

School Equality and Community Cohesion Scheme

St Mary's Catholic Primary School



Reviewed: September 2026

Love, Listen and Learn

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Ethos

We recognise that there is a challenge in creating an enriching environment for all those involved at every level of school life. We take our lead and inspiration from Christ with regard to the Gospel values: the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge manifests itself in the way that we treat and value:

- Our relationships with each other and the wider community
- Our respect for one another
- Our welcome to and interest in all those who visit our school
- Discipline inspired by forgiveness, healing and reconciliation
- Our school environment

Through rising to this challenge, we aim to create an awareness of a sense of belonging to and being part of the life of St Mary's.

The Aims of our School

We will endeavour to create a Catholic Ethos in our school, which reflects the Gospel values, through the love, care and respect we show to each other, and to all who come to our school. We will teach the beliefs, traditions and practices of the Catholic Faith.

Through the prayer and worship in school we will try to be a living community of people celebrating their love for God and one another.

We believe the quality of the curriculum, with Religious Education at its core, is of prime importance and will focus on the development of the whole child. We will at all times try to make provision for children with special needs, so that all members of our school community achieve their potential.

We will help the children to develop an awareness of and respect for other religious and cultural backgrounds, as we believe this to be an essential preparation for adult life.

We believe that good communication between governors, staff, parents and children is important for the wellbeing of our school, and we will work in partnership with the wider community especially the home and parish in developing each child's potential.

The Aims for Each Child at St Mary's Catholic Primary School

- ◆ Whilst at St. Mary's School I will learn about being a Christian. I will experience the beliefs, traditions and practices of the Catholic Faith.
- ◆ I will achieve as much as I possibly can in each area of the National Curriculum.
- ◆ I will know how to learn and enjoy learning, and will view work in a positive and conscientious manner.
- ◆ I will co-operate and communicate with others effectively, independently and in a group, and try to win and lose graciously.
- ◆ I will tolerate and respect the religious beliefs, views and values of others, understand the need for good behaviour and moderate my behaviour accordingly. I will respect the belongings and property of others.
- ◆ If I have a problem I know I can find someone who will discuss it with me.
- ◆ I will try to learn from my mistakes and accept there is always room for improvement.
- ◆ I will share a sense of responsibility for my school, parish, local community and the wider environment.

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4. Diocese of Westminster Education Equal Opportunities Statement of Values for a Catholic School or College (incorporating Race Equality Policy Statement)

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

- **the uniqueness of the individual**

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

- **the search for excellence**

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, marital status, racial and social origins, abilities, culture, religion or belief. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

- **the education of the whole person**

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which may be diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others, irrespective of whether the school serves or is located in an ethnically diverse community.

- **the education of all**

We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

- **moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we will strive to ensure that:

- Any person applying for, or recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and that those who are appointed are required to support them;
- There will be no unlawful discrimination in the recruitment or retention of staff and reasonable adjustments will be made where necessary for disabled people;
- Children who are applying to, or are admitted to the School and their families, are fully aware of our aims and objectives and that those who have been admitted undertake to support them;
- There will be no unlawful discrimination against children applying to the school or to those who are subsequently admitted. Reasonable adjustments will be made where necessary for disabled pupils;

- All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subjected in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in “inequality by default”. We therefore commit ourselves to take positive steps to examine our policies and practices and to change them where necessary.

5: Vision and Values

Our equality vision and the values that underpin school life

St. Mary’s Catholic Primary School shares the local authorities’ commitment to equality of opportunity and to making Enfield a cohesive community.

The policy aims to ensure fair treatment and equal opportunities for all borough residents, users of the council’s services and council employees. Everyone is affected by inequality”.

(Enfield Council’s policy on Valuing Diversity and Equality November 2008)

“Community cohesion in Enfield is about building a strong borough, a place which residents can identify with and feel proud of, and where people from all different backgrounds feel valued and can develop positive relationships with their local community: relationships which stimulate a sense of belonging and help people to feel at home”.

(“Enfield Together” Enfield Community cohesion Strategy 2010-15)

The school acknowledges its role and will make its contribution by developing a fully accessible and inclusive organisation that welcomes and respects the diversity of its students, staff, community and visitors to the school.

