



ST. BEDE'S CATHOLIC PRIMARY SCHOOL



Popley Way, Basingstoke

Hampshire, RG24 9DX

Headteacher:
Mr J Carroll

www.stbedesprimary.co.uk

Tel:01256
473379

ST. BEDE'S CATHOLIC PRIMARY SCHOOL	DATE AGREED	SUMMER 2021
POLICY AND PROCEDURE STATEMENT	REVISION DATE	SUMMER 2025 (but updated annually)
Equality Policy (including information on how the school complies with the Public sector equality duty and Equality Objectives)		
HEADTEACHER	JAMIE CARROLL	
CHAIR OF GOVERNORS	MARY KUCHARSKA	

Introduction

St Bede's is a Catholic school. Our Catholic ethos, by its nature, compels us to treat all individuals fairly and with parity. Our school mission statement espouses such beliefs and guides us in all that we do and in the way in which we interact with every member of our community, or visitor to our school.

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

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School Context

- St Bede's Catholic Primary School caters for boys and girls aged 4-11 years old. There are currently 436 pupils on roll.
- 89% pupils are baptised Catholic. The school is part of the Catholic Diocese of Portsmouth
- The school serves a diverse ethnic and cultural population. 33 different first languages are spoken amongst pupils. The largest ethnic group is white British (WB) (36%).
- 27% of teaching staff are non-white British, 19% of TA's are non-WB, 0% SMT are non WB.
- The school sits in an area of Basingstoke that is relatively deprived, although most pupils come from stable family backgrounds and the number who are deprived does not match the locality.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including gender reassignment)– we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we recognise that individuals should not experience disadvantage as a result of their sexual orientation
- Marital status – we understand that our staff, parents and carers may make their own personal choices in respect of personal relationships

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- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and via the use of questionnaires and for staff, through staff governor representation and via the use of questionnaires. For Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

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We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

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- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: Autumn 2023

Date for policy review: Autumn 2024

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act

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- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We will also involve staff, pupils, parents and others in the following ways, for example:

- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Pupil Related data

Pupil population in 2021/2022

This is 2021/2022 data. National figures are for state-funded schools only.

	School	England – mainstream primary schools
Total number of pupils on roll (all ages)	436	4655513
Girls on roll	52.75%	49.07%
Boys on roll	47.25%	50.93%
Pupils with an SEN Education, Health and Care Plan	2.52%	2.27%
Pupils with SEN Support	2.98%	13.02%
Pupils whose first language is not English	42.70%	21.21%
Pupils eligible for free school meals at any time during the past 6 years	6.88%	25.5%

Staff data

St Bede's Catholic Primary School has less than 150 staff the Governing Body is not required to publish information in relation to their staff.

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Equality Objectives

Appendix B

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

NB The legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Area	Actions to be taken	Success Criteria	Lead responsibility/monitoring	Timescale
Objective 1: Carry out actions to determine how BAME groups perceive the school and how all in the community can appreciate the perspectives of others around equality	To hold an INSET day for staff to come together to discuss own experiences/opinions etc of BAME related issues in order to further understand the perspectives of others and identify development areas. To survey the pupils, staff and parents to determine their perceptions of inclusion within the school.	Staff will report that they have a greater understanding of the issues, needs and opinions of those whose ethnic or cultural background is different from their own.	Head	2021-2022 Then review to determine next steps
Objective 2: Ensure that the school curriculum positively reflects, celebrates and appeals to the range of pupils from differing ethnic backgrounds	To continue to review and develop the school curriculum to ensure that there is scope to teach issues and subjects which reflect the varying heritages and backgrounds, of a range of pupil groups.	The curriculum will be delivered on a range of subjects and issues that reflect, celebrate and appeal to the range of pupils from differing ethnic backgrounds	Head/Deputy/Ks1 leader	2021-24