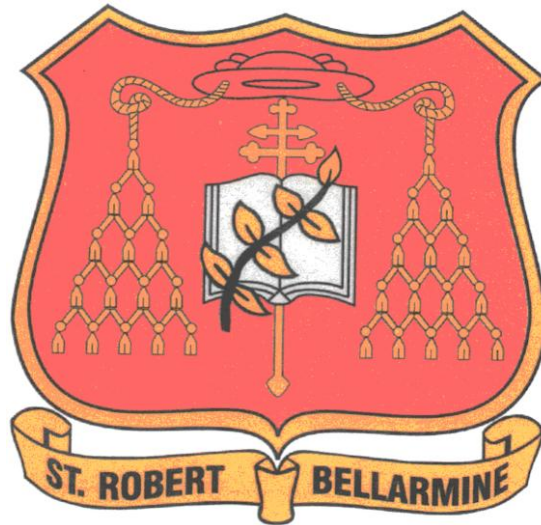


St Robert Bellarmine Catholic Primary School



Equality Policy

Our Mission Statement

"We are God's work of art."

Help each other	Be friends with everyone
Be happy	Be responsible for your own actions
Follow the light of Jesus	Be Respectful
Include everybody	Work to the best of your abilities
Everybody do	Parents, teachers and children

We believe in helping each other, following the light of Jesus, including everybody, respecting one another and working to the best of our abilities in a supportive partnership between parents, teachers and children.

1. Introduction

St Robert Bellarmine Catholic Primary School is an inclusive school where the wellbeing, dignity and progress of every child are central to our work. All members of our school community are of equal worth.

We are committed to promoting equality, valuing diversity and fostering an environment in which everyone feels respected, included and able to participate fully in school life.

We recognise that our equality duties reflect international human rights standards, including the **United Nations Convention on the Rights of the Child (UNCRC)**.

2. Vision Statement

St Robert Bellarmine Catholic Primary School is a one-form entry school located in Bootle, an area of socio-economic deprivation. We are a Catholic faith school serving a predominantly White British community.

Our local context strengthens our commitment to equity, social justice and inclusion, ensuring all pupils are supported to achieve their full potential regardless of background or circumstance.

3. Our Vision and Aims for Equality and Diversity

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers and stakeholders irrespective of:

- Race
- Disability
- Sex
- Gender reassignment
- Sexual orientation
- Religion or belief
- Pregnancy and maternity
- Socio-economic background

We aim to develop a culture of inclusion and diversity where all members of the school community feel proud of their identity and are able to participate fully in school life.

4. Legal Framework

This policy has due regard to the following legislation and statutory guidance:

Legislation

- Equality Act 2010
- Human Rights Act 1998
- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- School Premises (England) Regulations 2012
- Health and Safety at Work Act 1974
- Data Protection Act 2018
- UK GDPR

Guidance

- DfE: *Equality Act 2010 advice for schools*
- SEND Code of Practice (2015)
- DfE: *Behaviour in Schools*
- DfE: *Keeping Children Safe in Education*
- Equality and Human Rights Commission (EHRC) guidance

5. Public Sector Equality Duty (PSED)

Under the Equality Act 2010, the school has due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity
3. Foster good relations

Equality considerations are embedded into decision-making, policy development and daily practice.

6. Specific Duties

The school will:

- Publish equality information annually
- Publish Equality Objectives every four years
- Ensure information is accessible electronically and in paper format

7. Protected Characteristics

The Equality Act 2010 protects individuals based on:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Age (staff only)

8. Guiding Principles

1. All learners are of equal value
2. Difference is respected and valued
3. Positive attitudes and relationships are fostered
4. A shared sense of belonging is promoted
5. Good equalities practice is observed for staff
6. High expectations are held for all pupils
7. Improving outcomes for vulnerable pupils raises standards for all

9. Roles and Responsibilities

Governing Body

- Ensure compliance with equality legislation
- Monitor implementation
- Appoint a named Equality Governor

Headteacher

- Ensure implementation and accessibility
- Provide training
- Address discrimination and harassment

Staff

- Promote inclusive practice
- Challenge bias and discrimination
- Engage in equality training

Pupils

- Support the school's equality ethos
- Share concerns with staff

Parents and Carers

- Support equality values
- Raise concerns appropriately

Visitors and Contractors

- Follow equality expectations

10. Accessibility and SEND

The school maintains an **Accessibility Plan** to:

- Improve the physical environment
- Increase access to the curriculum
- Improve access to information

The plan is reviewed annually by governors.

11. Equality Information – Pupil Population

As of the most recent data collection, the total number of pupils on roll is **236**.

Gender

- Female: **46.2%** (109 pupils)
- Male: **53.8%** (127 pupils)

Disability

- **1%** (3 pupils) *pupils with a physical disability*

SEND

- **14.8%** of pupils are identified as having Special Educational Needs and/or disabilities, in line with statutory SEND definitions.

