

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



Equality Policy and Equality Objectives

2026

Review due: September 2027

St Joseph's Catholic Primary School

Equalities Policy



Mission Statement

Let us always show respect, friendship, excellence and care in all we do and say. We will love each other as you have loved us.

Policy statement and purpose

St Joseph's is committed to providing a safe, inclusive environment where everyone can learn and work free from discrimination, harassment and victimisation. We will *have due regard* to the need to:

- Eliminate unlawful conduct under the Equality Act 2010;
- Advance equality of opportunity; and
- Foster good relations

We apply this duty across our curriculum, culture, staffing and operations, including admissions, uniform, behaviour, suspensions/exclusions, SEND, accessibility, safeguarding and complaints

This policy reflects the Equality Act 2010 (including Schedule 10 on Accessibility Plans), the PSED, and the Specific Duties Regulations 2011 (publication of information annually; equality objectives at least every four years).

We also align with related statutory guidance:

- SEND Code of Practice (0–25) (updated Sept 12, 2024) and Children & Families Act 2014
- Keeping Children Safe in Education (KCSIE) 2026
- Relationships, Sex and Health Education (RSHE) statutory guidance revised July 2025; in force from Sept 1, 2026
- Suspension and Permanent Exclusion guidance (Aug 2024 edition in force)
- Behaviour in Schools (Feb 2024)
- School Uniforms

Scope and protected characteristics

We protect pupils, staff and stakeholders with protected characteristics: age (staff/governance), disability, gender reassignment, marriage and civil partnership (staff), pregnancy and maternity, race, religion or belief, sex, sexual orientation. (Age and marriage/civil partnership are not protected characteristics for pupils in the school's provisions)

We adhere to the Equality and Human Rights Commission (EHCR) statement:

‘To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.’

We will:

- Remove/minimise disadvantages linked to protected characteristics;
- Meet different needs (including reasonable adjustments and auxiliary aids for disabled pupils);
- Encourage participation for all

Roles and responsibilities

- Governing Board/Trustees: ensure legal compliance
- Headteacher: implement policy; ensure staff know their duties; provide training; oversee Equality Impact
- All staff: promote inclusion; address prejudice and bullying; embed equality in teaching; follow relevant guidance -KCSIE 2026, Behaviour, RSHE 2026
- SENCO/DSL: coordinate reasonable adjustments/Accessibility Plan (SENCO) and ensure safeguarding is sensitive to protected characteristics
- Pupils/Parents/Visitors: uphold our values and report concerns.

Curriculum, teaching and RSHE

- We review our curriculum and RSHE to ensure pupils build age-appropriate understanding of equality, respect and the protected characteristics, in line with RSHE statutory guidance

Behaviour, suspensions and exclusions

We apply our Behaviour Policy lawfully and proportionately, considering equality impacts (e.g., SEND, race, disability) and making reasonable adjustments. We implement the 2024 statutory guidance on suspensions and exclusions, including the duties to inform, provide education and consider discrimination risks. 1

Uniform

Our Uniform Policy complies with the Equality Act and DfE statutory guidance on cost. We explicitly avoid direct/indirect discrimination, including hair discrimination (for example affecting pupils with Afro-textured hair or religious head coverings); we will review and adapt rules to accommodate protected characteristics unless a proportionate, legitimate aim justifies a restriction.

Data, evidence and decision-making

Leaders will consider equality impacts before implementing policies (“due regard” with rigour and an open mind), keep proportionate records of considerations/decisions, and monitor outcomes—consistent with the Brown principles -see below

We will take into account the six Brown principles of ‘due regard’

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** –keep notes and records of decisions & meetings

Training and awareness

- We provide appropriate induction and refreshers on equality law, inclusive curriculum, reasonable adjustments/SEND and safeguarding.

Reporting and responding to incidents

- We record, analyse and act on prejudice-based incidents, bullying and harassment. Patterns are reported to governors each term and inform our equality objectives and staff training.

Complaints

- Complaints about discrimination or harassment follow our Complaints Policy and may reference this policy.

Review

This policy is reviewed annually (or sooner if there are significant legal or guidance updates).

