



‘Always our best for God, each other and ourselves.’

## **Equality, Diversity and Inclusion Policy**

**Policy Status:** Statutory

**Committee Responsible:** Full Governing Body

**Approved By:** Governing Body

**Date Approved:** September 2026

**Review Cycle:** Three Years

**Next Review Date:** September 2029

### **1. Mission Statement**

At Holy Family Catholic Primary School, we believe that every person is created in the image and likeness of God and is therefore of equal worth and dignity. Guided by Gospel values, Catholic Social Teaching and our mission as a Catholic school, we are committed to ensuring that every member of our community is valued, respected and enabled to flourish.

We are committed to creating an inclusive environment where diversity is celebrated, barriers to success are identified and removed wherever possible, and all pupils are able to achieve their full academic, social, emotional and spiritual potential.

The school will not tolerate discrimination, harassment, victimisation or prejudice of any kind and will actively promote equality, diversity, inclusion and mutual respect through all aspects of school life.

### **2. Purpose of the Policy**

This policy sets out how Holy Family Catholic Primary School will:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity for all.
- Foster positive relationships between individuals and groups.
- Promote inclusion and belonging throughout the school community.
- Meet its duties under equality legislation.
- Ensure all pupils can participate fully in school life.
- Support vulnerable and disadvantaged pupils to achieve their potential.

This policy should be read alongside:

- Equality Information and Objectives Statement
- Accessibility Plan
- SEND Policy

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Relationships and Health Education Policy
- Staff Code of Conduct
- Complaints Procedure

### **3. Legal Framework**

This policy is based on the requirements of:

- Equality Act 2010
- Public Sector Equality Duty
- Human Rights Act 1998
- Children Act 1989
- Children Act 2004
- Education Act 2011
- Special Educational Needs and Disability Code of Practice
- Working Together to Safeguard Children
- Keeping Children Safe in Education (KCSIE)
- School Admissions Code

Under the Equality Act 2010, the following are protected characteristics:

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

Not all protected characteristics apply in the same way to pupils, but the school promotes respect for all protected characteristics recognised in law.

### **4. Public Sector Equality Duty**

The school recognises its statutory duty to:

#### **Eliminate Discrimination**

Prevent unlawful discrimination, harassment, victimisation and prejudice.

#### **Advance Equality of Opportunity**

Remove barriers to participation, attainment and wellbeing while improving outcomes for all pupils.

### **Foster Good Relations**

Promote understanding, acceptance, tolerance and respect among members of the school community.

## **5. Equality Objectives**

The school's Equality Information and Objectives Statement sets measurable objectives which are reviewed and monitored regularly.

The school is committed to:

- Promoting inclusion, belonging and positive wellbeing for all pupils.
- Reducing barriers to learning, attendance and participation.
- Improving outcomes for vulnerable learners.
- Ensuring equitable access to wider opportunities.
- Promoting understanding, respect and appreciation of diversity.
- Addressing discrimination and prejudice wherever it occurs.

The Equality Information and Objectives Statement currently prioritises:

- Promoting inclusion, belonging and wellbeing for all pupils.
- Closing gaps in outcomes where identified.
- Ensuring equitable access to enrichment, pupil leadership and wider opportunities.
- Promoting respect, diversity and positive relationships within the school community.

These priorities inform school improvement planning, resource allocation, staff development and annual monitoring activities.

Progress towards these objectives is monitored annually and reported to governors.

## **6. Roles and Responsibilities**

### **Governing Body**

The Governing Body will:

- Ensure compliance with equality legislation.
- Monitor the effectiveness of this policy.
- Review equality information and objectives.
- Monitor patterns and trends in school outcomes.
- Challenge leaders where inequalities are identified.
- Ensure adequate resources are available to support inclusion.

### **Headteacher**

The Headteacher will:

- Lead the implementation of this policy.
- Promote an inclusive school culture.
- Ensure compliance with equality duties.
- Monitor school data and outcomes.
- Ensure discriminatory incidents are investigated.
- Report relevant information to governors.
- Ensure staff receive appropriate training.

### **Senior Leaders**

Senior leaders will:

- Monitor equality-related information.
- Evaluate the impact of interventions.
- Support staff in promoting inclusion.
- Ensure concerns are addressed promptly.

### **Staff**

All staff will:

- Treat all individuals fairly and respectfully.
- Promote equality through teaching and interactions.
- Challenge discriminatory behaviour.
- Record incidents appropriately.
- Maintain high expectations for every pupil.
- Support pupils to develop respect for diversity.

### **Pupils**

Pupils are expected to:

- Treat others with kindness and respect.
- Celebrate differences.
- Report concerns about bullying or discrimination.
- Contribute positively to the school community.

## **7. Admissions**

Admissions arrangements are applied fairly and transparently in accordance with the school's Admissions Policy and relevant legislation.

No pupil will be disadvantaged because of a protected characteristic.

Where required, reasonable adjustments will be made to support disabled pupils and ensure fair access.

## **8. Inclusive Curriculum and School Life**

The curriculum plays a key role in promoting equality, diversity and inclusion.

Through the curriculum, collective worship, Catholic Life provision, assemblies and wider opportunities, pupils will be encouraged to:

- Appreciate diversity.
- Respect others.
- Challenge stereotypes.
- Understand equality and justice.
- Develop empathy and compassion.
- Become responsible citizens.

The school will ensure that pupils encounter diverse people, experiences, achievements and perspectives throughout their education.

