The Cardinal Wiseman Catholic School

Omnia Pro Christo – All Things for Christ

Equality and Inclusion Policy 2026/27

Our Ethos

The Cardinal Wiseman Catholic School subscribes to the ethos and vision encapsulated by “All things for Christ” (Omnia Pro Christo).

Thus, our commitment to the development of human ecology, divine inspiration, Catholic Social Teaching, the counter-cultural element of our work and a constant quest for excellence inspire us daily. We want our students to flourish at Cardinal Wiseman in order that they will have the knowledge, skills, compassion and agency to make the world a better place.

Date approved by Governors	October 2026
Date of next approval	October 2027

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1. Mission Statement

“All things for Christ”

As a Catholic school we subscribe to the ethos and vision encapsulated by “All things for Christ “. Thus, our commitment to the development of human ecology, understanding of divine origin , centrality of Catholic Social Teaching, acknowledgement of the counter-cultural nature of our work and adherence to excellence in all we do inspire us daily.

2. Aims

Our aims will support all members of our school community regardless of their ethnic or national origin, race, gender, age, sex, disability, sexual orientation, marital status, social background or religion.

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- To actively ensure that courses and learning experiences at the school enable all individuals to develop their skills, talents and personal qualities. To fully enable them to successfully progress into further or higher education and/or employment.

- To recruit appropriate staff, students and support staff from a broad range of backgrounds. To ensure that each individual receives recognition that their identity is valued in a diverse and mutually supportive community.

- To ensure that access to school facilities are provided for people with mental and physical disabilities, to such an extent that they afford the same opportunities as for able-bodied persons
- To encourage developments, support individuals and promote harmonious relationships between all members of the school and the wider community, so that all members possess a sense of value, personal worth and dignity.
- To ensure that all employees will be afforded the opportunity to undertake training relevant to their present roles and future aspirations.
- To provide opportunities for all members of the school community, to contribute to the decision making process.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- To act as a safeguard for all members of the school community.

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. Roles 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives daily to the headteacher

The equality link governor is the Chair of Governors. They 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 Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

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

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The school has a designated member o f 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.

5. 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
- 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 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)

6. 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 and we will also invite external speakers to contribute
- 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 school council has representatives from different year groups and is 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

7. 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. Equality objectives

1. Continue to reduce the number of suspensions and permanent exclusions for students with SEN and any overrepresented ethnic groups. This will be achieved by use of reasonable adjustment, internal and external support services and parental engagement.

2. Adopt *therapeutic thinking* as a whole school initiative so as to allow children to develop internal discipline. The aim being that they will behave pro-socially. We have chosen this objective to reduce the number of suspensions for black and white Caribbean students.

3. Review curriculum content to ensure that resources, role models and content reflect the diverse community that exits at Cardinal Wiseman Catholic School. All curriculum areas are reviewing their schemes of work, reflecting on the diversity of authors, Saints and curriculum content.

4. To ensure that all students are given equal opportunities in the curriculum and in cocurricular activities. We will track the profile of students who attend trip, visits and internal enrichment. Disadvantaged students are prioritised and given financial support.

9. Monitoring arrangements

The Governing Body will update the equality information we publish at least every year. This document will be reviewed by the Director of Inclusion at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Behaviour Policy
- Child Protection Policy
- Student Code of Conduct