



Equality Policy

FOR STUDENTS, PARENTS, VISITORS AND OTHERS COMING INTO CONTACT WITH THE SCHOOL
2026-2027

Document Owner and Approval

The Headteacher is the owner of this document and is responsible for ensuring that this policy document is reviewed in line with the School's policy review schedule.

A current version of this document is available to all members of staff on Staff Hub.

		Approved :	
Signature:	Date:	Signature	Date:

This Policy applies to Corpus Christi Catholic Primary School ("the School").

This Policy is available on the School's website and on Staff Hub for staff members.

The Policy can be made available in large print or other accessible format if required.

Introduction

The School: The School is a day school for boys and girls aged 3-11 years. It has a Christian ethos and tradition. The school community is made up of children, parents, carers, teachers and other employees, trustees and governors from many different races, creeds and backgrounds.

Education: The School is mainstream and English-speaking. The School will provide appropriate support for children with special educational needs or for whom English is not their first language. The School's *Policy on Special Educational Needs and Disability* includes details about the welfare and educational provision for pupils with special educational needs. See also paragraph 3.5.2 below.

Religion: The School's religious ethos, services and timetable are set in accordance with the Christian tradition but the School respects the right and freedom of individuals to worship in accordance with other faiths, or to have no faith subject always to their respecting the rights and freedoms of the school community as a whole.

Related Policies: This Equal Treatment Policy is in accordance with and must be read and applied in conjunction with all of the School's policies, including the:-

- *Admissions Policy,*
- *Policy on Behaviour and Discipline,*
- *Anti-Bullying Policy,*
- *Special Educational Needs and Disability Policy,*
- *Equal Opportunities Policy for Staff.*

All policies are available on the School website and can also be made available in large print or other accessible format if required. The School also has a separate Accessibility Plan. The Plan is available on request from the School Business Manager.

POLICY STATEMENT

Application: This policy applies to all pupils of the School and their parents or carers.

Equal Treatment: The School recognises the benefits of having a diverse school community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others and other cultures. The School is committed to promoting inclusion in order that every individual feels a sense of belonging at the School.

The School is committed to being an equal opportunities education provider and will promote equal treatment for all members of the school community. It is committed to fostering mutual tolerance and positive behaviours, practices and attitudes so that everyone can feel valued within the School. In the provision of equal opportunities, the School recognises and accepts its responsibilities under the law and opposes discrimination on the basis of:

- sex;
- pregnancy and maternity;
- gender reassignment;

- race;
- disability;
- religion or belief (including lack of religion or belief);
- sexual orientation;
- (in the case of adult members of the School Community) marital or civil partnership status; and
- age.

These are called the **Protected Characteristics**. The School also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need (**SEN**) or learning difficulty, or because English is an additional language.

The School aims to ensure that all policies and practices conform with the principle of equal opportunities. The School will tackle inappropriate attitudes and practices through staff leading by example, through the relationships and sex education policy and programmes, through assemblies, through the supportive school culture and through the School's policies.

Inappropriate attitudes and practices will be challenged. Children will be encouraged to value and respect appropriately all those they encounter at or through the School.

Approach: The principles of equal treatment guides the School's approach to the establishment of its expectations of pupils during their time at the School. The principles are also employed to guide the School's approach to the provision of access to facilities, services, opportunities and responsibilities.

The Equality Act 2010 also makes it unlawful for the "responsible body" of a school to harass or victimise an individual or group of individuals because of some of the protected characteristics, or because of something done in reliance on the Equality Act 2010, as outlined in further detail below.

The "responsible body" in an academy is its proprietor, namely the Governing Body. In practice, all persons acting on behalf of the Governing Body (including employees of the school) are personally responsible for ensuring that their actions or omissions are not discriminatory, and the Governing Body will also be responsible for the actions of the school's employees if it cannot show that it has taken all reasonable steps to prevent the discriminatory actions or omissions being undertaken on their behalf.

FORMS OF DISCRIMINATION

The Equality Act 2010 defines two types of discrimination; direct and indirect:

Direct Discrimination

Direct discrimination occurs where an individual is treated less favourably than another person because of a protected characteristic. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity).

