EQUALITY, DIVERSITY AND INCLUSION POLICY

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October 2026

INTRODUCTION

The Equality Act 2010 (including the Equality Duty 2011) requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and; people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

INTENT

KEY PRINCIPLES

Catmose Primary is an inclusive school where we focus on the wellbeing and progress of every pupil, and where all members of our community are of equal worth.

The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality of opportunity and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist due to protected characteristics.
6. We have the highest expectations of all our pupils.
7. We encourage all pupils (including those with protected characteristics) to participate in activities where their participation is low.
8. We take account of disabled people's impairments when making decisions about policies and services.

This means that the aims of the Equality Duty must be considered and influence the decisions reached within Catmose Primary.

OBJECTIVES

We are committed to ensuring equality of experience for all Trustees, Governors, staff, pupils and parents and carers, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (this includes ethnic or national origins, colour or nationality), religion or belief, sex, sexual orientation or socio-economic background. In order to further support, challenge, raise standards and ensure inclusive employment and teaching, we have set the following objectives:

Objective 1
To monitor and analyse community achievement by looking at the 9 protected characteristics and acting on any trends or patterns in data that requires additional support.
To do this, we will:

- Analyse pupil progress and attainment to identify any trends or groups of pupils underperforming and put appropriate support in place.
- Use CPOMS to log and monitor pupils whom we have concerns about (academically and pastorally) and act on any trends or incidences appropriately.
- Use of school documents to make all staff aware of pupils and their backgrounds, which includes whether they fall into the 9 protected characteristics (documents include: Graduated Response; Inclusive Mainstream Practice; Adverse Childhood Experiences; CPOMS; Trauma Informed Practice). This will make the monitoring, tracking and any early intervention to support these pupils effective.
- Use Performance Reviews to identify any staff who wish to further their career and take appropriate steps to support them with this.

Objective 2
To ensure that RDSF recruitment, including trustees, governors and staff, and all publications, including material shared via social media, represents the community.

To do this, we will:

- Ensure that recruitment adverts actively encourage applications from people with diverse backgrounds.
- Ensure that intake publications demonstrate our welcoming ethos to families and pupils from all backgrounds.
- Ensure that all material shared (newsletters, social media, Class Dojo, website news) represents our school community.

Objective 3
To uphold the inclusive ethos of the Equality, Diversity and Inclusion duty with the intent that all stakeholders are valued.

To do this, we will:

- Embed our PSHE curriculum and wider pastoral strategies to ensure pupils learn about equality, diversity and inclusion.
- Review pastoral strategies and adapt or include further as required.
- Explore inclusive strategies that are proactive rather than reactive to our changing community (for example, the use of sign language for simple phrases to be used across the school and establish Paralympic sports in PE and lunchtime provision).
- Plan opportunities to increase pupils' awareness of our diverse society (for example, through trips, visitors, celebrations, Super Learning Days).
- Complete regular reviews (3 times yearly) of our objectives, progress towards these and identification of areas for development.
- Use pupil, staff, parent and governor surveys and act on any trends or feedback.
- Use Performance Reviews to ensure all staff feel valued and provide an opportunity to discuss their professional development.

IMPLEMENTATION

EQUALITY INFORMATION

Number of pupils on roll at the school: 210
Age of pupils: 4 - 11

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Any person may have one or more of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils and staff are protected from discrimination, harassment and victimisation, the school collects information on protected characteristics.

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Socio-economically disadvantaged
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after Children and Previously Looked After (CLA)
- Other vulnerable groups

Eliminating discrimination and other conduct that is prohibited by the Act:
The information provided here aims to demonstrate that we give careful consideration to equality, diversity and inclusion issues in everything that we do. 'Due regard' ensures that we

work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

We are committed to ensuring we understand how different individuals are affected by the education system, and thus ensure that we are accessible and appropriate in our actions to advance our role with our staff, parents/carers and pupils.

WHOLE SCHOOL APPROACH

We eliminate discrimination by:

- Our Behaviour Policy ensures that all pupils feel safe at school and addresses prejudicial bullying.
- Reporting, responding to and monitoring all racist incidents through the use of CPOMs.
- Regularly monitoring the curriculum to ensure that it meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping.
- Teaching is of the highest quality to ensure pupils reach their potential and all pupils are given equal entitlement to success.
- Tracking pupil progress to ensure that all pupils make rapid progress, and intervening when necessary.
- Ensuring that all pupils have the opportunity to access extra-curricular provision.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.
- Ensuring participation of parents/carers and pupils in school development.
- Listening to parents/carers.
- Listening to pupils at all times.
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

IMPACT

Through rigorous tracking and monitoring of individuals and all groups of pupils (including progress and attainment, rewards, attendance and sanctions/CPOMS) and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.