The school believes that:

- Every person is created by God and in His image and is therefore unique and valued
- every child in the world matters
- diversity must be recognised and valued so that where appropriate individuals can be treated differently to achieve equality
- we must encourage positive attitudes, interactions, mutual respect and a shared sense of belonging
- school policies and procedures relating to employees (and potential employees) must positively promote equality
- we must create opportunities to remove barriers to equality
- policy development must involve appropriate consultation and participation
- our ethos and practice must embrace the teachings of the Catholic Church and reflect the local, national and international communities in which we operate

Through the school’s ethos, curriculum and extended activities we will contribute positively towards eliminating inequalities and developing a cohesive community

The school recognise that the actions resulting from a policy are what make a difference and therefore every year we draw up an action plan linked to the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the vision outlined above.

6: School Context

The characteristics of our school

A brief description of our school and its community setting.

Characteristic	Total	Breakdown (number and %)
Number of pupils	342	Number and % Female Number and % Male or Single sex boy/girl 192 Female 56.2% 150 Male 43.8%
Number of staff	41	38 / 93% Female 3 / 7% Male
Number of governors	9	45% Female 55% Male
Religious character		Catholic
Attainment on entry		Social Deprivation Indicator: Pupil Base: Quintile 5 (most deprived of all schools)
Mobility of school population		Pupil Stability: 74%
Pupils eligible for FSM	174	
Disabled staff		
Disabled pupils (SEN/LDD)	50	Show with statements/school action/school action plus EHCP: 19 / 38% SEN (K): 31 / 62%
Disabled pupils (no SEN)		
Bi-lingual staff	14	
Pupils who speak English as an additional language	171	
Gifted and talented pupils	80	
Average attendance rate	94.6%	
Significant partnerships, extended provision, etc.		Breakfast Club
Awards, accreditations, specialist status		FMSiS, SFVS, NACE Award, LPPA, Inclusion Award, Literacy and Numeracy Skills Quality Mark, Thinking School Status, De Bono Award, Go4It, Science Quality Mark, Fair Trade

July 2026

7: Legal Background

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 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

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 duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General duties

The Equality Act 2010 harmonised discrimination law in the UK (there are exceptions for Northern Ireland) and gives a single approach to dealing with equalities or discrimination.

The Act identifies nine “protected characteristics” where the government feels that discrimination can arise.

These protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief and sexual orientation.

Equality Act 2010, Royal assent 8th April 2010

We have a statutory duty to carry out our functions with due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Act
- advance equality of opportunity between persons who share relevant protected characteristics and those who do not
- foster good relations between people who share a relevant protected characteristic and persons who do not share it
- promote equality of opportunity

Community cohesion duty – *Education and Inspections Act 2006 and Education and Skills Act 2008*

In addition to addressing the duties outlined above, our school is committed to working hard in order to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties:

The school has a duty to prepare and publish its policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to community cohesion and other diversity strands is specifically identified in the Action Plan.

The Equality Act 2010 requires schools and settings to;

- **develop and publicly set out their equality objectives**
- **set out the steps they will take to achieve these objectives**
- **implement these steps unless it would be unreasonable and impractical to do so**
- **review and update, as necessary, the objectives every three years**

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.

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)
- 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

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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies
- Working with our local community. This includes where possible inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

- All pupils are encouraged to participate in the school's activities, such as sports clubs.

Equality considerations 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

8: Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every term, managers and key staff will report to the Headteacher on actions and progress.

Every term there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Single equality scheme

Community Cohesion

Disability equality (including bullying incidents)

SEN/LDD (including bullying incidents)

Accessibility

Gender equality (including bullying incidents)

Race equality (including racist incidents)

Age, Religion/Belief, sexual orientation (including bullying incidents) and the other protected characteristics

Equality and diversity in curriculum content

Equality and diversity in pupil achievement

Equality and diversity – behaviour and exclusions

Participation in all aspects of school life

Impact assessment

Stakeholder consultation

Policy review

Communication and publishing

Commitment to review

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation procedures and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Commitment to action

Governors will:

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| Policy Development | ● Provide leadership and drive for the development and regular review of the school's equality and other policies. |
| Policy Implementation | ● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies. |
| Behaviour | ● Highlight good practice and promote it throughout the school and wider community. |
| | ● Provide appropriate role models for all managers, staff and pupils. |
| | ● Congratulate examples of good practice from the school and among individual managers, staff and pupils. |
| | ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents. |
| Public Sector Duties | ● Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority). |

Headteacher and senior staff will:

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| Policy Development | ● Initiate and oversee the development and regular review of equality policies and procedures. |
| | ● Consult pupils, staff and stakeholders in the development and review of the policies. |
| Policy Implementation | ● Ensure the effective communication of the policies to all pupils, staff and stakeholders. |
| | ● Ensure that managers and staff are trained as necessary to carry out the policies. |
| | ● Oversee the effective implementation of the policies. |
| Behaviour | ● Hold line managers accountable for effective policy implementation. |
| | ● Provide appropriate role models for all managers, staff and pupils. |
| | ● Highlight good practice from departments, individual managers, staff and pupils. |
| | ● Provide mechanisms for the sharing of good practice. |
| | ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents. |
| Public Sector Duties | ● Ensure that the school carries out its statutory duties effectively. |

Line managers will:

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| Policy Development | ● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard. |
| Policy Implementation | ● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary. |
| | ● Be accountable for the behaviour of the staff team, individual members of staff and pupils. |
| | ● Use informal and formal procedures as necessary to deal with 'difficult' situations. |
| Behaviour | ● Behave in accordance with the school's policies, leading by example. |
| | ● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary). |
| Public Sector Duties | ● Contribute to managing the implementation of the school's equality scheme. |

All staff: teaching and non-teaching will:

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| Policy | ● Contribute to consultations and reviews. |
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Development	● Raise issues with line managers which could contribute to policy review and development.
Policy	● Maintain awareness of the school's current equality policy and procedures.
Implementation	● Implement the policy as it applies to staff and pupils.
Behaviour	● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme. ● Provide a consistent response to incidents, e.g. bullying cases and racist incidents.
Public Sector Duties	● Contribute to the implementation of the school's equality scheme.

9: Stakeholder Consultation

Involving our learners, parent/carers/carers and other members of the school's communities

St. Mary's Catholic Primary School is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parent/carers and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on our policies.

10: Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All St. Mary's school policies will be equality impact assessed with regard to disability, gender, race, religion/belief, sexual orientation, and age as applicable at the time of review and issues arising will be carried forward into the equality action plan.

11: Action Plan

See Single Equalities and Community cohesion action plan template

St Mary's Catholic Primary School Single Equalities and Community Cohesion Action Plan 2026

Our School is committed to developing a single equality scheme that incorporates the requirements of the Equality Act 2010 and its associated code of practice together with new actions covering Community Cohesion.

The Single Equality Scheme is a three-year strategy (which will be updated as part of the Governors Policy Review Cycle) involving a policy, action plan and procedures to assess the impact of our scheme. The scheme shows how our school will promote equality and community cohesion and remove discrimination in all areas of school life.

COMMUNITY COHESION / all equality strands				
Action	Resources	Lead	Link to school priority/other policy	Timescale
School to parents and the community 1. Celebrate cultural diversity 2. Encourage children to appreciate each other's cultures and talents	1. Parents involved in school events (Bring your parent to School days, Displays etc) 2. RSE, RE, Assemblies	Senior Staff – all school staff involved		<i>Ongoing</i>
Family learning 1. Support parents to work with school in raising achievement. 2. Have regular curriculum based weeks where parents are invited to work alongside children (i.e. Science, Black History)	1. Parent Information Evenings 2. Parents help in school / with homework projects			<i>Review Annually</i>
Targeted underachieving groups 1. Monitor regular attendance of any children causing concern 2. Through working in partnership with parents provide opportunities to discuss any concerns/issues 3. Ensure vulnerable children's needs are met through being in a nurturing environment with mentoring support	1. Subject Leader Time 2. Staff all available to meet with parents 3 Circle Time	Subject Leaders Senior Staff and all staff DHT		<i>Review termly</i>

and by following a more personalised curriculum.	activities 1to 1 tuition, small group support.			
Global Links				