Pastoral provision, enrichment opportunities and wider school experiences will promote:

- Belonging.
- Positive mental health.
- Self-worth.
- Inclusion.
- Respect for others.

The school will work to ensure that all pupils can access educational visits, clubs, leadership opportunities and enrichment activities regardless of background or circumstance.

## **9. Supporting Vulnerable Groups**

The school recognises that different groups of pupils may face barriers to learning and participation.

Particular attention will be given to:

- Pupils with SEND.
- Disadvantaged pupils.
- Pupils entitled to Pupil Premium.
- Pupils with English as an Additional Language.
- Looked After Children.
- Previously Looked After Children.
- Young carers.
- Service children.
- Pupils experiencing emotional or social difficulties.
- Any group identified through school monitoring.

Additional support will be provided where necessary to ensure equality of opportunity.

## **10. Accessibility**

The school is committed to improving accessibility for disabled pupils, staff, parents and visitors.

Through the Accessibility Plan, the school aims to:

- Improve access to the curriculum.
- Improve access to information.
- Improve access to the physical environment.

Reasonable adjustments will be made wherever practicable to remove barriers to learning and participation.

The Accessibility Plan forms part of the school's wider strategy for promoting equality of opportunity for disabled pupils, staff, parents and visitors. The plan is reviewed regularly and monitored by governors to ensure continued compliance with statutory duties and to identify opportunities for further improvement.

## **11. Preventing Discrimination, Harassment and Bullying**

Holy Family Catholic Primary School has a zero-tolerance approach to discrimination and prejudice.

The school will not tolerate:

- Racist behaviour.
- Disability discrimination.
- Religious discrimination.
- Sexist behaviour.
- Homophobic language.
- Biphobic language.
- Transphobic language.
- Harassment.
- Victimisation.
- Online abuse.
- Hate incidents.
- Prejudice-based bullying.

All concerns will be investigated promptly and dealt with fairly and consistently.

Appropriate sanctions and restorative approaches may be used in line with the Behaviour Policy.

Support will be provided for those affected.

## **12. Recording and Responding to Incidents**

Any discriminatory, prejudice-related or hate incident will be taken seriously.

Incidents will:

1. Be reported to a member of staff.
2. Be investigated appropriately.
3. Be recorded on CPOMS.
4. Be communicated to parents where appropriate.
5. Be reviewed by senior leaders.
6. Inform future preventative action and support.

Where appropriate, advice and support may be sought from external agencies, the Local Authority or safeguarding partners.

Governors will receive anonymised information regarding incidents and trends through regular monitoring reports.

### **13. Safeguarding and Equality**

The school recognises that discrimination and prejudice can have a significant impact on children's welfare and wellbeing.

Equality and safeguarding are closely linked.

Staff will remain alert to:

- Hate incidents.
- Extremist views.
- Radicalisation concerns.
- Online prejudice.
- Peer-on-peer abuse.
- Bullying motivated by protected characteristics.
- Vulnerability arising from discrimination.

All safeguarding concerns will be managed in accordance with the Safeguarding and Child Protection Policy and recorded on CPOMS where appropriate.

### **14. Monitoring, Evaluation and Impact**

The school will regularly monitor the impact of its equality work.

Equality information, progress towards equality objectives and relevant outcome data will be reported to governors at least annually. Governors will use this information to provide challenge and support, evaluate the effectiveness of the school's equality work and ensure that statutory duties are being fulfilled.

The following information may be analysed:

- Attainment and progress.
- Attendance.
- Persistent absence.

- Behaviour incidents.
- Suspensions.
- Permanent exclusions.
- Bullying incidents.
- Prejudice-related incidents.
- Participation in clubs and trips.
- Pupil leadership opportunities.
- SEND outcomes.
- Disadvantaged pupil outcomes.
- EAL pupil outcomes.
- Wellbeing data.
- Workforce information where appropriate.

The school will specifically monitor outcomes for disadvantaged pupils, pupils with SEND, pupils with English as an Additional Language, vulnerable pupils and any other groups identified through the Equality Information and Objectives Statement.

Any identified differences in achievement, attendance, participation, engagement or wellbeing will be investigated and addressed through appropriate support and intervention.

## **15. Training**

The school will ensure that staff and governors receive appropriate training relating to:

- Equality legislation.
- Inclusion.
- Safeguarding.
- Anti-bullying.
- Protected characteristics.
- Prejudice-related incidents.
- Cultural awareness and diversity.

Training will be updated as required.

## **16. Consultation and Engagement**

The school values the views of pupils, parents, staff, governors, parish representatives and the wider community.

Consultation may take place through:

- Surveys.
- Parent forums.
- Pupil voice activities.
- School Council.
- Staff meetings.
- Governor meetings.

Feedback will be used to improve inclusion and equality across the school.

## **17. Complaints**

Any concerns regarding discrimination, equality or inclusion should be raised with the Headteacher in the first instance.

Complaints will be dealt with in accordance with the school's Complaints Procedure.

Where a complaint concerns the Headteacher, it should be directed to the Chair of Governors.

## **18. Review of Policy**

This policy will be reviewed every three years, or sooner if required because of:

- Changes in legislation.
- Changes in statutory guidance.
- Local Authority recommendations.
- Changes to school circumstances.

## **Approval**

This policy was adopted by the Governing Body of Holy Family Catholic Primary School and will be implemented through all aspects of school practice to ensure that every member of our community is welcomed, valued and enabled to flourish.

**Review Date:** September 2029

**Responsible Officer:** Headteacher

**Approved By:** Governing Body