Religion / Belief

- Anglican/Church Of England: **0.43%**
- Christian: **2.1%**
- Hindu: **0.43%**
- No Religion: **0.86%**
- Roman Catholic: **96.2%**

Race / Ethnicity

- White – British: **94.9%** (224 pupils)
- Black – African: **1.3%** (3 pupils)
- Indian: **1.3%** (3 pupils)
- Chinese: **0.85%** (2 pupils)
- Other White British: **0.42%** (1 pupil)
- White – English: **0.42%** (1 pupil)
- White and Black African: **0.42%** (1 pupil)
- White and Black Caribbean: **0.42%** (1 pupil)

English as an Additional Language (EAL)

- **2.5%** (6 pupils)

Looked After Children (LAC)

- **0 pupils**

Young Carers

- **0 pupils**

Pupil Premium

- Eligible: **16%** (38 pupils)

12. Monitoring and Impact

Equality considerations inform:

- School Improvement Planning
- Curriculum review
- Attainment, behaviour, attendance and exclusion analysis

Patterns of inequality are addressed through targeted action.

13. Complaints

Equality-related concerns are addressed through the **Complaints Policy** and monitored annually.

14. Publication

This policy and associated Equality Information and Objectives are published on the school website and available in hard copy. Equality Objectives are published separately and reviewed annually as part of the school's equality monitoring and School Improvement Planning.

15. Review

- **Agreed:** January 2026
- **Next review:** January 2027

Chair of Governors: Anne Marie Pennington

Headteacher: Mairead Dowell

Appendix A

How We Are Performing in Relation to the Three Aims of the General Duty of the Equality Act 2010

Reviewed January 2026

St Robert Bellarmine Catholic Primary School recognises its responsibility under the **General Duty of the Equality Act 2010** to have *due regard* to the need to:

1. **Eliminate unlawful discrimination, harassment and victimisation**
2. **Advance equality of opportunity** between people who share a protected characteristic and those who do not
3. **Foster good relations** between people who share a protected characteristic and those who do not

While we recognise that different protected characteristics may require different approaches to advancing equality of opportunity and fostering good relations, the **elimination of unlawful discrimination** remains the overarching principle underpinning all equality work within the school.

Preventing discrimination, harassment and victimisation is fundamental to embedding equality, inclusion and respect within our school culture and ethos.

The examples below demonstrate how the school both **advances equality of opportunity** and **fosters good relations**. These actions are reviewed **annually** as part of our equality monitoring and evaluation.

Gender

How we advance equality of opportunity

- We monitor attainment and progress by gender to identify and address any disparities.
- We ensure equal access for all pupils to the curriculum, enrichment activities and leadership opportunities.
- We regularly review provision to remove any barriers to participation for boys or girls.

How we foster good relations

- Whole-school events are thoughtfully planned to include and engage all parents and carers, regardless of gender.
- Boys and girls are equally represented on the School Council, and their views are valued equally.
- Positive, non-stereotypical representations of men and women, girls and boys are embedded across the curriculum, assemblies, school visits and visiting speakers.
- After-school clubs and activities are open and accessible to all pupils, with participation monitored to ensure balance.

Disability

How we advance equality of opportunity

- Staff receive regular training on meeting the needs of disabled pupils.
- We hold transition and induction meetings with parents and carers prior to a disabled pupil starting school.
- External agencies are consulted where appropriate to support individual needs.
- Targeted support and reasonable adjustments are put in place to enable full access to learning and school life.

How we foster good relations

- Disability is positively represented through curriculum content, assemblies and stories.
- Disabled adults and role models are invited to contribute to school activities where appropriate.
- Strong partnerships are developed with parents and carers.
- We liaise with special schools and specialist provision within the local authority where beneficial.

Race / Ethnicity / EAL

How we advance equality of opportunity

- Staff and governors receive training on equality, diversity and inclusion.
- The curriculum actively promotes understanding, respect and appreciation of diversity and challenges stereotypes.
- Our Inclusion Lead ensures equality remains a priority.
- We work with external agencies to support parents and carers whose first language is not English.
- Barriers to participation and learning for specific groups are identified and addressed promptly.

How we foster good relations

- Cultural traditions, festivals and events from a range of backgrounds are celebrated.
- Racist language or behaviour is recorded, reported and responded to promptly and effectively.
- Pupils are supported to develop empathy, understanding and respect for others.

Religion, Faith and Belief

How we advance equality of opportunity

- All faith groups are included and respected across the curriculum and wider school life.
- Educational visits to a range of places of worship are organised to deepen understanding.

How we foster good relations

- Visitors from different religions and belief backgrounds are welcomed into school.
The RE and PSHE curriculum promotes respect for different beliefs and challenges prejudice and discrimination.

Sexual Orientation

How we advance equality of opportunity

- All pupils and staff are protected from discrimination or harassment through clear policies, staff training and consistent expectations.

How we foster good relations

- The curriculum supports pupils to understand, respect and value difference and diversity.
- An ethos of respect, tolerance and dignity is promoted across all areas of school life.

This policy was agreed: January 2026

Signed by:

Chair of Governors. Anne Marie Pennington

Head teacher Mairead Dowell

Reviewed January 2026

This policy and all its contents will be reviewed: January 2027