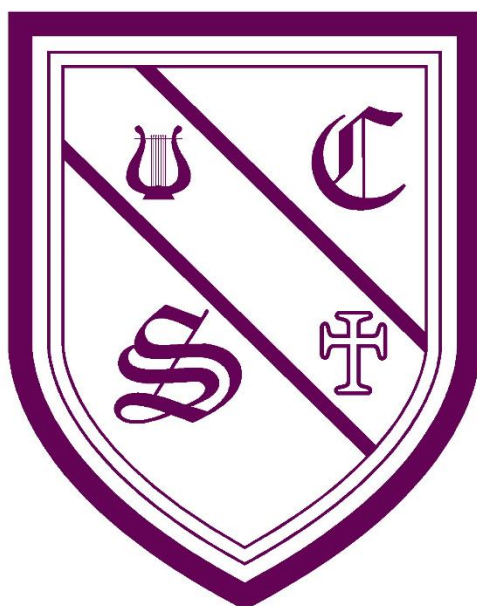


St Cecilia's Catholic Primary School

Pupil Equality, Equity, Diversity and Inclusion Policy



*"With Jesus as our guide and walking by our side,
we learn to love and love to learn."*

Date of policy:	June 2026	Reviewed: June 2027
Signed by:		
<i>S. Hurst</i>	Headteacher	Date: 8.6.26
<i>J. Kilburn</i>	Co-Chair of governors	Date: 8.6.26
<i>L. Fogarty</i>	Co-Chair of governors	Date: 8.6.26

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Protected characteristics](#)
4. [Forms of discrimination](#)
5. [Sex](#)
6. [Race and ethnicity](#)
7. [Disability](#)
8. [Religion and belief](#)
9. [Sexual orientation](#)
10. [Gender reassignment](#)
11. [Looked after children \(LAC\)](#)
12. [The curriculum](#)
13. [Promoting inclusion](#)
14. [Pupils that have left school](#)
15. [The Public Sector Equality Duty](#)
16. [Bullying and discrimination](#)
17. [Staff training](#)
18. [Monitoring and review](#)

Statement of intent

St Cecilia's Catholic Primary School understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have zero tolerance for any type of discrimination. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

Our school community is defined by a rich diversity of backgrounds, language, and culture, alongside complex socioeconomic challenges. Our current profile informs our strategic equality priorities:

- Socioeconomic Profile: 41.6% of pupils are eligible for Free School Meals (FSM), set against a backdrop of high local deprivation and poverty.
- Linguistic Diversity: 31.4% of pupils speak English as an Additional Language (EAL), representing 34 distinct languages.
- Inclusion & SEND: 19% of our pupil population have identified Special Educational Needs and/or Disabilities (SEND).
- Cultural Diversity: 47% of our pupils are from minority ethnic backgrounds.

We focus our equity duties across four key pillars:

- 1. Socioeconomic Equity (FSM & Deprivation) To close the attainment gap between disadvantaged pupils and their peers by removing financial barriers to the full curriculum, technology, and extracurricular activities.
- 2. Linguistic Accessibility (EAL & 34 Languages) To ensure multi-lingual learners thrive through adaptive teaching, while removing communication barriers for non-English speaking families to maximize parental engagement.
- 3. Inclusive Education (19% SEND) To embed universal, accessible teaching practices that remove barriers to learning, amplify pupil voice, and foster a school-wide culture of neurodiverse acceptance.
- 4. Anti-Racism & Representation (47% Minority Backgrounds) To cultivate an inclusive, anti-racist culture by diversifying our curriculum, taking robust action against prejudice, and promoting diverse representation in school leadership.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018 Protection from Harassment Act 1997
- The Worker Protection (Amendment of Equality Act 2010) Act 2023
- The Equality Act 2010 (Specific Duties) Regulations 2011

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE 'The Equality Act and schools'
- DfE 'Promoting the education of looked after children and previously looked after children'
- DfE 'Gender separation in mixed schools'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School admissions code'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Relationships, Sex and Health Education (RSHE) Policy
- School Uniform Policy
- Admissions Policy
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

- Complaints Procedures Policy
- Equality Information and Objectives Policy

Roles and responsibilities

The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Ensure that the equality information and objective as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for pupils.
 - How pupils are provided with access to benefits, facilities and services.
 - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

The headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities under all relevant legislation, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.
- Monitor success in achieving equality aims and objectives and report back to governors.

