

**ST CUTHBERT MAYNE SCHOOL**  
**Joint Catholic and Church of England 11-18 Comprehensive School**  
**Dioceses of Plymouth and Exeter**



**St Cuthbert Mayne School**

**Public Sector Equality Duty  
&  
Equality Objectives**

**2025 - 2029**

**Adopted by Full Governing Body: December 2025**

**Shared with Full Governing Body: December 2025**

**Next Review Date: December 2026**

## 1. Introduction & Context

St Cuthbert Mayne School is a joint Roman Catholic and Church of England comprehensive secondary school (11–18) serving Torquay and the wider Torbay area. The school welcomes pupils of all faiths and none, and is committed to creating a safe, ambitious and inclusive environment in which all students – regardless of background, identity, or need – can flourish and live life in all its fullness.

The school has a diverse pupil intake, including a high proportion of students eligible for Free School Meals, students with SEND, and a growing number of pupils for whom English is an Additional Language. Major recent investment in facilities (including a dedicated SEND building, lift access, and refurbished learning spaces) reinforces the school's commitment to inclusion.

This Equality Plan sets out the school's long-term equality objectives, aligned to the Christian ethos, local needs, Ofsted expectations, and the statutory Public Sector Equality Duty.

St Cuthbert Mayne School ("the School") is committed to equality, inclusion and fairness for all students, staff, parents and stakeholders. In line with the legal requirements under the Equality Act 2010 and the associated public sector equality duties, the School will have due regard to the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct;
2. Advance equality of opportunity between people who share a protected characteristic and those who do not;
3. Foster good relations between people who share a protected characteristic and those who do not.

This policy sets out how the School will meet these aims – using the School's own data and context to inform realistic, measurable equality objectives

## 2. How the School Meets Its PSED (Commitments)

### Eliminating Discrimination & Removing Barriers

- All school policies (admissions, behaviour, curriculum, safeguarding, anti-bullying, SEND support, extra-curricular access) will be reviewed for potential bias or unintended disadvantage.
- The School will monitor incidents of harassment, discrimination or victimisation, ensuring prompt investigation and response.
- Reasonable adjustments and support will be provided to ensure all pupils, including those with SEND, those for whom English is not a first language, and those from economically disadvantaged backgrounds, can access the curriculum, school life, and extra-curricular opportunities.

### Advancing Equality of Opportunity

- The School will collect and analyse relevant data (attainment, progress, attendance, exclusions, participation in enrichment/clubs) broken down by relevant groups (e.g. gender, FSM eligibility, first-language English, ethnicity, SEND).
- Where data shows gaps (e.g. underachievement, lower participation, higher absence), the School will implement targeted interventions or support.
- Ensure that the curriculum and enrichment offer is inclusive, culturally responsive, and reflects the diversity of the pupil body.
- Remove structural barriers to participation (e.g. clubs, trips, support for language learners, financial support where needed).

### Fostering Good Relations & Inclusive Culture

- Promote respect, understanding, and celebration of diversity through Ready to Learn, Collective Worship, Personal Development programmes, cultural events, and whole-school activities.
- Encourage cooperative work, cross-group collaboration, and shared activities, ensuring students from different backgrounds engage together.
- Promote inclusive attitudes among staff, students, and parents; provide staff training on equality, diversity, inclusion, unconscious bias.

### 3. Equality Objectives - 2025 - 2029

These objectives are intended to be specific, measurable, achievable, relevant and time-bound (SMART).

Objective	Rationale	Actions
Reduce attainment gap between pupils eligible for FSM and their peers in GCSE (English, Maths, overall Attainment 8) by 15% by July 2029.	High proportion of FSM pupils; overall attainment below national average.	Measured via termly/annual tracking data; report on progress yearly.
Improve outcomes for pupils with English as an additional language (EAL) to ensure their progress and attainment is in line with peers by 2028.	15.5% of pupils have English as an additional language.	Use targeted support (language help, intervention), monitor EAL performance annually.
Increase participation of under-represented/vulnerable pupils in enrichment, clubs and extra-curricular activities (e.g. FSM, EAL, ethnic minority) by 25% by 2027	To ensure equal opportunity beyond academics.	Record participation termly; promote clubs and reduce barriers (cost, transport, language).
Promote and embed inclusive culture and respect for diversity across school through staff training, curriculum review, and celebration of diversity. 100% of staff to complete equality & inclusion training by July 2027.	To build long-term inclusive culture and awareness.	Training records, curriculum audits, feedback from students/staff/parents.
Monitor and reduce any disparity in attendance or behaviour/exclusion rates across different groups (FSM vs non-FSM; SEND vs non-SEND; EAL vs non-EAL; ethnic groups) by July 2029	Attendance/behaviour disparities can reflect inequality of opportunity.	Collect data termly/annually; put in place support for identified groups; report publicly.

## 4. Roles & Responsibilities

- Governing Body: approve the policy; ensure publication of equality information and objectives; monitor progress.
- Headteacher / Senior Leadership Team: lead implementation; ensure data collection & analysis; coordinate interventions; report on progress.
- All Staff: promote equality, challenge discrimination, support inclusive practice in teaching, behaviour, pastoral care, enrichment.
- Students & Parents/Carers: engage with the school's equality ethos; provide feedback; support inclusive culture.

## 5. Publishing, Review & Monitoring

- This plan is published on the school website in compliance with the Equality Act 2010.
- This policy will be reviewed annually
- Progress will be reviewed annually by SLT and governors.
- Objectives will be fully updated at least every four years in 2029, or earlier if required by changing circumstances/data.
- The School will use data, stakeholder feedback, inspection reports (e.g. from Ofsted/S48) and self-evaluation to inform revisions and improvements