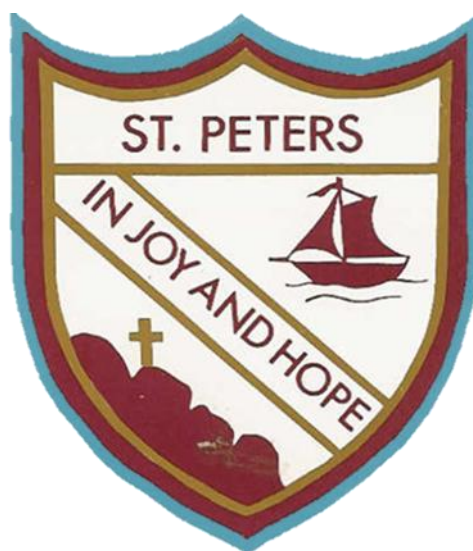


St Peter's Catholic Primary School



Equality Policy

Approved by Governors July 2026

St Peter's Catholic Primary School Introduction

1.1 Our school values the individuality of every person. We are committed to giving all our children every opportunity to achieve the highest standards. We achieve this by taking account of pupils' varied experiences and needs. We aim to offer a broad and balanced curriculum, and we have high expectations for all. The achievements, attitudes, and well-being of every child matter. This policy supports our commitment to promoting the individuality of all pupils, regardless of ethnicity, religion, attainment, age, disability, gender, or background.

1.2 The **Equality Act 2010** unifies previous equality legislation and provides a legal framework that protects people from discrimination in the workplace and wider society, including education.

It replaces the following acts:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995

1.3 The Act protects individuals from discrimination based on **nine protected characteristics**:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

1.4 In line with the Equality Act, all protected characteristics are embedded in our curriculum and school ethos. We recognise that equality is about fairness and ensuring everyone has equal opportunity, which may mean treating individuals differently to remove barriers and provide support.

1.5 Diversity is about valuing differences and recognising that they contribute positively to school life. By promoting a culture that values diversity, we enhance opportunities for all to fulfil their potential.

2. Aims and objectives

2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

2.6 We challenge personal prejudice and stereotypical views whenever they occur.

2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

2.9 Victims of any forms of discrimination or harassment will be supported by the school and where appropriate we will seek the support of external agencies.

3 Racial equality

3.1 In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour).

3.3 We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, through our Religious Education topics, the children learn about other faiths and practices and the importance of respecting others beliefs.

4 Disability non-discrimination

4.1 At some point children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school endeavours to meet the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning.

4.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

5 Gender equality

5.1 We acknowledge national trends showing that boys' achievement may lag behind girls' and have implemented strategies to support all learners.

5.2 Our measures include:

- Removing gender bias from resources.
- Encouraging boys' engagement in reading.
- Staff training on engaging boys in learning.

5.3 Teaching strategies include:

- Clear learning objectives and contextual overviews.
- Varied and active learning styles.
- Structured, manageable tasks with regular breaks.
- Positive reinforcement and challenge-based learning.
- Regular positive feedback and rewards;

5.4 We realise that although gender is one of the key factors affecting educational

performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

5.5 Through our curriculum we will ensure that learners understand the equal importance of different genders, in relationships, families, education and the world of work.

We will challenge and correct negative stereotypes which denigrate or devalue either gender and will promote positive images of all children.

6 The role of governors

6.1 The governing body is committed to upholding equal opportunities and ensuring compliance with all relevant legislation.

6.2 Governors monitor data on:

- Admissions
- Attainment and progress
- Exclusions
- Parental and pupil feedback

6.3 They ensure that applicants and staff with disabilities are not discriminated against and that the school environment is accessible wherever possible.

6.4 The school welcomes applications from all backgrounds.

6.5 Governors ensure fair application of policies and address cultural or religious needs sensitively (e.g. regarding uniform).

7 The role of the head teacher

7.1 The headteacher ensures the policy is implemented effectively and is supported by governors.

7.2 All staff and visitors are made aware of the equality policy and expected to adhere to it.

7.3 Recruitment panels apply the principles of equality throughout the appointment process.

7.4 Equal opportunity principles inform curriculum planning and staff development.

7.5 Respect for others is promoted throughout school life, including assemblies.

7.6 The school promotes “Values Education”, focusing on a different value each month.

7.7 The headteacher takes all incidents of unfair treatment, including racist, homophobic or biphobic behaviour, seriously and ensures appropriate disciplinary action is taken.

8 The role of all staff

8.1 Staff ensure that pupils are treated fairly and respectfully, without discrimination.

8.2 Teaching materials reflect diverse communities and challenge stereotypes.

8.3 Curriculum planning incorporates equality principles across subjects.

8.4 Teachers create opportunities for pupils to explore and challenge prejudice.

8.5 Incidents of prejudice or discrimination are recorded and reported to the headteacher. Reports may be shared with the local authority for advice or support.

9 Monitoring and review

9.1 Pupil progress is regularly monitored by race, gender, and disability. Interventions are implemented where needed.

9.2 Equality impact assessments are carried out during policy reviews to ensure no group is disadvantaged, particularly with respect to:

- Race
- Religion or belief
- Socio-economic background
- Gender/gender reassignment
- Pregnancy and maternity
- Disability
- Sexual orientation
- Age

9.3 The equality plan is published on the school website and shared via newsletters, assemblies, and staff meetings. Printed copies are available on request.