



St Paul's Catholic Junior School – Equality and Inclusion Policy 2025-2026

Introduction

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages all in our community to **be kind, be respectful and be resilient**. As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our children is fundamental to all that we do. It is vital that our learners gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

Our school is inclusive; we strive to foster a culture that values the well-being and personal development of every child and we are committed to ensuring all members of our community are seen and celebrated for their differences. We are all of equal worth, irrespective of race, religion/belief, political views, disability, SEN status, gender, gender identity (e.g. transgender) and/or sexual orientation (LGBTQ+). The Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement especially for those marginalised groups.

We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development.

We oppose all forms of unlawful and unfair discrimination and bullying and harassment. As a school community, we recognise the need to champion equality and ensure inclusion for all pupils in the full life of our school; where appropriate making necessary adjustments to enable everyone's participation.

At St Paul's Catholic Junior School, we believe that education (both formal and informal learning) is fundamental to equality of opportunity. It prepares young people for life and is a powerful influence on access to and advancement in employment. All young people should be able to learn and develop fully in a truly diverse and inclusive environment.

All our policies and practices are fully inclusive and supportive of a welcoming culture for all communities; this is evidenced in our practices and procedures.

Our Approach to Equality and Inclusion

Our approach to equality and inclusion is based around our key motivators – Be Kind. Be Respectful. Be Resilient. Everything is driven through these themes and we believe that by following the Gospel Values in our mission statement our community will know, understand and in turn advocate that:

All people are of equal value and their **protected characteristics should be acknowledged, celebrated and supported**. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

We see, **respect** and honour difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is beautiful and should be **respected** and celebrated by all those who learn, teach and visit here.

We promote positive attitudes and relationships. We actively promote **kindness**, mutual **respect** and **resilience** between groups and communities different from each other.

We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are **respected** and able to participate fully in school life.

We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Equality and Inclusion – School Policies

Through this policy, and the wider practices within **St Paul's Catholic Junior School** we seek to empower our young people to embrace diversity and challenge discrimination. We equip our Governors and staff to fulfil their legal responsibilities, ensure that our school's safeguarding procedures are comprehensive and inclusive and enable robust monitoring of our progress as a school.

Inclusion underpins all our school policies.

Links to other appropriate policies / school documentation:

SEND policy
Safeguarding / Child Protection Policy
Curriculum Intent
Protected Characteristics mapping document
Cultural Capital document
Anti-bullying policy
Behaviour policy
Safer Recruitment Policy
Managing Allegations Policy
Complaint Policy

It is our belief that equality and inclusion is central to **all** of our policies and that we maintain an ethos that welcomes diversity and promotes equal opportunities for all, ensuring all our pupils and their families feel valued and supported and making sure that equality and inclusion is evident in everyday school life.

How we eliminate discrimination, harassment and victimisation

At St Paul's Catholic Junior School, we take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to use facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils - designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality: - prejudices around disability and special educational needs - prejudices around race, religion or beliefs - prejudices around gender and sexual orientation.

Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

What we do to promote equality of opportunity between different groups

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through transition processes and links with feeder infant school.

We collect, analyse and use data in relation to attendance and exclusions of different groups.

We use a range of teaching strategies that ensures we meet the needs of all pupils.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

Our school has accessibility plans that are renewed every 3 years when a significant change has taken place.

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

Monitoring

Our attainment records, including attainment and progress of vulnerable groups are monitored at SLT and Governor level.

Attendance data is scrutinised at Governor and SLT level, with specific regard to vulnerable and under performing groups.

Data regarding exclusions and behaviour is scrutinised at SLT and Governor level.

We have a rolling programme for reviewing school policies.

The implications for equalities in new policies and practices are considered before they are introduced

Minutes of meetings are kept where equalities issues are discussed

Carry out and analyse Pupil Voice meetings to ensure that the child's view is heard In order to ensure that the work we are doing on equalities meets the needs of the whole school community.

We review relevant feedback from parent questionnaires and parents' evening.

Secure and analyse responses from staff surveys, staff meetings and training events.

Review feedback and responses from the children and groups of children from the School Council and Pupil Voice.

Reviewing this policy

We review the information about equalities in the policy every four years and make adjustments as appropriate. Further amendments may occur with changes in legislation or as the need arises.

Roles and Responsibilities

The Governing Body

The school's governing body ensures that this policy and its related procedures and action plans are implemented. The governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

The Head Teacher and SLT

The Head Teacher and SLT are responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination and reporting these as appropriate.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination • deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability

- maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

We will publish this policy on our website to enable them to do this.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Publishing the policy

Once approved by the governing body, this policy will be published on the school website. A paper copy is held by the Head Teacher and a further copy is available on the staffroom noticeboard.

Complaints

Complaints arising from the operation of this policy will be dealt with in line with the St Paul's Catholic Junior School complaints policy.