Equality Objectives

The protected characteristics for the school's provisions are:

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and marriage and civil partnership are NOT protected characteristics for the school's provisions.

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information;
- ✓ publishing our equality objectives;
- ✓ we aim to make the information accessible, easy to read and easy to find.

In this document our school has considered how well we currently achieve these aims with regard to the nine protected equality groups:

- Race
- Disability
- Sex
- Gender reassignment
- Age
- Pregnancy and maternity
- Religion and belief
- Sexual orientation
- Marriage and Civil Partnership

Pupils (77 on roll as of 1st September 2026)

Age	3-11 years
Disability	0%
SEND	25.9%
Gender reassignment	We would support any pupil undergoing gender reassignment.
Marriage & civil partnerships	n/a
Pregnancy and maternity	n/a
'Race' / ethnicity	80% White-British, 7% Black-African, 13% Any other ethnic group including Indian, White European and other mixed backgrounds
EAL	13.25% The languages spoken within our pupil profile are Farsi, Polish, Twi-Fante, Yoruba, Spanish, French and Hungarian
Religion and Belief / no belief	Parents provided information – We comprise of Christian, Church of England, Roman Catholic, Methodist, Agnostic and no belief.
Sex – male/female	54.2% Female 45.8% Male
Sexual orientation	We support all children regardless of sexual orientation.
Pupil Premium	27.2% pupils eligible for Pupil Premium

Summary of our Equalities Information:

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	• Racist incidents are challenged and reported in accordance with policy and procedures. In the case of incidents being against a victim in school we ensure that the victim and victim's family are fully informed. • Comparative attainment data shows that there is no significant difference in attainment between different ethnic groups. • Attendance is analysed and there is no significant difference between the attendances of different ethnic groups in the school.	• Children who are learning English as an additional language are supported as necessary and advice and input is welcomed from EMTAS.	• We organise events/visits that celebrate the cultural diversity of our school and wider community. • The curriculum reflects the ethnic diversity of the school and wider community. • Our curriculum, assemblies and enhanced opportunities explore different faiths. • Members of faith community lead worship. • Cultural themes in school eg. Europe day, Chinese New Year.

Disability	• Monitoring records show that there have been no bullying incidents related to disability. • Monitoring shows that no child has been excluded from activities/curriculum on the basis of their disability.	• Provision is made for supporting children with physical difficulties. • Staff are trained to support disabilities e.g. ASD, autism. • School is proactive in ensuring that children with disabilities have full access to the curriculum and enhanced activities. • Location of parent appointments is altered for parents with disabilities where appropriate.	• Our PSHE/RHSE lessons address issues concerning disability. • Children are encouraged to celebrate and accept their uniqueness and differences.
Sex	• Data is analysed annually to ensure that there are no significant differences between the achievements of boys and girls. Where data shows a difference, this is analysed in order to ascertain whether this is a school issue or cohort specific. • We conform to equal pay legislation. • We ensure that all posts in school comply with equal opportunities good practice and legislation - No roles are advertised as gender specific. • We ensure that all activities	• Progress and attainment of each cohort are monitored to ensure that any trends are identified. • All extra-curricular activities are open to both boys and girls. • All aspects of the curriculum are open to both boys and girls.	• PSHE/RHSE teaching covers gender issues. • We ensure that the children are aware of equal opportunities (e.g. incidences of gender stereotyping are challenged by staff) • We invite members of the community to take part in worship and both male and female come into school. • We aim to work in partnership with parents and recognise that for some parents, school meetings within the working day are difficult due to work commitments. We will continue

	are open to both sexes (including after-school clubs and educational visits).		to ensure that meetings are held at times which allow participation of all parents where possible and that parents evenings include some sessions after (or towards the end of) the working day. • Parents of both genders are invited to be parent helpers in class and on educational visits.
Gender Reassignment	• Governors and the SLT ensure that recruitment procedures comply with equal opportunities good practise and legislation. • Governors and the SLT are aware of their responsibilities as laid out in the Equalities Act 2010. • Children are given equal opportunities to express themselves regardless of their gender (e.g. boys and girls can use all of the dress-up materials in the early years provision).	• Not applicable at this current time.	• Any issues arising would be dealt with sensitively and in consultation with the person/people with this protected characteristic.