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

Forms of discrimination

Discrimination is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics outlined in Appendix A. For example, refusing to admit a pupil because of their race.

Indirect discrimination occurs where a school has a policy or practice in place that applies to all pupils but puts people with the same protected characteristic at a particular disadvantage. For example, a school rule that bans certain hairstyles, that would disproportionately affect pupils from a particular ethnic origin. Such a requirement will need to be objectively justified.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating a pupil's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation is also prohibited. This is less favourable treatment of a pupil who has complained or given information about discrimination or harassment, or supported someone else's complaint.

Protected characteristics

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.

- Sexual orientation.
- Gender reassignment.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases.

Staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to other pupils.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the school will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting

activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

Race and ethnicity

Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the school will regularly review its practices to ensure that they are fair.

Staff will ensure pupils with English as an Additional Language (EAL) are treated equally and fairly, while ensuring they are supported at all times. The school will not separate pupils on the basis of their race or ethnicity.

The school may, however, take positive action to alleviate any disadvantage experienced by those with protected characteristics, and to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

Disability

Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

The school will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission,), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against pupils with disabilities because of something arising in consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The school will endeavour to make reasonable adjustments for pupils who are disadvantaged due to their disability. The school will provide auxiliary aids where necessary, to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

The school will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented – in accordance with the LA accessibility strategy – and reviewed where necessary.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

Religion and belief

Staff will ensure that pupils are not singled out or treated less favourably because of their actual or perceived religion or belief, their lack of religion or belief, or their association with someone who holds a particular religion or belief. The school will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

Sexual orientation

Staff will ensure that all gay, lesbian and bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

Relationship and Sex Education (RSE)

Our school delivers RSE through the Catholic framework "**A Journey in Love.**" This developmental programme teaches that human relationships and growth are expressions of God's love, balancing Catholic teaching with statutory requirements.

A Journey in Love explicitly teaches and promotes marriage as a lifelong union between a **man and a woman** (husband and wife).

Because the programme is designed to root Relationship and Sex Education (RSE) firmly within Catholic theology, it presents marriage according to Church doctrine.

The Promotion of Marriage: The curriculum progressively builds the virtues needed for healthy relationships (respect, fidelity, and emotional integrity). In Upper Key Stage 2, physical development, intimacy, and the creation of new life are explicitly framed within the sacred context of **marriage and family life**.

Pastoral Inclusivity: While upholding the theological ideal of marriage, the programme is delivered with absolute sensitivity to our diverse community. It validates and respects all family structures (including single-parent, blended, and same-sex parent households) ensuring every child feels valued.

Dignity for All: Rooted in the belief that everyone is made in God's image, the curriculum fosters universal respect, challenges stereotypes, and firmly opposes any form of prejudice or bullying.

Gender reassignment

The Equality Act 2010 defines gender reassignment as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes.

Staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The school recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

Pupils will be supported to dress in a way that reflects their gender identity, in line with the requirements of the School Uniform Policy and in accordance with current equality legislation.

The school will ensure that there are suitable toilet and changing facilities for pupils to use, including:

Gender-specific toilets and changing facilities.

Private changing facilities.

The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in, e.g. if a trans pupil wished to use a private changing room.

The school will support trans pupils to feel comfortable and ensure they can celebrate their identity.

The school will ensure that there is a designated safe space within the school where trans pupils can discuss issues of gender without fear of discrimination.

Looked-after children (LAC)

Admission of LAC and previously LAC (PLAC) will be undertaken in accordance with the requirements of our Admissions Policy.

Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND that LAC or PLAC have are duly considered and addressed, whether this is with or without a SEND statement or EHC plan.

The school will adhere to its LAC Policy containing further information addressing equal opportunities for LAC.

