



# LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

## Equality Objective Statement **CARDINAL POLE CATHOLIC SCHOOL**

Status Public  
2025

**APPROVED BY THE LOCAL GOVERNING BODY ON:**..... 2nd July 2025

**CHAIR OF GOVERNOR'S SIGNATURE:**.....  
*[Handwritten Signature]*

## 1. Mission

Cardinal Pole Catholic School is a community of **service** guiding young people on a path to **opportunity, aspiration** and **reward**, founded on Catholic values.

## 2. Aims

- Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 3. 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.

## 4. Role 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, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Headteacher.

The equality link Governor is Simeon Marriott-Dixon. He will:

- Meet with the designated member of staff for equality every term 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 Executive Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to Governors.

The designated member of staff for equality (Gabriela Toma - SENDCo) will:

- Support the Executive Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the Executive 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.

## **5. 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.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and Governors aware of these as appropriate.

## **6. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## **7. Fostering Good Relationships**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute. We follow the 'values for life' scheme to support development in this area.
- 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 learning ambassadors have representatives from different year groups and are 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.

## **8. Equality Consideration in Decision-Making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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.

## **9. Equality Objectives**

- To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our school community.
- To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities.
- To actively close gaps in attainment and achievement between students and all groups of students; especially boys, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- To provide appropriate and early pastoral interventions for students to promote positive behaviour and inclusion, especially for those groups over-represented in behaviour data (including boys and students with special educational needs).

- To ensure accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching.
- To provide role-models for all students, ensuring diversity in the staff body, visiting speakers and in leadership roles.
- To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across so that our students see and can be seen.
- To reduce the incidence of the use of discriminatory language and prejudice-based bullying by students in the school.
- To ensure the consistent recording, reporting and action by staff following incidents of discriminatory language and behaviour, including bullying.
- To review relevant school policies and publications to ensure they clearly reflect the aim of inclusivity.
- To achieve the Rainbow Flag Award to further promote LGBT+ inclusion and visibility.

## **10. Monitoring Arrangements**

The full Governing Body will update the equality information we publish, at least every year.

This document will be reviewed by the full Governing Body annually.

This document will be approved by the full Governing Body.

## **11. Links with other Policies**

Accessibility plan.

SEND Policy.

Safeguarding and child protection Policy.

Single Equality Plan Policy.