Indirect Discrimination

Indirect discrimination occurs where an individual is subject to an unjustified provision criteria or practice which puts them at particular disadvantage because of, for example their sex or race.

Disability Arising from Disability

Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.

Disability and Special Needs: The School is inclusive and welcomes pupils with disabilities and special educational needs. The School maintains and promotes a positive culture towards inclusion of disabled people and those with special educational needs in all its activities and will not treat pupils and their parents or carers less favourably on these grounds without proper justification. [However, at present, the School's facilities, physical and otherwise, for the disabled and those with special educational needs are limited but] all that is reasonable will be done to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone.

Disability: [Subject to the above constraints,] the School welcomes applications for school places from people who have a disability within the meaning of the Equality Act 2010. Every application will be processed and considered fairly. The School will make reasonable adjustments to its systems and procedures in order to accommodate disabilities of which it has been made aware as set out in the Schools Policy on Special educational Needs and Disability which is available on the school website or on request from the School Business Manager.

SEND: The Special Educational Needs and Disability Code of Practice: 0 to 25 Years is adhered to in the School. Children with special needs may have an Individual Education Plan (including Education, Health and Care (EHC) Plans) which will be reviewed and monitored carefully. Please see the *Policy on Special Educational Needs and Disability* for further details of the procedures offered by the School to assist these children.

Reasonable Adjustments: The School has an on-going duty to make reasonable adjustments for disabled pupils in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. In making "reasonable adjustments", the School is required to provide auxiliary aids and services for disabled pupils. The School will carefully consider any proposals made by parents or carers and will not unreasonably refuse any requests for such aids or services.

Confidentiality: The School will have due regard to any request by a parent, carer or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

Access: The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the School will take steps to improve access for disabled users of the premises. The School has an Accessibility Plan, which is kept under review and revised as necessary. The Plan is available on request from the School Business Manager.

EDUCATION AND ASSOCIATED SERVICES

Equal access: The School will provide all pupils equal access to all benefits, services, facilities, classes and subjects, irrespective of their sex, gender reassignment, race, disability, sexual

orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare.

The School affords boys and girls equal opportunities to participate in comparable sporting activities while recognising that single sex teams are formed for competitive sports where physical strength, stamina or physique may put the average boy or girl at an unfair advantage or disadvantage.

Positive action: The School may provide pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.

Exclusions: The School will not discriminate against any pupil by excluding them from the School, or by subjecting them to any other detriment, on the grounds of their sex, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief, or special educational needs.

Teaching and School materials: Efforts are made to recognise and be aware of the possibility of bias (for example, sexual or racial), so that this can be eliminated in both the School's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

Pupil interaction: All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their sex, gender reassignment, race, disability, sexual orientation, religion, belief, pregnancy or maternity or special educational needs, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the School, and pupils will be encouraged to question assumptions, stereotypes and negative behaviours and practices. The School's relationships education curriculum encourages respect for other people, with particular regard to the Protected Characteristics.

Bullying: The School will not tolerate bullying (including cyberbullying and prejudice-based bullying) for any reason. Examples of bullying include:

- bullying relating to race, religion, belief or culture,
- bullying related to SEN, learning difficulties or disabilities,
- bullying related to appearance or health conditions,
- bullying relating to sexual orientation,
- bullying of young carers or looked after children or otherwise related to home circumstances,
- sexist or sexual bullying or bullying related to gender reassignment.

The School's *Anti-bullying Policy* contains more details about the School's anti-bullying practices.

SCHOOL UNIFORM

The School Uniform Policy is consistent with this policy: The same School Uniform Policy applies equally to all pupils, irrespective of their sex, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to

considerations of safety and welfare. However, the School will consider reasonable requests to alter the School Uniform, for example, for genuine religious requirements and reasonable adjustments for disabled children. All such requests should be made to the Headteacher.

Symbols of faith: Certain items of jewellery, such as the Kara bangle worn by Sikhs, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the School's Uniform Policy principles (in regard to, for example, the school/academy colours). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or their parents to the Headteacher, whose decision will be final, subject to the Complaints procedure.

Disabled pupils: Reasonable adjustments may be required to the School Uniform for disabled pupils who require them. The pupil or their parents or carers should refer the matter to the Headteacher to ensure all reasonable adjustments are made to accommodate the pupil.

