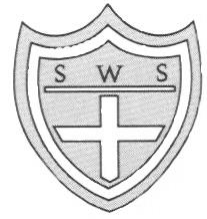




**As St. Walburga's school family we walk in the footsteps
of Jesus by ...**

- welcoming all
- learning to be the best we can
- joining together in prayer
- serving God and one another.



EQUALITY POLICY

Incorporating:

- **PUBLIC SECTOR EQUALITY DUTY**
- **EQUALITIES OBJECTIVES**
- **ACCESSIBILITY PLAN**

Date policy accepted:	September 2025
Signed by: (Chair of Governing Body)	
Next Review Date:	September 2027

1. Purpose

At St. Walburga's Catholic Primary School, we are committed to ensuring equality of education and opportunity for **ALL** pupils, staff, parents, and carers receiving services from the school. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by gender, those in receipt of the pupil premium grant and those pupils designated as having Special Educational Needs and/or Disabilities (SEND). We will use this data to support pupils, raise standards, and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all. At St. Walburga's, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. Our school mission of 'Love One Another as I Have Loved You' is at the centre of all we do.

2. The Public Sector Equality Duty (PSED) in schools

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the Equality Act 2010. It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race, and gender equality. The PSED extends to the following protected characteristics:

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual Orientation
- Pregnancy or maternity
- Gender reassignment

2a. How we comply with the PSED

2a 1. Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Embrace a 'Growth Mindset' approach to teaching and learning
- Seek to involve all parents in supporting their child's learning;
- Including teaching and classroom-based approaches appropriate for all our children, which are inclusive and reflective of our pupils;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by gender, those in receipt of the pupil premium grant and those pupils designated as having SEND, and action any gaps;
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Scheme of Works, designed by subject leaders, include specific focus on addressing stereotypes.

2a 2. Admissions and exclusions

Admissions arrangements to the school are governed by School's Admissions Policy, which is applied impartially. Our Admissions Policy can be found on the school website under 'Key Information', 'Applying For A Place'.

Exclusions will always be based on the school's Behaviour Policy and Local Authority guidance and procedures. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

2a 3. Equal Opportunities for 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.

2a 4. Employer duties

As an employer we need to ensure that we eliminate any possibly discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality and the protected characteristics are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including any incidences or records of bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

3. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's background or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of any protected characteristic.

The role of the headteacher

- It is the headteacher's role to ensure the school is compliant with the Public Sector Equality Duty and s/he is supported by the governing body in doing so.

- It is the headteacher's role to implement the school's Equality Policy (which incorporates the Accessibility Plan and Equality objectives) and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the PSED and Equality Policy (which incorporates the Accessibility Plan and Equality objectives) and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to the Equality policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, with due seriousness.
- The headteacher will have due regard for, and will consider equality implications, when developing policies and taking decisions.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's PSED and Equality Policy.
- All staff will strive to provide material that gives positive images of all those with protected characteristics and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism, homophobia or discrimination against a protected characteristic, and record any serious incidents through the use of CPOMS -Safeguarding and Child Protection Software for Schools, drawing them to the attention of the headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.
- Teachers will have due regard for, and will consider equality implications, when implementing policies and taking decisions.

4. Consultation and involvement

The development of this policy, the implementation of the PSED, the Accessibility Plan, and the Equalities Objectives within it, will be informed by the input of staff, pupils, parents, carers and governors through:

- Feedback from any parent questionnaires;
- Input from staff surveys or through staff meetings/INSET;
- Feedback from the school council and PHRE lessons;
- Issues raised in annual reviews for those child with an Education, Health and Care Plan;
- Feedback at Governing Body meetings.

5. Tackling discrimination

Harassment on account of any protected characteristic is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/ deputy headteacher/ headteacher where necessary. All incidents are reported to the headteacher, and homophobic or racist incidents are reported to the Governing Body and Local Authority on an annual basis.

5a. What is a discriminatory incident?

