



Equality Plan 2026 - 2027

Equality Strand	Focus/Objective	Planned Actions	Timescale	Person Responsible	Monitoring	Success Criteria
1. All	All staff and LGB are aware of the Public Sector Equality Duty and are aware of where it can be located.	Policy reviewed in September 2025. Policy and updated action plan to be sent to all staff (September 2026) to ensure all are aware of protected characteristics listed in the Equality Act 2010, Single Equality Duty Policy and Action Plan.	Policy and action plan to be sent to all staff September 2026 and shared during first LGB meeting of the year. Policy to be shared at induction for new staff.	Executive Principal, Vice Principal and LGB Chair.	Executive Principal to report to the LGB Chair.	All staff/LGB understand their duty to promote equality and close gaps for specific groups. They have high expectations of all pupils.
2. All	Promote the Equality Duty on the school website.	The policy and updated action plan to be updated on the school website. A reminder sent to parents via Arbor and the weekly newsletter that all policies are located on the school website and/or Romero website.	Autumn Term 2026 Termly	Executive Principal and SBM	Parent questionnaires 2026 - 2027	Parents can access the Single Equality Duty and action plan from the website.
3. All	Promote an understanding of the Equality Action	The policy and action plan to be emailed to all staff.	Autumn Term 2026	Executive Principal and Vice Principal	Learning walks Pupil voice Observations	All staff/LGB understand their duty to promote equality and close gaps for

	Plan/Duty and implications for teaching and learning.	A verbal reminder in staff briefing and/or staff meeting of the policy and action plan. Monitoring to include a focus on pupils with SEND. A clear plan is in place to demonstrate where the teaching and learning of FBV is taught. Other faiths and religions to be taught. Other cultures to be celebrated through the curriculum (see enrichment opportunities and personal development plan). The school environment and activities (including enrichment activities) are open to all e.g. removal of stereotypes.			made during break/lunchtimes Purchasing of resources to reflect an inclusive learning environment.	specific groups. They have high expectations of all pupils.
4. All	SSPP/Romero Policies reflect compliance with the Equality Duty.	When policies are reviewed, they are evaluated for their compliance and cross referenced with Equality Duty related policies reference vulnerable	Autumn 2026 onwards	CEO, Executive Principal, Vice Principal, SENDCo, and Romero Committees 1, 2 and 3	LGB Board of Directors	Policies reflect Equality Duty/Plan.

		groups in place with regular review points.				
5. All	The Curriculum	Continue to use Ten:Ten for our progressive PSHE/RSE curriculum and supplement this with visits, visitors, workshops and assemblies. Embed TIAAS principles and My Happy Mind All children have experiences as outlined in the Romero Child Charter. Continue to evaluate and adapt the Romero Curriculum which places children's SMSC development at the forefront of our thinking and has been woven throughout the curriculum. The curriculum and the delivery of the curriculum to be adapted when necessary to meet the needs of all learners.	Autumn 2026 onwards	Class Teachers, Phase Leaders, curriculum working party, Vice Principal, and Executive Principal.	Monitoring, pupil progress meetings, book looks, lesson observations, environment checks. Evaluation of data to close gaps.	Pupils can explain how treating everyone equally reflects the school's mission of "<i>Learning and loving on our journey with Jesus.</i>" Attainment and attendance gaps for disadvantaged pupils, SEND pupils and other vulnerable groups continue to narrow across the year

Value questions to be embedded to promote a deeper level of thinking.

Update the FBV document highlighting where these values are being taught within the curriculum.

Continue to adapt and evaluate texts to ensure a more varied range of authors, issues and main characters to ensure all four elements of SMSC are experienced through reading.

All children in upper KS2 to have the opportunity to have leadership responsibility.

