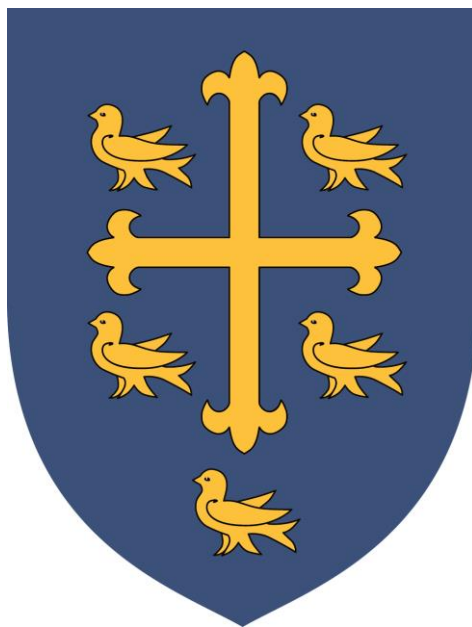


St. Edward's Catholic Primary School



Equality Policy 2026/27

'Jesus is at the heart of all that we do'

At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: _____

(Mr K Connolly – Chair of Governors)

Date: _____

Agreed on: September 2026

Review date: September 2027

1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- ❑ Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- ❑ Advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- ❑ Foster good relations between people who share a relevant protected characteristic and those who do not.

1.2 St Edward's Catholic Primary School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. The protected characteristics apply differently according to the school function concerned; in relation to pupils, age and marriage and civil partnership are not protected characteristics under Part 6, Chapter 1 of the Equality Act 2010.

A protected characteristic under the act covers the groups listed below:

1.1 Age;

- ❑ Disability;
- ❑ Race, colour, nationality, ethnic or national origin;
- ❑ Sex;
- ❑ Gender reassignment;
- ❑ Pregnancy and maternity;
- ❑ Religion or belief;
- ❑ Sexual orientation; and
- ❑ Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- ❑ Publish equality information annually to demonstrate compliance with the Public Sector Equality Duty across the school's functions. We will not publish information that could identify an individual child.
- ❑ Prepare and publish one or more specific and measurable equality objectives at least every four years. We will use relevant school information and data to identify equality priorities, review progress regularly and report this through the school's governance arrangements. Evidence considered will include, where appropriate:
 - Admissions;
 - Attendance;

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- Attainment;
 - Suspensions and permanent exclusions; and
 - Prejudice related incidents.

- 1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also recognise our duty under the Education and Inspections Act 2006 to promote community cohesion and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. The Policy

- 2.1 St Edward's Catholic Primary School's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

3. Our Ethos

St Edward's Catholic Primary School is dedicated to promoting a distinctive Catholic ethos by upholding the teachings of the Gospel where we love, respect and forgive one another as Christ taught us to. We believe that every individual is special and made in the image of God. In living out our mission statement it is the duty of all to respect each other and offer an environment where all feel secure, safe and valued.

This is a place where:

- ❑ learning is fun;
- ❑ children are prepared for their future;
- ❑ all efforts are acknowledged and celebrated;
- ❑ everyone is valued and respected as an individual;
- ❑ we will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- ❑ everyone is encouraged to be part of and contribute to the community; and
- ❑ encourage everyone to make healthy life choices.

4. Addressing Prejudice Related Incidents

- 4.1 St Edward's Catholic Primary School is opposed to all forms of prejudice. We recognise that children and young people who experience prejudice-related discrimination may fare less well in education. We provide pupils and staff with an awareness of the impact of prejudice in order to prevent incidents. Any incidents will be addressed

promptly, recorded and monitored in accordance with the school's procedures and any applicable local authority reporting arrangements.

5. Objectives

5.1 In meeting its duties under the Equality Act 2010, the school sets specific and measurable equality objectives at least every four years and reviews progress towards them regularly. The current objectives are set out below.

Objective Group	Objective
Pupil Achievement	❑ All pupils are assessed, monitored and tracked ❑ Under-achievement is identified and appropriate intervention is applied. ❑ Pupils are able to participate in a full range of extra-curricular opportunities.
Behaviour and Safety	❑ Pupils respect one another. ❑ Pupils feel safe and valued. ❑ Pupils, staff and parents know that misconduct and gross misconduct will be challenged.
Teaching	❑ All pupils have equitable access to high-quality teaching, an ambitious curriculum, appropriate support and opportunities to succeed.
Leadership and Management	❑ The staff and governing body reflects the diversity of the school community. ❑ No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children. ❑ A nominated member of the SLT is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.

5.2 St Edward's Catholic Primary School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

The school will make reasonable adjustments for disabled pupils where appropriate and will consider individual adaptations or alternatives for pupils with SEND, medical or sensory needs. Parents and carers are encouraged to contact the school where an adjustment may be required.

- (a) increasing the extent to which disabled pupils can participate in the curriculum;
- (b) improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) improving the availability of accessible information to disabled pupils.

5.3 St Edward's Catholic Primary School 's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for

pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

6. Responsibility

6.1 We believe that promoting equality is the whole school's responsibility.

6.2 How does the school eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The school does this by measures that include:

- (a) for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti harassment policy;
- (c) PSHE & Citizenship (Personal, Social, Health and Citizenship Education), RSE (Relationships and Sex Education), RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) deploying appropriately trained staff to support pupils with special educational needs and/or disabilities (SEND), where required, and implementing the school's Accessibility Plan;
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
Governing Board	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and what they can expect from the school in carrying out its day-to-day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the governing board in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school's community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.

7. St Edward's Catholic Primary School's equality objectives

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- 7.1 While continually improving the implementation of equality-related policies and procedures, and having due regard to the impact of decisions on pupils and staff with protected characteristics, the school has established the following objectives for the period 2026-2030:
- (a) To identify and reduce significant disparities in attainment, attendance, participation and behaviour outcomes between relevant pupil groups, with particular regard to pupils with protected characteristics, and to take evidence-informed action where inequalities are identified. Progress will be reviewed at least annually and reported to the governing board.