ASSEMBLIES AND COLLECTIVE WORSHIP

Schools are free to have a collective act of worship based upon one religion without acting unlawfully by not providing an equivalent act of worship for other religions. Schools are also free to celebrate any religious festivals of their choosing without acting unlawfully by offending those of another religion.

RELIGIOUS BELIEF

Religion: The School's religious ethos, services and school timetable are set in accordance with the Christian tradition, but the School respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the school community as a whole and considerations of safety and welfare.

THE RELATIONSHIP BETWEEN RELIGION AND SEXUAL ORIENTATION

Some people may hold personal views in relation to the protected characteristic of sexual orientation because of their own religious beliefs. While it is not necessarily unlawful for a teacher or other employee of a school to express their own personal view, in an appropriate way and in an educational context that takes into account guidance on the delivery of Sex and Relationships Education and Religious Education, employees at a school must always remember that they are in a very influential position and their acts must still comply with their duty not to discriminate against individuals or groups of individuals because of their sexual orientation under the Equality Act 2010, and not to manifest their religion or belief in contravention of the limitations prescribed under the European Convention on Human Rights.

SCHOOLS WITH A RELIGIOUS DESIGNATION

Schools with a religious designation are permitted to give priority to applicants because of their religion within their admissions arrangements without breaching the religion or belief equality provisions.

PROVISION FOR PUPILS WITH PARTICULAR RELIGIOUS, DIETARY, LANGUAGE OR CULTURAL NEEDS

Individual Needs: The School is keen to respect individual needs and the School will actively:

- promote racial equality and good race relations,
- promote equality of opportunity and access,
- oppose all forms of prejudice and negative discrimination.

Catering: The School can provide for most special dietary requirements whether related to allergen, intolerance or for religious or cultural reasons. Individual care plans are created for pupils with food allergies. The school chef is fully briefed by the Office Manager on any particular dietary needs of a child, these are identified discreetly in the kitchen to ensure all staff are aware. Nursery and Reception children are accompanied by teaching staff to make their lunch choices and are a second check to the catering team. This is especially important due to the age of our pupils. Menus are available online and displayed at point of service identifying allergens to make sure that children and staff know exactly what each dish contains.

Religious and cultural needs: The Safe Space is a multi-faith room to allow pupils and staff of any belief to carry out their religious observances during break and lunch time. The School will grant requests of absence wherever possible on grounds of belief. The majority of school assemblies are non-denominational and cater for pupils of any or no religion. Parents and carers may write to the Headteacher if they wish to withdraw their child from religious assemblies/events. The School, through the pastoral structure, will make every effort to support individual pupils with particular cultural needs (religious, ethnic, creative, etc.) provided that the same are consistent with the law and the inclusive ethos and tradition of the School.

Language: The School attempts to use succinct and straightforward language whenever possible. The School will also make reasonable adjustments to ensure that parents, carers and pupils for whom English is an Additional Language (EAL) will be able to access school material. Pupils for whom English is not a first language receive support, as appropriate, from the Learning Support Department.

THE SCHOOL AS AN EMPLOYER

The school also has responsibilities to comply with the Equality Act 2010 in its role as an employer, in relation to which separate HR policies apply. This policy applies to students, parents, visitors and other persons coming into contact with the school only.

PART 2 – THE SCHOOL'S EQUALITY DUTIES

THE PUBLIC SECTOR EQUALITY DUTY

The General Duty

The Equality Act 2010 makes provision for a single “public sector equality duty” which extends to all protected characteristics. As a result of this provision, schools are required to have due regard to the need to:

- **Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;**
- **Advance equality of opportunity between those who share a relevant protected characteristic and those who do not, by having regard to the need to:**
 - remove or minimise disadvantages connected to a relevant protected characteristic; and
 - take steps to meet the different needs of those sharing a relevant protected characteristic; and
 - encourage those who share a relevant protected characteristic to participate in school life and activities in which participation is disproportionately low;
- **Foster good relations between those who share a relevant protected characteristic and those who do not, by having regard to the need to:**
 - tackle prejudice; and
 - promote understanding;

The above duty is often referred to as the **General Duty**.

