



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 2025
POLICY AND PROCEDURE STATEMENT	REVISION DATE	SUMMER 2029 (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	LIZ FLAHERTY	

SIGNATURES:

..... (HEAD TEACHER)

..... (CHAIR OF COMMITTEE)

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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.

School Context

- St Bede's Catholic Primary School caters for boys and girls aged 4-11 years old. There are currently 452 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. A wide range of over 30 different first languages are spoken amongst pupils. The largest ethnic group is white British.
- The ethnic and cultural mix of staff is varied.
- 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.

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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
- 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

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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. 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

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:

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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:

- 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 2025

Date for policy review: Autumn 2029



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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
- 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

St Bede's

National

	Ethnicity	Percentage
White	White British	32.0%
	Irish	0.0%
	Irish Traveller	0.0%
	White other	20.2%
Black	Caribbean	0.2%
	African	17.0%
	Other Black	0.7%
Asian	Indian	10.3%
	Pakistani	0.2%
	Bangladeshi	0.0%
	Other Asian	7.4%
Mixed	White and Caribbean	0.5%
	White and African	2.8%
	White and Asian	2.3%
	Other	3.2%
Other	Chinese	0.2%
	Roma	0.0%
	Other	1.4%
	Unclassified	1.6%

	Ethnicity	Percentage
White	White British	51.0%
	Irish	0.9%
	Irish Traveller	0.2%
	White other	10.6%
Black	Caribbean	1.2%
	African	9.3%
	Other Black	1.4%
Asian	Indian	4.4%
	Pakistani	2.0%
	Bangladeshi	0.5%
	Other Asian	2.7%
Mixed	White and Caribbean	1.5%
	White and African	1.3%
	White and Asian	1.6%
	Other	3.0%
Other	Chinese	0.7%
	Roma	0.2%
	Other	2.2%
	Unclassified	1.2%



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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.

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	Plan deliver a disability awareness week to give children a greater awareness of conditions that might impact the learning and development of peers, such as autism, ADHD, Down's syndrome etc, so that they are more able to relate to children within the school who experience such issues.	Pupils will report a greater awareness of the conditions discussed and will more readily comprehend the issues facing peers.	SENDCo PHSE leader	By July 2027