RACE				
Action	Resources	Lead	Link to school priority/other policy	Timescale
Promote equality of opportunity: 1. Seek views of pupils & parents with guidance from LA; follow up if inequality is reported 2. Continue to extend resources for teaching children who are new to English 3. Build up resources for curriculum units, to increase access to English e.g. visual aids, pictorial vocabulary 4. Monitor the ethnic profile of pupils receiving interventions 5. Monitor the attendance of parents/carers at consultation meetings by ethnicity and other equality strands. Ensure they are notified that they can bring a friend or relative to interpret. In cases where this is not possible, provide interpreters:	Books IWB resources		Inclusion policy	Yearly surveys
Eliminate unlawful discrimination: Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Monitor, follow up as necessary.		HT, SMT and governors		Ongoing
Eliminate racist harassment: Promote harmony and follow up any harassment. Use assembly and the curriculum to build harmony & understanding and to challenge racism and harassment and equality for all	Circle Time, SEAL activities	All staff		Ongoing
Promote good relations between different ethnic groups: 1. Ensure resources are free of racial bias 2. Provide extra-curricular activities		Class teachers and leaders of special projects		Ongoing
Other actions required: Review curriculum content-ensure diverse experiences are represented e.g. contributions of different ethnic groups to art, history, science etc.		SMT		Ongoing

Monitor ethnicity of children who are recorded in the Behaviour Book for inappropriate behaviour and those who are excluded. Monitor rewards.				
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Sexual Orientation				
Action	Resources	Lead	Link to school priority/other policy	Timescale
Eliminate unlawful discrimination: Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Monitor, follow up as necessary.		HT, SMT and governors		Ongoing

GENDER				
Action	Resources	Lead	Link to school priority/other policy	Timescale
Analysis of all pupil achievement and performance by gender: Analyse tracking sheets and targets		Assessment leader		Termly analysing of data
Range of gender friendly teaching styles and strategies: Planning to include a variety of styles to meet the needs of boys and girls		Class teachers		Ongoing
If all things been equal recruitment of more male staff to ensure more equitable balance:		HT and governors		When employing new staff

Gender Re-assignment				
Action	Resources	Lead	Link to school priority/other policy	Timescale
Eliminate unlawful discrimination: Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Monitor, follow up as necessary.		HT, SMT and governors		Ongoing

AGE				
Action	Resources	Lead	Link to school priority/other	Timescale

			<i>policy</i>	
Staff and governing body representation of community make-up: Recruit members that reflect the community		Diocese/Governors		Ongoing
Range of citizenship projects/activities: Sponsor a variety of charities		Relevant Staff Members, School Council		Ongoing

Marriage and Civil Partnership				
Action	Resources	Lead	Link to school priority/other policy	Timescale
Eliminate unlawful discrimination: Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Monitor, follow up as necessary.		HT, SMT and governors		Ongoing

DISABILITY EQUALITIES				
Action	Resources	Lead	Link to school priority / other policy	Timescale
Review accessibility plan: Ensure access for all needs represented in our community				Yearly
Analysis of all pupil achievement and performance by disability: Analyse tracking sheets and targets		Assessment leader		Termly
Training: Staff training on SEN linked to disability		Inclusion manager		

Pregnancy and Maternity				
Action	Resources	Lead	Link to school priority/other policy	Timescale
Eliminate unlawful discrimination: Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Monitor, follow		HT, SMT and governors		Ongoing

up as necessary.				
Risk Assess: Ensure that all risks associated with completing duties are explored and managed.		DHT and staff member		As required.

Religion and Belief				
Action	Resources	Lead	Link to school priority/other policy	Timescale
Eliminate unlawful discrimination: Continue to ensure all statutory duties are carried out. Ensure fair employment practices. Monitor, follow up as necessary.		HT, SMT and governors		Ongoing

ALL EQUALITIES				
Action	Resources	Lead	Link to school priority / other policy	Timescale
Staff and governing body representation of community make-up: Recruit members that reflect the community		Diocese/Governors		Ongoing
Range of citizenship projects/activities: Sponsor a variety of charities				Termly
Monitoring of behaviour and exclusions:		SMT		Termly

W. Allen and R. Martin, Updated August 2026
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