASMAT Policy recommendations.	None	None
<i>Sense of belonging</i>						
25. There is a strong sense of children's rights and responsibilities in the school regarding	✓			Children are given responsibilities such as		HOS

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
equality, diversity, British Values & community cohesion				school council and Sports Ambassadors. Strong Christian ethos. Good community links.		
26. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs	✓			Induction. Pastoral and Admin work closely to support families. Professional advice sought when needed. Extended services information sharing with other professionals.	Possibility of using AI support for multi lingual needs going forwards through Arbor.	OBM and Intelligence Officer ASMAT..
27. The school works with parents of children with special educational needs as equal partners in their child's education.	✓			Regular support plan reviews and SEN meetings	Continue with this practise and seek further support on how to develop this further.	SENDCo EHT HOS
<i>Teaching learning and curriculum</i>						
28. The curriculum is regularly assessed to ensure that it promotes British values, equality and cohesion for all protected characteristics		✓		Being reviewed as part of curriculum review to ensure Equality Act is being taught fully across both academies.	Ensure full curriculum offer in plan and equality act taught across both academies. Part of LTP.	Summer end
29. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum.	✓	✓		All adaptations have been made in order to include all children whenever reasonably possible.	To gain professional advice when needs arise to meet any further needs of the children.	Annually HOS SENCo
30. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.		✓		All planning is beginning to be differentiated/adapted.	Continue to plan and assess in this way. Further training from SENDco	EHT / HOS's /SENCo –

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
						Summer end 2025
31. The school implements appropriate group and individual intervention programmes to address learning difficulties.	✓	✓		Numerous interventions are in place to support needs identified.	Continue to identify need through pupil data. Look at pupil conference.	Class teachers and SENCo. Termly
32. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	✓			Good role models are encouraged to welcome new children in school.		Class teachers and TAs.
33. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children	✓			Support through TESSA	Service to be accessed as and when needed.	SENDco as and when needed.
34. Governors are able to identify examples of reasonable adjustments made at the school	✓	✓		See buildings section of report to governors. Further work on SEND and reasonable adjustments being made following change of SENDCo.	To be reviewed constantly as and when needs arise.	EHT / SENDCo As and when needs arise.
35. Governors are able to identify examples where British values, different cultures, religions and beliefs are respected and appreciated		✓		Other values and cultures are embedded into the curriculum through visits, visitors and Come and See and RED. However, equality curriculum being updated to ensure progressive and mapped in LTP.	Continually re-assess to improve further. Ensure mapped out.	EHT / HOS's

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
36. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been	✓			All data is presented to the Governors. This includes vulnerable groups.	Continue to present at least annually.	Assessment Lead EHT / HOS's
37. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated		X		There have been a number of inclusions, and exclusions, due to historical unmet behavioural needs and escalations.	Continue to work with BIT (Behaviour Improvement Team) to reinforce positive behaviours across the school. Review the Behaviour policy with staff, children and parents due to the changes in chd makeup across the academies and authority.	EHT HOS's and LAC.
38. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful	✓			Policies are followed.	Continue to follow policies. Any incidents to be reported to LAC as part of 6 x a year SG reports to LAC..	DSL's half termly.
39. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body		✓		The behaviour at the academies are Improving and being addressed through reviewing behaviour policies and support from outside agencies.	All discipline and exclusion patterns are discussed at LAC meetings.	HT Termly
<i>Equity and Extended Services</i>						
40. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being	✓			All stakeholders are involved and contribute through questionnaires.	Continue annually.	EHT / HOS

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
41. The governors know of the impact of: - Partnership arrangements with other schools - International links - Use of shared facilities - Opportunities for intercultural activities	✓			Academies part of Key Thinkers PLC group with 6 other local primary schools. Linked with another Catholic primary in another authority. Academies signed up to St Helens Teaching Alliance. ASMAT networking	Continue to work with identified links. Forge new links as the acadmeis establish further contact across the authority especially through the St Helens Teaching Alliance and ASMAT	EHT / HOS's
42. The governors know how funds such as-Pupil Premium have benefited children.	✓			The governors know how the Pupil Premium fund has been allocated and the impact. Minutes in LAC meetings.	Ensure PP Report is updated annually and placed on website for public access.	HOS's Annually
43. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management	✓			LAC take advice from ASMAT.	Work towards the Governors Quality Mark with identified LAC.	LAC Appraisal Team

Curriculum Equality Audit for Schools

Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum, to ensure:

There is equality of opportunity to access the curriculum through teaching and learning

- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled pupils
- Challenge stereotypes, such as sex segregation of subjects (design and technology, home economics, sciences etc)
- Promote community cohesion and a positive image of a diverse community

This checklist prompts questions that can help teachers identify how they could build equalities into the curriculum. Teachers can simply consider the questions below before developing or reviewing their curriculum and lesson planning process. They can use the questions to think about ways quality and cohesion can be built into the teaching and learning programme. This is not an exhaustive list.