Pregnancy and Maternity	• Time given to staff for anti-natal appointments and classes if required. • Time given to staff for fertility treatment if required. • Maternity leave/paternity leave. • The school will consider flexible working requests. • The school complies with legislation and good practise in relation to pregnant employees and those on maternity leave.	• Whilst our expectations are the same for all staff, pregnancy risk assessments ensure that appropriate changes, amendments to roles are made to accommodate pregnant staff. • Pregnant and/or breast-feeding members of staff will be supported as far as is reasonably possible and in line with legislation and good practise (e.g. providing a place to express and store breast milk).	• Staff are made aware of relevant policies and legislation regarding pregnant employees and maternity/paternity leave.
Age	• Data is kept on the age profile of staff.	• When appointing staff reference to age/date of birth is removed from the application form and kept separately (for equalities monitoring purposes). • Grandparents (and other relatives) are encouraged to help in school and on school trips as well as parents. • The age profile of our Governing Body is suitably mixed, and appointments are made to this regardless of age.	• We actively encourage intergenerational links; • Remembrance Day features in the school curriculum/worship.

Religion and Belief	• Racist and xenophobic language is always challenged and reported to parents and through policy and procedures. • Absences for religious/cultural observations is authorised by the Headteacher.	• We use the Diocese agreed syllabus for our RE and RHSE curriculum. The main faith is Christianity with other faiths explored throughout the year. • Other faiths are celebrated through festivals. • The wishes of faith groups to withdraw from RE/Collective Worship/SRE are approved by the Headteacher.	• Religious festivals are marked through worship and the curriculum. • Parents, and others, are welcomed into our school to share their faith(s) • Children are encouraged to celebrate the cultural and religious diversity within our school and wider community. • Children are encouraged to celebrate and accept differences.
Sexual Orientation	• Governors ensure that recruitment procedures comply with equal opportunities good practice and legislation. • Incidents of homophobic language/bullying will not be tolerated. Incidents are recorded and reported to parents and through policy and procedures. Follow up work is undertaken with individuals/groups where homophobic language is used inappropriately in consultation with parents.	• Staff, pupils and parents have equal access to opportunities and activities regardless of sexual orientation. This includes when the potential discrimination could be due to association (e.g. where the parents of a child are in a same-sex relationship).	• Staff deal sensitively with children's questions relating to sexual orientation. • Children are encouraged to celebrate and accept differences. • School follow the RHSE programme, Ten Ten.

Equality Engagement

Protected characteristics	Aims of the general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	We engage with all children, staff and pupils through discussions and questionnaires. Children are encouraged to celebrate and understand differences.	Parents of children from all ethnic backgrounds, particularly those with English as an additional language, are welcomed into our school and staff take time to ensure that procedures and documents are understood. Staff seek advice and support from EMTAS (e.g. use of translators) when required. This helps to ensure that parents can help their children to access school activities in line with their peers. The school gives parents/carers the option to have letters emailed rather than given in hard copy. One of the benefits of this is that parents who do not speak English as their first language are able to use computer translators if required.	Staff are welcoming to all parents and make special efforts to ensure that parents from ethnic minority groups (especially those who have newly arrived in the UK and/or have EAL) feel comfortable and able to speak to staff about any issues. Children and parents are actively encouraged to share their background with us and to contribute to school events (e.g. cultural festival celebrations; sharing information about visits to home countries).

