



## EQUALITY POLICY

*To love, to serve and learn.*

We are a school family journeying together in God's love.  
We serve each other to achieve our best.  
We learn in fun and creative ways,  
respecting everyone's gifts.

## Introduction & Ethos

St. Edward's is a Catholic school whose mission is to educate the whole child and to uphold the dignity of every person, created in the image of God. We believe that equality, inclusion and respect for diversity are core gospel values. We aim to provide an environment in which all pupils, staff, parents/carers and members of the wider school community feel valued and respected, and in which each person is supported to achieve their full potential.

## Scope & Legal Framework

This policy covers all aspects of school life: education, curriculum delivery, staff recruitment and training, pupil admissions, employment, and engagement with the community.

We comply with the duties placed on schools under the Equality Act 2010 (including Schedule 10 regarding disability) and associated statutory guidance. Existing school policies are also aligned with these duties. See for example other schools' approaches to eliminating discrimination, advancing equality of opportunity, and fostering good relations.

## Our Equalities Statement

We welcome our duties under the Equality Act and are committed to:

- **Eliminating** unlawful discrimination, harassment, victimisation or other conduct prohibited by the Act.
- **Advancing** equality of opportunity between people who share a protected characteristic and those who do not.
- **Fostering** good relations between people who share a protected characteristic and those who do not.

## Guiding Principles

Our guiding principles (drawing on Catholic social teaching) include:

- All members of the school community are of **equal value** regardless of disability, ethnicity, gender, age, religion or belief, sexual orientation, socio-economic status.
- We recognise and respect **difference and diversity**, understanding that treating people equally may sometimes involve different treatment (reasonable adjustments) to remove barriers.
- We aim to reduce and remove **inequalities and barriers** that already exist.
- We consult widely with our community when developing and reviewing policies and practices.
- The school community as a whole should benefit, and we intend to foster social cohesion and participation in public life.

## Protected Characteristics & Additional Considerations

We consider the following with regard to equality: age (where appropriate), disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation. (These are the protected characteristics in the Equality Act.)

In addition, we recognise that socio-economic status, language, family background, and other factors may also affect access and opportunities.

## Implementation – in School Life

### Curriculum and Learning

- Ensure all pupils have access to a broad, balanced and relevant curriculum that promotes equality and celebrates diversity.
- Use teaching materials and approaches that avoid stereotyping and bias, reflect diverse communities and role-models.
- Monitor pupil progress and outcomes by protected characteristics (and other relevant groups) to identify and address any gaps.

### Staff, Recruitment & Professional Development

- Ensure recruitment, promotion and professional development opportunities are accessible to all and based on merit.
- Provide training and raising awareness of equality issues for staff and governors.
- Make sure contractors, volunteers and supply staff are aware of and uphold the policy.

### School Environment, Behaviour & Inclusion

- Promote an inclusive ethos where differences are valued and respected.
- Ensure that reasonable adjustments are made for pupils, staff and visitors with disabilities (physical access, information access etc).
- Have clear procedures for dealing with discriminatory incidents, harassment or victimisation; monitor such incidents and use outcomes to inform policy and practice.
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### Engagement with Parents, Carers & Community

- Consult and involve pupils, parents/carers, staff and the wider community when developing the policy and setting priorities.
- Encourage participation and ensure communication is accessible (different languages, formats) where appropriate.

### Equality Objectives

We will set specific and measurable equality objectives every four years (or more frequently if needed) to address identified inequalities. Examples might be:

- Narrowing the attainment gap between different groups of pupils (by gender / SEND / disadvantaged).
- Increasing the participation of under-represented groups in leadership, extra-curricular activities or school council.
- Improving access to school facilities or curriculum for pupils/staff with disabilities. These objectives will be published, monitored and reviewed.

## Monitoring, Reporting & Review

- The governing body will ensure this equality policy is implemented, and will review it at least once every four years (or sooner if there are changes in legislation or school context).
- The headteacher and senior leadership team will maintain oversight of the policy in practice, gathering relevant data (pupil outcomes, staff demographics, incidents) and reporting to governors.
- The policy and objectives will be published on the school website and made available in other formats on request.
- Progress against equality objectives will be reported annually.

## Roles & Responsibilities

- *Governing Body*: Ensures compliance with the policy, reviews and sets objectives.
- *Headteacher & Senior Leadership*: Implements the policy day-to-day, monitors outcomes, ensures staff awareness.
- *All staff*: Uphold the policy in their teaching, interactions, professional conduct.
- *Pupils*: Supported, encouraged and expected to respect diversity and equality, participate in initiatives.
- *Parents/Carers & Community*: Engaged in consultation and supporting inclusive practices.

## Links with Other Policies

This equality policy should be read alongside and aligned with:

- SEND/Inclusion Policy
- Accessibility Plan
- Behaviour Policy / Anti-bullying Policy
- Safeguarding Policy
- Admissions Policy
- Curriculum Policy

## Conclusion

At St. Edward's Catholic Primary School, we are committed to creating a school community grounded in our Catholic ethos, which embraces equality, celebrates diversity and promotes the flourishing of every individual. We will continually reflect, review and improve how we deliver equality through our policy, practice and culture.