Harassment on grounds of a protected characteristic or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

5b. Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of a protected characteristic;
- Use of derogatory names, insults and jokes;
- Discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's protected characteristic;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of a protected characteristic.

5c. Responding to and reporting incidents

Any act of discrimination will be dealt with through application of the school's behaviour policy or anti-bullying policy. Incidents are recorded and kept using CPOMS – Safeguarding and Child Protection Software for Schools. This is reported to Governors annually and communicated to the Local Authority.

6. Review of progress and impact

The policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Objectives and renew them every four years. We will review the entire policy and accompanying accessibility plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by gender, those in receipt of pupil premium and those pupils designated as having SEND, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

7. Publishing the plan

In order to meet the statutory requirements of the Public Sector Equalities Duty we will publish our policy, equalities objectives and accessibility plan on the school website and make sure hard copies, including large print, are available.

Equality Objective

The Senior Leaders of St Walburga’s Catholic Primary School have considered the strengths and weaknesses of the school, in consultation with parents, pupils and representatives of the local community.

The strengths are considered to be:

- An atmosphere of inclusion within the school;
- Evening performances and workshops enabling working parents to attend;
- Images used on teaching aids;
- The school welcomes children and families to share their different cultures and beliefs;
- When planning activities, the school takes into account the importance of promoting equality;
- We are a community united by our faith;
- Our school uniform promotes equality between the children.

The following objectives make up part of our School Development Plan, which is reviewed and updated annually.

Aspiration	Objective	Key Initiatives
<p>The school’s open culture promotes all aspects of pupils’ welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.</p>	<p>To ensure that children feel safe in school. They are comfortable talking to adults if concerned about their own welfare or that of another child.</p> <p>To ensure playtimes are a restorative time for all children, with opportunities for a variety of activities.</p> <p>To support the readiness for the next phase of education.</p> <p>To continue to review the impact of enrichment activities offered across the school and further develop enrichment opportunities in the curriculum.</p> <p>To ensure all disadvantaged children socially, emotionally and academically progress, succeed and meet their full potential in primary school.</p> <p>To achieve United Against Bullying Silver School status.</p>	<p>Ensure quiet area available for playtimes. Use school council to develop the use of the library area and outside area.</p> <p>Older children going to KS1 playground – rota system, clear expectations.</p> <p>Audit children’s perception of safety in the school.</p>

<p>Pupils show respect for others' ideas and views</p>	<p>Develop the role of the Chaplaincy Team and the influence of the School Council. To embed the new RE directory into Scheme of work. To work with the parish and parents to develop home/parish links. To embed learning values each half term and develop further links with faith in action. To achieve United Against Bullying Silver School status.</p>	<p>Pupils show respect for others' ideas and views. Embed CST policies and practice. Complete the new format of the Catholic Schools Inspectorate.</p>
<p>Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice based bullying Staff and pupils deal effectively with the very rare instances of bullying behaviour and or use of derogatory or aggressive language.</p>	<p>To enable pupils to be aware of what constitutes bullying and how to combat it. To create a culture in which pupils feel confident that they do not have to put up with bullying behaviour from another child and that adults will take action to resolve it.</p>	<p>Pupil survey – perceptions of safety in the school. Internet safety talks for pupils are embedded in the curriculum. Display e-safety posters in ICT suite and corridors. Introduce worry/suggestion box for Year 6. Internet safety talk for parents SSCT newsletter sent home termly. Consistency of approach achieved – now embed School council to work with members of staff to write a new anti-bullying policy.</p>
<p>EYFS Almost all children, including those with SEND, disadvantaged children and the most-able are making substantial and sustained progress in relation to their starting points. They are extremely well prepared academically and socially for the next stage of their education.</p>	<p>To ensure the curriculum design builds on knowledge and skills towards the agreed end points and new knowledge connects with existing knowledge. To ensure the curriculum design enables a smooth transition from EYFS to Year 1. To develop outdoor learning.</p>	<p>Explore opportunities for promoting EYFS writing Analyse current EYFS profile – identify any potentially vulnerable groups – what is the proportion of summer birthdays? Ensure appropriate training and regular access to CPD opportunities for staff.</p>
<p>Whole School - Maths</p>	<p>To improve outcomes throughout KS2 for prior low attainers To ensure children develop a mastering of number and that these skills support the children's learning in KS2 To build on prior knowledge and make clear connections between new knowledge in maths. To ensure the curriculum design builds on knowledge and skills towards the agreed end points and new knowledge connects with existing knowledge.</p>	<p>Each year group to undertake data review to identify prior low attainers, plus those children who are not on track to make progress from prior starting points. Each class teacher and teaching assistant to be responsible and accountable for intervention provision for those children. New Scheme of Work to fully incorporate concrete, pictorial and abstract teaching and learning methods.</p>