Disability	Parents of children with SEN; children with SEN; and parents with SEN are involved in discussions with school staff regarding access to the school building/events and the school curriculum (for pupils). The school seeks to make reasonable adjustments where possible and in consultation with protected groups (although discussions tend to be on an individual basis). Staff sensitively challenge any negative perceptions of disabilities or those with disabilities. Children are encouraged to celebrate and understand differences.	The school makes every effort to make reasonable adjustments to the school building, events, procedures and curriculum to enable children and parents to have equality of opportunity. This includes writing Support Plans and for children with SEN to enable them to make good or better progress. We strive to overcome physical barriers for those with physical disabilities (including parents) by providing access or changing the location of events (if possible). The school has a designated accessibility toilet/changing facility. If there is a staff member with a disability the school will make reasonable adjustments.	All parents and children are encouraged to contribute to discussions. We encourage those with disabilities to speak to us about these and to discuss these. The school seeks to work in partnership with those who have disabilities and this helps to foster good relations.
Sex	Staff sensitively challenge gender stereotypes. Children are encouraged to celebrate and understand differences.	We ensure that both girls and boys are represented on the School Council so that the views of children of both sexes are taken into consideration. All activities (curricular and extra-curricular) are open to both sexes. Both genders participate in our clubs. The school seeks to ensure that all opportunities are promoted and made attractive to both sexes (including parent events).	Parents of both sexes are encouraged to take an active role in their child's education and the school. Parent appointments and some other school meetings take place in the evening to enable working parents of both genders to attend.

		Staff are recruited according to good practise guidelines and with regard to relevant legislation. In practise this means that no staffing decisions are influenced by the sex of an individual.	
Gender Reassignment	Not applicable.	Not applicable at this current time.	Any issues arising would be dealt with sensitively and in consultation with the person/people with this protected characteristic.
Pregnancy and Maternity	Not available.	Not available.	Not available.
Age	Not applicable	Age is not considered when making staffing recruitment decisions.	Not applicable.
Religion and Belief	Children are encouraged to celebrate and understand differences.	Our admissions criteria does account for children of all faiths.	Children and parents are invited to take part in Christian celebrations and events regardless of their own religion or belief. Parents can withdraw their children from these events. Parents and children are encouraged to celebrate and share their faith with the school community, particularly through the celebration of festivals (both religious and cultural).

Sexual Orientation	Staff sensitively deal with any instances of homophobic language or behaviour. Children are encouraged to celebrate and understand differences.	School endeavours to ensure equality of opportunity for this protected group and their children.	We are welcoming to all parents, children and other family members regardless of sexual orientation.
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Summary Statement of Equality Engagement:

We endeavour to engage with protected groups and/or individuals with protected characteristics. We believe that our welcoming and inclusive ethos helps us to engage with protected groups. We seek to make reasonable adjustments in relation to engagement activities as well as school policies, procedures, events and so on. We intend to review and improve our practise as an ongoing matter.

We currently use parent/carers questionnaires to engage with parents and understand their views. Parents and carers are always welcome to speak to school staff regarding any issues they have with regards to the protected characteristics and equality.

We speak to the School Council and in Pupil Voice sessions regarding the children's opinions specifically regarding bullying and racism. We always take part in Anti Bullying Week and address Bullying throughout the curriculum.

When developing/reviewing policies and making decisions the school has regard to the protected characteristics and seeks to engage with groups/individuals where possible and practical.

St Joseph's Catholic Primary School
Equality Objectives and Action Plan
2026

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions	Review/Comments
To welcome and cherish every individual as a gift from God, formed in God's likeness	All groups	Mission statement lived out every day with each child's uniqueness celebrated.	HT and all staff	Mission statement celebrated in daily school life. Children welcomed into school as unique individuals.	Ongoing
Ensure that the curriculum, displays and enrichment activities promote role models that young people positively identify with, which reflect school's diversity in terms of race, gender and disability.	All	Increase in pupils' participation, confidence and achievement levels. Monitoring will show further links with local community, visitors, enrichment activities and displays all promote positive role model images around school	SLT and Subject Leaders	Planning reflects opportunities to promote, learn and include school's diversity.	Monitoring of: School website Curriculum planning Displays – learning walk Assemblies
Provide opportunities for pupils to appreciate their own culture and celebrate	Race Religion			Celebrate diversity and provide a curriculum to support and value all our community	Engage input from outside agencies eg CAFOD Celebrate Fairtrade

