The Federation of St Bernadette's and St. Patrick's Catholic Primary Schools

Equality Policy

(Incorporating equalities information and objectives)

Policy Reference:	E1 – F
Responsibility:	Curriculum and Standards Committee
Designation:	Statutory (equalities information and objectives)
Reviewed by:	Peter Lynch & Alison Tong
This Review:	November 2025
Next Review Due:	November 2026
Cycle:	Annual
Ratified by Full Governing Body on:	
Signed:	
Gerard Owens	Chair of Governors

At our school, with Jesus in our hearts, we have:

The passion to learn;
The courage to fail; The strength to love.

With Christ as our guide and example we celebrate the uniqueness of the individual.

Together we will try to:
Learn from Jesus;
Love like Jesus;
Live like Jesus.

Introduction

As a Catholic federation we welcome all and recognise Christ in everyone. Each school mission statement underpins this document.

The governing body of the federation is committed to a policy of equality, aiming to ensure that no employee, job applicant, pupil, parent or other member of either school community is treated less favourably on the grounds of sex, race, ethnic or national origin, marital status, sexual orientation, disability or religious belief. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation.

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Equalities Information **Appendix A**

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Pupil-related data

This data is the most up-to-date data from the October 2025 census

St Bernadette's Catholic Primary School

Pupil population in 2024/2025

This is 2024/2025 data. National figures are for state-funded schools only.

	School	England – mainstream primary schools
Total number of pupils on roll (all ages)	210	4554974
Girls on roll	50.48%	49.1%
Boys on roll	49.52%	51%
Pupils with an SEN Education, Health and Care Plan	5.71%	3.5%
Pupils with SEN Support	11.90%	15%
Pupils whose first language is not English	42.90%	23.4%
Pupils eligible for free school meals at any time during the past 6 years	20.00%	26.3%

St Patrick's Catholic Primary School

Pupil population in 2024/2025

This is 2024/2025 data. National figures are for state-funded schools only.

	School	England – mainstream primary schools
Total number of pupils on roll (all ages)	256	4554974
Girls on roll	42.97%	49.1%
Boys on roll	57.03%	51%
Pupils with an SEN Education, Health and Care Plan	3.52%	3.5%
Pupils with SEN Support	11.72%	15%
Pupils whose first language is not English	31.60%	23.4%
Pupils eligible for free school meals at any time during the past 6 years	11.16%	26.3%

Staff data

The Federation of St Bernadette's and St Patrick's Catholic Primary Schools has fewer than 150 staff, therefore the Governing Body is not required to publish information in relation to their staff.

Equality Objectives **Appendix B**

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective	Actions to be taken	Success Criteria	Timescale
1. Annual training for staff will result in an increased understanding of equality and how it differs from equity	Definition of equality to be included in Inclusion policy CPD for all staff to reiterate the definitions and expectations of the Equality Act and advice for schools Understanding of equality and how it differs from equity to be included as part of induction for new members of staff	Staff will demonstrate their understanding through actions and dialogue when dealing with children and families Professional discussions will indicate that staff understand their responsibility to provide equality	Annually in September
2. Pupils will have opportunities to further develop their understanding of the terms 'race & ethnicity' and their own identity.	Focus on identity of children and celebrating their individuality through celebrations and events Class profiles identify main race groups in classes, year groups & schools. Use of this data to inform curriculum planning in year groups to ensure include opportunities to link context for learning to race & ethnicity. Planned assemblies reflect the main groups across the school. EARA children and staff will disseminate information from network training to support whole school improvement.	Children will talk about ethnicity & race with understanding Children will feel confident and comfortable to talk about race and ethnicity Displays around schools will reflect Race & ethnicity School assemblies, events and celebrations will reflect the race & ethnicity of the children	2025-26