The reference to “relevant protected characteristics” includes the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity and age (except that the public sector equality duty does not apply to age where it relates to the provision of education to students in schools, or the provision of benefits, facilities or services to students in schools).

Having “due regard” means giving relevant and proportionate consideration to the public sector equality duty.

DfE guidance on what this means in practice sets out the following:

- *Decision makers in schools must be aware of the public sector equality duty to have due regard to the three principles set out above when making decisions or taking action. Decision makers must assess whether their decision or action will have implications for a student or group of student with a protected characteristic;*
- *Schools must have due regard to the three principles set out above when drafting and amending policies and procedures, and this should be at the forefront of their mind in advance, rather than an afterthought. Policies and procedures should be kept under review on a continuing basis;*

- *The public sector equality duty must be integrated into the day-to-day functioning of the school, and the analysis required to comply with the duty must be carried out seriously, rigorously and with an open mind;*
- *Schools must not delegate their public sector equality duty to anyone else.*

The Specific Duty

- The School will publish and review specific and measurable equality objectives in line with the Public Sector Equality Duty. These will be updated at least every four years and will be reviewed and monitored by the Governing Body.
- Objectives will be linked to the school's development plan(s) and will be informed by data analysis, or may result from consultation with pupils, staff, parents and carers.

The **Specific Duty** exists to assist schools fulfil their obligations under the **General Duty**.

DfE guidance confirms that the publication of information to demonstrate how schools are complying with their public sector equality duty is not intended to be a "tick box" bureaucratic procedure, but rather a flexible, light touch exercise. Data about employees does not need to be published by schools which have fewer than 150 employees, although schools can choose to publish such information if they feel it would demonstrate their compliance. All data must be published in compliance with the Data Protection Act 1998 which means that, broadly speaking, individuals are not able to be identified in the published data. Schools are not required to publish any information which they do not already routinely collect, for example through RAISE online. The information published does not need to be statistical, it can be a reference to school policies or Governing Body meeting minutes, which are published online.

AWARENESS

Awareness of this policy among employees will be raised and maintained by means of discussion at staff meetings and will form part of the School's education programme for pupils (in lessons and assemblies). Children will be valued for their diversity and differences and, in turn, encouraged to value and respect others.

RISK ASSESSMENT

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focussed.

WORKING TOGETHER

The School is committed to working with parents, carers and other agencies for the good of each child.

COMPLAINTS

A parent, or carer who believes that they (or the pupil) have received less favourable treatment on any of the grounds referred to in this policy may make a formal complaint in writing. The

complaint should be made to a member of staff (usually the class teacher, or to any other adult who is in a position to report the complaint). The complaint will be handled in accordance with the School's Complaints Procedure, a copy of which will be available on request.

All reported breaches of this policy will be recorded, and this record will be reviewed annually by the School Business Manager.

RECORD KEEPING

All records created under this policy are managed in accordance with the School's Records Retention Schedule and may contain personal data. Details of how the School obtains and uses this information is set out in the School's *Privacy Notices* for parents, carers and pupils and the School's *Data Protection policy* and procedures.

RESPONSIBILITIES, MONITORING AND REVIEW

Responsibilities: The **Governing Body** has overall responsibility for the effective operation of the School's Equality Policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Governing Body has delegated to the School Business Manager day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

Monitoring: To ensure that this policy is operating effectively and encourages diversity in the School, the School seeks to monitor applicants' sex, race, disability and religion or belief as part of the Admissions procedure. The School also maintains records of this data in an anonymised format solely for the purposes stated in this policy.

Review: The School Business Manager is responsible for the on-going monitoring and regular analysis of the data monitored under this policy and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination and discrimination arising from disability where necessary. The School Business Manager is also responsible for evaluating whether the aims of this Policy are carried out throughout all areas of the School and take appropriate action where necessary. This policy is reviewed annually by the School Business Manager. A report of their findings and recommendations for any amendments are reported annually to the Governing Body.

ENFORCEMENT

All complaints will be taken seriously and promptly investigated. Disciplinary action may be taken against any member of the school community who is found to have acted in contravention of this Policy.

VERSION CONTROL

Date of adoption of this policy	June 2026
Date of last review of this policy	June 2025
Date for next review of this policy	June 2027
Policy owner (SLT)	The Headteacher