Enabling the learner to:	How is (or could) this be taken into account	Actions	By whom and when
Appreciate the needs of others, insight into the lives of people from different backgrounds.	Prayer and liturgy School Values – respect, compassion and resilience. Books across the curriculum Picture News– key figures, current affairs Reviewed RSHE curriculum Issues relating to diversity and other communities are reflected during enhancement weeks or days Staff training and professional development relating to specific needs of our cohort.	Team around the child meetings. Regular monitoring and communication systems in place. Strong communication with wider staff to raise awareness of individual needs and circumstances which may impact on pupils/families within the school communities	Safeguarding and Pastoral Leads HOS - Personal Development HOS - Curriculum Lead. EHT Teaching and Learning Lead. LM SENDCo
Respect different points of view, recognising and respecting different viewpoints	Prayer and liturgy Books across the curriculum Pupil roles and Responsibilities – School Council, Worship Warrior, Eco and Buddies, House Captains, Safeguarding Team,	Opportunities for discussion and questioning is promoted throughout school life Enrichment and awareness days/ events.	Safeguarding and Pastoral Leads HOS - Personal Development HOS - Curriculum Lead. EHT Teaching and Learning Lead. LM SENDCo

	Y5/Y2 Play Leaders, Librarians, PE ambassadors, Junior Technicians. Pupil Voice Questionnaires Picture News School Rules- Be Respectful- one of our school values		
Experience and celebrate cultural diversity	Assemblies Prayer and liturgy Books across the curriculum and within the Sharing Stories offer School and British Values Different faiths/cultures celebrated through the RE curriculum, in line with Come and See / RED. Enrichment and awareness days/events.	Enrichment overview is in place and updated termly. Investment in literature that promotes and celebrates diversity.	Safeguarding and Pastoral Leads HOS - Personal Development HOS - Curriculum Lead. EHT Teaching and Learning Lead. LM SENDCo
Recognise commonalities shared by people from diverse and different backgrounds	Local History links Class prayer and liturgy Sports events Key Thinkers network, ASMAT Networks	Seek opportunities to collaborate with other schools. St Helens Primary Network meetings Entry into Sports competition/ event run buy St Helens schools. ASMAT networks.	Safeguarding and Pastoral Leads HOS - Personal Development HOS - Curriculum Lead. EHT Teaching and Learning Lead. LM SENDCo
Recognise and challenge abuses, discrimination and injustice	Restorative Behaviour Policy Pastoral support Nurture provision Assemblies/workshops/Events/Picture News- Kindness weeks (anti bullying) Black History Month. Curricular links Class prayer and liturgy rota	Monitor and review the implementation of the behaviour policy. Promote discussion using Picture News as a stimulus	Safeguarding and Pastoral Leads HOS - Personal Development HOS - Curriculum Lead. EHT Teaching and Learning Lead. LM SENDCo

Using the teaching programme to promote	How is (or could) this be taken into account	Actions	By whom
Accessible lessons: information, signage, class times, school trips, course work examples, etc	School trips Visual signage Promotion of School Values Discuss author roots Visible timetables Prayer and liturgy Use of dyslexic-friendly fonts and filters on the computer/screen	Continue to review curriculum and the school environment	EHT / LAC /ASMAT
The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry	CPOMS logs Awareness events- Kindness Week (anti bullying) RSHE Curriculum	Safeguarding and Pastoral lead to monitor any racist or homophobic cases Regular staff training and updates	EHT / HOS / All Staff / LAC

The appropriate use of translation and interpretation	EAL services	Arrange an interpreter if needed for school events eg parent's evening Use dual language apps End of year reports translated if needed	EHT / SENDCo / HOS's
Positive images of a diverse community: locally, regionally, nationally and internationally	Literature Arts Week Local history/ geography topics Events/awareness days: Remembrance Day, World Book Day etc Diversity across the curriculum audit to include protected characteristics CAFOD club – being aware of our global neighbours – fundraising in Lent. Geography topics that take this into account	Review the school environment and classroom literature.	HOS's
Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns?	Geography/History links Prayer and liturgy Different faiths/cultures World events – global goals Links with local care homes	Create links with school within the area	HOS's
The challenging of sex, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn't or can and can't do	Assemblies Different faiths/cultures School and British Values Literature RSHE curriculum Links with local care homes	Subject monitoring T&L Monitoring Personal Development review and curriculum review	EHT / HOS's / RE Lead
An awareness of the support needs for children that are carer	Pastoral support Referrals to Young Carers in St Helens – advice from service when needed.	Attend relevant training and disseminate to staff	SENDCo

A positive image of Civil Partners – having the same rules, benefits or requirements as married couples	Prayer and liturgy / Reviewed curriculum	Inclusive environment-treating all members of the community the same Whole school training	HOS's
A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives	Prayer and liturgy / Reviewed curriculum	RSHE Policy Inclusive environment-treating all members of the community the same Whole school training	HOS's / RE Lead
Positive images and a positive attitude towards disabled people	School environment Curriculum planning Picture News Share role models e.g. Paralympian Sharing of books/ppts that have positive images	Visitors Awareness day/ events timetabled	EHT / HOS's

Equality Impact Assessment Aims:

To ensure everyone is treated equally in our community

Impact upon different people with different protected characteristics:

It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims. For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment; age, gender, disability, race, gender reassignment, religion, sexual orientation, pregnancy and maternity, marriage and civil partnership. (age, marriage and civil partnership do not apply to school provisions.) The following seven principles, derived from the duties set out in the Equality Act 2010 should be considered when conducting the EIA.

a. All learners are of equal value All learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.

b. Relevant differences should be recognised. Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.

c. Workforce development Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.

d. Positive attitudes and relationships should be fostered Policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community

e. Society as a whole should benefit Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.

f. Current inequalities and barriers should be addressed and reduced In addition to mitigating, avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist. 18 of 24 18

g. Policy development should involve widespread consultation People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers. Examples of groups to consult with could be the School Council, Parents, Governors etc

Examples of possible impacts, please note this is not an exhaustive list:

General Issues Include

- a. Accessibility – Parking, signage, buildings, toilets, lifts, information, opening times etc.
- b. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.
- c. Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.
- d. Elimination of harassment and discrimination – e.g. challenging inappropriate behaviour, less favourable treatment, and use of language linked to protected characteristics.
- e. Monitoring via consultation, complaints, satisfaction and service access or membership.
- f. Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity and a charity abroad

Staffing Proposals:

It is essential that decisions on staffing issues do not leave the Schools vulnerable to equal pay or discrimination claims. The Schools policy is to ensure equality across all departments within its pay and grading process. This means that decisions must promote consistency in structure, job description / qualifications and pay grading.

Children and Families, Carers and Lone Parents Issues Include

- a. Flexibility in service delivery and employment for parents and people with caring responsibilities.
- b. Child friendly arrangements in service delivery and employment.
- c. Supporting children that are carers.

Sexual Orientation Issues Include

- a. Civil Partners – having the same rules, benefits or requirements as married couples.
- b. Discrimination by association – children who have same sex parents, carers or relatives.

Disability Issues Include

- a. Promote positive attitudes towards disabled people.
- b. Encourage participation by disabled people in public life.
- c. Meet the needs of disabled people, even if that means treating disabled people more favourably than non-disabled people.
- d. Providing a “local offer” detailing relevant services available for children with disabilities and / or Special Educational Needs.

Please indicate in the table below how the needs of people who share different protected characteristics were identified, and taken into account in relation to the policy, decision or function

Equality Group	Issue	How this will be taken into account?	Action
General Issues	Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry. Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages. Monitoring via consultation, complaints, satisfaction and service access or membership. Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity an	Through Local Authority / ASMAT procedures. To be able to access the curriculum and to enable parents to attend meetings and events. Through special events and as part of the curriculum	Ensure all staff understand their responsibilities to tackle and report all inequalities for identified groups. Staff handbook annually. To ensure RSHE is delivered and all incidents are recorded and reported accordingly. To ensure sign translators and interpreters are present at all meetings and events if possible. Very positive results consistently over a number of years from parental questionnaires. Continue with the extensive range of community cohesion events and links to local churches, other countries and charities.
Age	Recruitment process is monitored closely by ASMAT	All staff can be employed irrespective of their age	Employees are free to work beyond a pensionable age.
Disability, SEN and Carers	Flexibility in service delivery and employment for parents and people with caring responsibilities. Child friendly arrangements in service delivery and employment.	ASMAT employment policies have all been adopted by the LAC. The academies will support children where necessary	To continue to implement the policies.

	Supporting children that are carers. Exposure to different disabilities in the curriculum		
Gender (Sex)	Civil Partners – having the same rules, benefits or requirements as married couples. Discrimination by association – children who have same sex parents, carers or relatives	Through the RSHE curriculum. Letters home. Discussion in RSHE lessons or assemblies, specific lessons if it becomes an equality issue.	RSHE curriculum - TenTen
Human Rights	Pupils and employees are treated fairly in the eyes of the law	All policies comply with human rights	Taking part in democracy debates and other Healthy Schools initiatives.
Gender Reassignment	Having the same rules, benefits or requirements as others	Through lessons, assemblies and positive images and literature in the academies .	
Race (Ethnicity)	Promote positive attitudes, good relations and positive interaction between all members of the community Exposure to different ethnicity in the curriculum	Through lessons, assemblies and positive images and literature in school.	
Marriage and Civil Partnership	Having the same rules, benefits or requirements as others	All families are recognised as being equal at St Mary's Catholic Infant and Junior Academies.	To continue to treat all parents fairly
Pregnancy and maternity	Unlawful discrimination	All ASMAT policies and risk assessments are followed at St Mary's Catholic Infant and Junior Academies.	
Religion or Belief	Promote positive attitudes, good relations and positive interaction	All members feel valued and have equal rights.	We are Catholic academies' but value other faiths in our

	between all members of the community		community and will continue to include them in our academies
Sexual Orientation	Having the same rules, benefits or requirements as others	Report of any bullying or hate incidents	
Community Cohesion	Communities get along well together with no groups isolated	Groups open to all	
Promoting Health	Some cultures practice unhealthy procedures such as FGM	Report any potential unhealthy safeguarding practices	Staff Training