St Theresa's Catholic Primary School: Equality and Diversity Policy

Date: September 2026
Review Date: September 2027

Coordinator: Lianne Rankin
Nominated Governor: Sarah Hughes

1. Introduction and Purpose

This policy outlines St Theresa's Catholic Primary School's commitment to equality, diversity, and inclusion. It aims to ensure that all members of our school community – pupils, staff, parents/carers, governors, and visitors – are treated with dignity and respect, and have equal opportunities to thrive. This policy is underpinned by our school's vision and values, and is aligned with the Equality Act 2010 and other relevant legislation. It is a working document that will be regularly reviewed and updated to ensure it remains fit for purpose.

2. Legal Framework

This policy is informed by and complies with the following legislation:

- Equality Act 2010
- Human Rights Act 1998
- Education Act 1996
- Children Act 2004
- Special Educational Needs and Disability Regulations 2014

3. Definitions

- **Equality:** Ensuring everyone has equal opportunities and is treated fairly, regardless of their background or characteristics.
- **Diversity:** Recognising and valuing the differences between individuals, including but not limited to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation (the "protected characteristics" under the Equality Act 2010).
- **Inclusion:** Creating a welcoming and supportive environment where everyone feels valued, respected, and able to participate fully in school life.

4. Scope

This policy applies to all members of the school community, including:

- Pupils
- Staff (teaching and non-teaching)
- Parents/carers
- Governors
- Volunteers
- Visitors
- Contractors

This policy applies to all aspects of school life, including:

- Admissions
- Teaching and learning
- Behaviour management
- Extracurricular activities
- Staff recruitment and development
- Communication with parents/carers
- Use of school premises
- Online interactions (e.g., school website, social media)
- School trips and visits

5. Roles and Responsibilities

5.1 Governing Body:

- Ensuring compliance with the Equality Act 2010 and other relevant legislation.
- Delegating responsibility for implementing this policy to the Headteacher.
- Monitoring the effectiveness of the policy and reviewing it annually.
- Setting equality objectives every four years.
- Ensuring the school has an accessibility plan in place.
- Nominating a designated Equalities Governor.
- Ensuring adequate funding is available to support the policy.

5.2 Headteacher:

- Providing leadership and vision in respect of equality, diversity, inclusion, and community cohesion.
- Ensuring the school is a welcoming and caring community for all stakeholders.
- Implementing this policy and ensuring all staff are aware of their responsibilities.
- Monitoring the progress of all pupils and addressing any disparities in achievement.
- Reporting regularly to the Governing Body on the effectiveness of the policy.

- Working closely with the Link Governor.

5.3 Staff:

- Acting as positive role models and promoting equality throughout the school community.
- Implementing the school's equalities policy and schemes.
- Reporting and dealing with all incidents of discrimination and unequal treatment.
- Creating an environment of mutual respect and tolerance.
- Challenging inappropriate language and behaviour.
- Providing a stimulating, relevant, and exciting curriculum that motivates all pupils.
- Ensuring planning is differentiated to provide full access for all pupils.
- Attending appropriate training sessions.

5.4 Pupils:

- Being aware of and complying with this policy.
- Treating others kindly and fairly without prejudice, discrimination, or harassment.
- Challenging inappropriate language and behaviour.
- Reporting any prejudiced-related incidents that may occur.
- Supporting the school's Code of Conduct.

5.5 Parents/Carers:

- Being aware of and complying with this policy.
- Supporting the school in promoting equality and diversity.
- Reporting any concerns they have about equality or diversity issues.
- Taking an active role in the life of the school.

6. Implementation Strategies

6.1 Curriculum:

- Ensuring the curriculum is broad, balanced, and relevant to the needs of all pupils.
- Integrating equality and diversity into all areas of the curriculum.
- Providing opportunities for pupils to explore prejudice and discrimination.
- Promoting positive attitudes about themselves and others.
- Ensuring the curriculum is inclusive of pupils with special educational needs and disabilities (SEND) and pupils learning English as an additional language (EAL).

6.2 Teaching and Learning:

- Using a variety of teaching methods to ensure effective learning takes place for all pupils.

- Providing challenge for all pupils.
- Differentiating planning to provide full access for all pupils.
- Carefully monitoring all groups of pupils to ensure they make progress.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- Providing specialised resources for pupils with disabilities.
- Creating a positive classroom ethos that is welcoming to both sexes.
- Ensuring pupils feel valued and have individual targets.
- Being open to the views of pupils.
- Encouraging pupils to share their experiences of different cultures and religions.
- Providing positive classroom displays of pupils' work.

6.3 Behaviour Management:

- Implementing a consistent and fair behaviour management policy.
- Addressing all incidents of bullying, harassment, and discrimination promptly and effectively.
- Using restorative justice approaches to resolve conflicts and promote understanding, as outlined in our school improvement priorities.

6.4 Staff Recruitment and Development:

- Adhering to the principles of equal opportunity in all aspects of the recruitment process.
- Providing training for all staff on equality and diversity issues.
- Promoting a culture of continuous professional development.

6.5 Communication:

- Ensuring all communication is accessible and inclusive.
- Providing information in a variety of formats to meet the needs of different audiences.
- Using clear and respectful language.

6.6 Addressing Prejudice-Related Incidents:

- Having clear procedures for reporting and investigating prejudice-related incidents.
- Providing support for victims of prejudice-related incidents.
- Taking appropriate action against perpetrators of prejudice-related incidents.

7. Monitoring and Evaluation

The effectiveness of this policy will be monitored and evaluated through:

- Regular review of pupil achievement data, disaggregated by protected characteristics.
- Analysis of behaviour logs and incident reports.
- Pupil and staff surveys.
- Parent/carer feedback.
- Lesson observations.
- Monitoring of the school environment.
- Feedback from the School Council.

The findings of the monitoring and evaluation will be used to:

- Identify areas for improvement.
- Inform the development of action plans.
- Update the policy and procedures.
- Provide training and support for staff.

8. Complaints Procedure

Any concerns or complaints related to equality and diversity should be raised in accordance with the school's complaints procedure, which is available on the school website and from the school office. All complaints will be handled fairly, impartially, and in a timely manner.

9. Accessibility

This policy will be made available on the school website and in the school office. It will also be available in alternative formats upon request.

10. Links to Other Policies

This policy is linked to the following school policies:

- Admissions Policy
- Anti-Bullying Policy
- SEND Policy
- Behaviour Policy
- Safeguarding Policy
- Curriculum Policy
- Staff Code of Conduct