Accessibility Plan: 2025-2026

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities, and services provided.
- Improve the availability of accessible information for disabled pupils.

The plan will be made available online on the school website and paper copies, including large print copies, are available upon request.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising concerns.

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This plan is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

	Objectives	Action			Timescale	Monitoring: Who
		How	People	Resources		
1	Improve physical access to the school wherever possible	Ensure that ramps are incorporated to the planning of any new building as required and that any new doors fitted comply with regulations and are sufficiently wide to allow wheelchair access.	SBM Headteacher	Ramps Door widening as required	On going	Governors Headteacher SBM SLT
2	Improve access for pupils who may experience difficulties walking around the school	Seek advice from Vision Support Service regarding specific pupils. Make reasonable adjustments accordingly.	SBM Headteacher	As required	On going	Governors Headteacher SBM SLT
3	Ensure all staff receive relevant and timely training on a range	Ensure that reports on specific children are copied and passed on to relevant staff promptly.	Inclusion Leader	Cost of training release and	On going	Inclusion Leader All staff

	of effective strategies to support learners with range of SEND	Ongoing training for all staff on range of strategies.	External support agencies LA	visiting trainers.		
4	Ensure that all school trips and residential visits are accessible for all pupils	All staff to have understanding of need for thorough planning to ensure that access is available for all pupils including those with physical or sensory difficulties. Provide additional adult support if needed. Risk assessments including individual risk assessments and strategies Advance visits.	All staff EVC Headteacher SLT		Ongoing	Governors EVC Trip leaders Feedback from pupils and parents
5	Ensure that afterschool clubs are accessible to all pupils	Work with after school providers to ensure that they have understanding of needs of all pupils including those with physical or sensory difficulties.	Afterschool club leads Inclusion Leader		Ongoing	Inclusion Leader Feedback from pupils and parents
6	Ensure the new curriculum is fully accessible to all pupils	Consider ways in which information is shared with pupils. Consider ways in which pupils can record and communicate their ideas.	Computing lead SLT Curriculum Champions Inclusion Leader	Hardware, software and Apps	Ongoing	Inclusion Leader – feedback from pupils and parents
7	Ensure there is a quiet, sensory room that will support individual pupils' sensory regulation.	Seek advice and support from the Link Educational Psychologist on appropriate resources. Follow advice from Outreach teachers	SBM Inclusion Lead Headteacher	As required	By July 2022	Inclusion Leader
8	Oversee the design, development and installation of a new outdoor area for EYFS/ KS1 that promotes fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Equipment provided will develop overall body strength, balance, co-ordination and agility.	Arrange initial meeting to review current provision in EYFS outdoor area, Year 1 outdoor area and KS1 playground. Research outdoor areas in other schools. Pupil voice – what they would like to see and use. Generate an initial plan and 'wish list' SBM to contact various contractors to seek input, feasibility study and quotes for work to be undertaken. Further meetings to take place to refine and review project	Headteacher supported by KS1 and EYFS teachers SBM	Additional meeting times plus focused budget	Between May 2021 and December 2021	Headteacher SBM

Date	Revision	Comment	By whom

END OF DOCUMENT