the diversity of other cultures				Take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender	Fortnight
Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice including on social media.	All groups	There is a cross curricular, ongoing approach to educate children against discriminatory behaviour.	Mrs Ashton Mr Fannan	Engage Foundation of Light for KS2 'Show Racism the Red Card' project Engage input from Community Police Take part in Internet Safety and using social media safely (Clennell KS2)	All parents have access to information on how to help their child at home Website Paper copies
To remove stereotypes from different activities in school	Sex	Participation will have increased in from both males and females in the target activities.	Mrs Ashton and all Staff	Work with children and parents to encourage participation from all in activities which, in the past, have been considered 'for boys' or for girls. This includes lesson objectives, sports, the arts etc.	Update equipment in EYFS
To increase children's understanding of different cultures around the world.	Race and religion	Children will have an informed understanding of the ways of life of children from different cultural backgrounds (UK and the World).	Mrs Ashton School Council	Link to topics/R.E. Curriculum visits. CAFOD	
Update and embed RSHE Policy in line	Sex	Updated RSHE curriculum-links to	Mr Fannan	Ten Ten resource update-share with staff	Updated Policy in place Weekly timetabling of RSHE

with Diocesan guidelines		PSHE every week			
Ensure relevant staff continue to know how to meet the needs of pupils (e.g., autism training, mental-health training, sensory-processing training).	Disability	Staff are trained and can meet the needs of all children.	Mrs Wright	Arrange training through Clennell, the Trust and other external services.	
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school through involvement in Pupil Voice eg the School Council (by election), representing the school at events, class assemblies, team events, fundraising etc	All	All school events have pupils from all groups participating, with monitoring of groups where there is less take up.	Head teacher SLT		Diversity in membership Equal voice
To provide equal	All	Monitor pupil	Head teacher	Termly tracking and analysis of	All pupils make good

opportunities for all learners promoting good progress and outcomes for all.		achievement by race, gender, background and disability. Analysis and tracking of groups completed on a termly basis Act on any trends or patterns in data that require additional support through pupil progress meetings and interventions	SLT Class teachers	data impacts of identification of achievement of groups Pupil progress meetings identify interventions and support where required.	progress and where there are gaps these are narrowed through intervention.
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Our ongoing objectives include:

Teaching, learning and curriculum

- Providing printed resources in large print, high-contrast, or dyslexia-friendly formats.
- Allowing extra processing/response time during questioning and class discussion.
- Breaking tasks into smaller steps, using visual timetables, checklists, or “now/next” prompts.
- Offering assistive technology, e.g. reading pens, speech-to-text, text-to-speech, iPads/laptops for extended writing.
- Providing alternative ways to demonstrate learning (oral responses, practical demonstrations, use of technology).
- Adjusting seating to minimise sensory overload or distractions.

Assessment/Tests

- Providing rest breaks, a smaller room, or separate space for pupils who are anxious or have sensory needs.
- Allowing extra time, a scribe, a reader or computer

- Providing modified exam papers (e.g., enlarged text, tactile diagrams).
- Providing quiet / low-stimulus spaces for pupils who experience sensory overload, anxiety or medical needs.

Communication and information

- Providing key information in alternative formats (visual, simplified language, symbol-supported, translated).
- Ensuring staff use clear, direct, unambiguous language and check for understanding.
- Offering communication support such as British Sign Language (BSL), Makaton, or visual supports where appropriate.

Health, medical and wellbeing adjustments

- Developing individual healthcare plans with parents and relevant professionals.
- Training staff in managing medical conditions (e.g., epilepsy, diabetes).
- Allowing flexibility for medication routines, fatigue, or recovery periods.
- Offering a trusted adult and *check-in/check-out* system to support emotional regulation.

Timetable and school day flexibility

- Adjusted or reduced timetables as a temporary measure during reintegration.
- Flexible start/finish times (e.g., for pupils with mobility difficulties or anxiety).
- Allowing catch-up sessions or modified homework expectations when appropriate.

Trips, clubs and enrichment

- Conducting pre-visit risk assessments to identify barriers and solutions.
- Providing additional adult support or alternative transport.
- Ensuring venues are accessible and that activities can be adapted (e.g., offering quieter spaces, sensory-friendly options, parallel tasks).

Staff training and awareness

- Ensuring relevant staff know how to meet the needs of pupils (e.g., autism training, mental-health training, sensory-processing training).
- Ensuring all staff understand the Equality Act duty to make reasonable adjustments and avoid discrimination arising from disability.