Explicitly link equality work to Catholic Social Teaching principles:

- Human Dignity
- Solidarity
- The Common Good
- Participation

6. Socio-economic disadvantage	Reduce attainment and participation gaps for disadvantaged pupils.	Termly pupil progress meetings identify gaps and agree targeted actions to improve outcomes for all pupils.	Termly	SLT Teachers	Data	Disadvantaged pupils achieve in line with peers and access extracurricular opportunities at the same rate as non-disadvantaged pupils.
7. All	Any initiative, club, special activity, assembly, sporting competitions musical initiatives, fundraising etc (participation)	All staff aware of the need for equal opportunities for all pupils; gender, race, beliefs and disability. Promote diversity across the school. Conduct annual pupil voice surveys focused on belonging, inclusion, respect and representation. Monitor: • Leadership roles • Educational visits • Clubs • Sporting events • Pupil ministries	Termly from Autumn 2026	All teachers SEND Pupil Premium Gender EAL	Executive Principal, Vice Principal, SBM, class teachers, and TAs	A fair system is used across the school. All pupils encouraged to make a positive contribution Pupils can articulate how the school promotes equality, dignity and respect. All groups are proportionately represented in enrichment opportunities.
8. Race, Disability, Gender	Pupil achievement is monitored by race, gender	Data for all children is analysed termly by class teachers with SLT (PPM).	Termly	Class teachers, Phase Leaders, Raising Standards Lead, SENDCo, PP	PPM evaluation monitored by SLT – termly report to the LGB	PPMs/Individual reviews so that the gap is closing for specific groups

	and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed	Data analysis to highlight key areas to address. Data to be shared with LGB. SLT to have read and acted up “A Good Life: Towards Greater Dignity for People with Learning Disability” (Newmark and Rees, 2022)		Lead and SLT		
9. Race, Disability & Gender	Promote diversity across the school.	Corridor and classroom displays to reflect the school community. Purchasing of new library books to celebrate all backgrounds. Images of the Holy Family depicted from different cultural backgrounds. Annual review of site accessibility. Review accessibility of communications, curriculum resources and educational visits.	Termly	Class teachers, Phase Leaders, SLT	Class councillors to carry out monitoring of the school environment termly.	Parent, pupil and staff surveys demonstrate that at least 95% feel welcomed, respected and included within the school community. Pupils with SEND and disabilities can access all aspects of school life.

10. Race, sexual orientation, gender, religious beliefs	Identify, respond to and report racist, religious homophobic, transphobic, sexist, misogynist incidents	Regular focus on bullying, cyber bullying, behavior through PSHE/assembly themes/RRS and Class charters. Incidents reported on CPOMs and behaviour policy followed. School Council and RRS Ambassador used to promote excellent attitudes	Termly	Class teachers	Trends noted in monthly SLT review suspensions monitored closely	Incidents are dealt with swiftly Head of School will use data to assess the impact of the school's approach Staff are confident to deal with racist, religious homophobic, transphobic, sexist, misogynist incidents
11. Community Cohesion	On-going programme to celebrate diversity, increase pupil awareness and understanding of different communities and beliefs	Assemblies reflect diverse community initiatives throughout the year – Black History Month, International Women's Day, Eid, Diwali, Christmas etc. Closer links with the parish and sister schools are embraced to support community awareness.	Half Termly events	All staff, school council	SLT to review assemblies, initiatives termly for quality and diversity. Parents' feedback following concerts assemblies etc. Participation in Summer Fair and open days.	SSPP's community is well established and supportive.
12. Race, gender, disability	Attendance of specific groups	Monitoring of attendance through Arbor to identify any emerging issues for particular individuals.	Half termly	SBM Learning Mentor Attendance Officer	Mapped onto PPMs Parents meeting Executive	Early intervention to improve attendance for identified individuals / groups Gaps closed

		Termly meetings with SF to decide upon actions to support identified children and families.			Principal to report to LGB	
13. All	Promote equality, wellbeing and professional development opportunities for all staff.	Annual staff survey. Monitor progression opportunities. Review recruitment practices.				Staff report feeling valued, supported and treated fairly.