The curriculum

Pupils will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

St Cecilia's Catholic Primary School delivers a curriculum where every child recognises themselves, ensuring equality, diversity, and acceptance are naturally embedded within every subject. Rooted in the belief that all are made in the image of God, we promote equality through four key areas:

1. Challenging Stereotypes: We use *A Journey in Love* and our daily lessons to show that everyone is equal, teaching that everyone is special just as God made them. Through our PSHE curriculum, *Life to the Full*, and the No Outsiders programme, we promote respect, inclusion and understanding of difference, helping children to value themselves and others. By learning about all kinds of real-life heroes within our bespoke curriculum and through diverse literature and role models across subjects, we show our children that stereotypes should not define or limit anyone's potential. This is further reinforced through our commitment to British values, ensuring that pupils develop respect, tolerance and an understanding of equality, so that every child is encouraged to aspire, achieve and feel a strong sense of belonging within our school community.

2. Cultural Representation & Diverse Books: Celebrating our 34 spoken languages is a daily reality. We invest in high-quality, diverse and multicultural literature through our Ready Steady Read programme, ensuring that the books children engage with in class, in the school library, and across the school reflect the rich range of cultures and backgrounds within our community. Our reading choices are intentionally inclusive so that pupils see themselves represented in literature, while also developing an appreciation and understanding of cultures beyond their own. This commitment to diversity is embedded throughout the curriculum and school environment, supporting pupils to develop a strong sense of identity, belonging, and respect for others.

3. Racial Parity & Anti-Racism: With 47% of our pupils from minority backgrounds, multicultural imagery and resources are embedded across all subjects. The histories, contributions, and literature of diverse racial groups are woven permanently into our curriculum. The school further strengthens this commitment through dedicated events and themed days, including Black History Month, Show Racism the Red Card Day, and World Culture Day, which provide meaningful opportunities for pupils to learn about diversity, challenge discrimination, and celebrate global cultures. Our PSHE curriculum, *Life to the Full*,

further underpins this work by explicitly teaching pupils about respect, healthy relationships, equality, and the importance of valuing difference. These experiences are carefully planned to complement the broader curriculum, ensuring that inclusion is not limited to isolated events but is consistently reinforced through everyday teaching, school values, and the promotion of respect and understanding for all members of the school community.

4. **Celebrating other faiths:** As a Catholic school, we teach deep reverence for other faiths. We teach the Religious Education curriculum framework for Catholic schools in England and Wales 'To Know you more clearly'. Through dedicated Religious Education units, pupils' study major world religions and visit local places of worship to build mutual respect and community cohesion. This learning is enriched by our own staff and school community members of other religions, who share their personal faith experiences to help our pupils grow in real-world understanding and respect for all faiths.

- The observation of inclusive teaching strategies will remain a key aspect of the SLT's cycle of monitoring.

The school will respect the right of parents to withdraw their child from sex education.

5. The school uses the **No Outsiders** programme as part of its commitment to promoting equality, inclusion, and respect for all. Through carefully selected age-appropriate picture books and structured discussion, pupils learn about diversity in families, cultures, beliefs, abilities, and backgrounds. The programme supports children to understand that everyone is different but equally valued, and it encourages respectful attitudes towards others, including challenging stereotypes and unfair assumptions. No Outsiders is delivered within PSHE and wider curriculum opportunities and is underpinned by the school's values and ethos, helping pupils develop positive relationships, empathy, and a strong sense of belonging within the school community and beyond.

Promoting inclusion

The school will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, considering the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.

- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

Pupils that have left school

The school's responsibility to not discriminate, harass or victimise will not end when a pupil has left school. It will continue to apply with regard to subsequent actions related to our previous relationship with the pupil, such as the provision of references.

The public sector equality duty

In accordance with the Equality Information and Objectives Policy, the school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in the [Protected characteristics section](#) of this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.

There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

Bullying and discrimination

Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

The headteacher will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.

Staff training

New staff will receive relevant training on the provisions of this policy during their induction.

Staff will receive the appropriate equalities training that will:

- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Continuous professional development is maintained to align staff practices with the latest national frameworks and local authority updates on inclusion, diversity, and disability.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day International Women's Day and others.

Monitoring and review

This policy will be reviewed by the headteacher and governing board annually and updated where appropriate – any amendments will be duly communicated to staff.

This policy will next be reviewed in June 2027