



DIVERSITY, EQUALITY, EQUITY, INCLUSION *and* BELONGING POLICY

ASPECT LEADER	Mrs J M Farrimond
GROUPS INVOLVED IN DISCUSSION	Headteacher and Leadership Team Governing Body All Staff
LINK TO SCHOOL IMPROVEMENT PLAN	Priority 1 - Further develop the Catholic Life of the school to ensure the school remains Outstanding. Priority 2 - provide an outstanding school curriculum

'Trust in the Lord with all your heart and do not lean on your own understanding; in all your ways, acknowledge Him and He will make your paths straight.'

Proverbs 3:5-6

DOCUMENT PURPOSE

This document is relevant to all pupils, staff, parents, families, visitors, governors, trainees and helpers, all abilities, races and cultures.

At St. Aidan's Catholic Primary School we aim to provide equality of access and equity of opportunity for all people, whatever their age, ability, gender, sexual orientation, race or background. We want all our children and adults to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices - in particular those relating to Cultural Capital, British Values and the Protected Characteristics - do not prevent any child or adult from reaching their potential.



This document should be read alongside our Mission Statement, Vision Prayer and School Aims. Other Policies which further determine areas include: Inclusion Policy (SEND) and Policy for Teaching and Learning.



ST. AIDAN'S CATHOLIC PRIMARY SCHOOL

As stated in our school's Mission Statement, our 3 aims are to-

- ~ Have a sense of responsibility and take an active part in serving our world;
- ~ Have a growing understanding of Gospel Values and gather together in prayer and Worship;
- ~ Have a passion for learning and an enjoyment for discovery.

**“Hand in Hand, In the image of Jesus,
We grow together and celebrate who we are.”**

The staff of St. Aidan's Catholic Primary School work to give each child the entitlement of a broad, balanced, adapted and scaffolded curriculum encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

We create an environment, which encourages everyone to reach their potential by nurturing self-esteem and respect for others. We believe that each individual should be valued and treated as an integral member of our school community. Positive and caring attitudes are to be fostered in all aspects of school life, including behaviour choices, the management of discipline, self-value and respect for others.

We at St. Aidan's believe that each and every person should be encouraged to respect the individual uniqueness and rights of others so that everyone can be comfortable within their school environment. We propose to do this by employing a positive attitude to pupil behaviour management and developing consistency of approach to the management of behaviour by all staff and pupils.

All adults, in all roles, at St. Aidan's are expected to be role models for others and should encourage all adults to be aware of this responsibility. Staff are appointed and volunteers and visitors are carefully and sensitively selected to ensure that all uphold the highest levels of respect and care for others. We all work towards the same aims, which are strongly underpinned by our Mission Statement and the aim to build our Catholic school community on the teachings of the Gospel.

These aspects are supported by the seven areas of our Personal Development through our school and within our curriculum which allow everyone to grow in consciousness of our own identity, build confidence and develop our competence to stand up for each unique person. This is also evident in our School Threads.



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Remember that:

'Teaching has an extraordinary moral depth, for the teacher does not write on inanimate materials, but on the very spirits of human beings.' *From 'The Catholic School at the Threshold of the Third Millennium'.* It is important that this scheme is reviewed regularly and that impact assessments are carried out and the scheme up-dated as needed.

Overarching Policy Statement

- a) In accordance with our mission statement, we pledge:
- to respect the equal human rights of all our pupils;
 - to educate them about equality and
 - to respect the equal rights of our staff and other members of the school community.
- b) In a timely manner, we will assess, appropriately, our current school practices and plans for the future and implement all necessary resulting actions in relation to the Protected Characteristics:
- Age
 - Maternity and Pregnancy
 - Marriage and Civil partnerships
 - Race
 - Disability
 - Religion or Belief
 - Gender
 - Sexual Orientation
 - Sex
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity;
 - religion or belief, and
 - socio-economic background.



Statutory Requirements

We recognise our responsibilities under the Equality Act 2010 ("the Act") to avoid direct and indirect discrimination on the grounds of any of the protected characteristics listed above. We are committed to meeting all of its obligations as a responsible employer in accordance with the Equality Act 2010. As a public body, we are also covered by the public sector equality duty under Section 149 of the Act to take positive steps to:

- (a) eliminate unlawful discrimination, harassment and victimisation,
- (b) advance equality of opportunity, and
- (c) foster good relations.

Discrimination means treating someone less (or more) favourably than a 'comparator'.

Harassment (which is one form of discrimination) means violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation means discrimination because of a previous complaint.

Community Cohesion: a shared contextual statement

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions below to promote community cohesion:

▪ Ethnicity/culture context of the school (local and national)

There is a very a small percentage of pupils with English as an additional language (EAL). Our school makes very good provision for these very small numbers of pupils. There are currently no pupils from refugee/asylum seeker families. Pupils with EAL perform very well according to the school's tracking system and ASP.

▪ Religion/belief context of the school (local and national)

St. Aidan's is a Catholic School, which has above 90% of baptised Catholics on role with below 10% of pupils from other Christian traditions and below 2% of pupils with no identified faith background.

There are strong links with St. Aidan's RC Church and Parish which enrich pupils' religious, spiritual, moral and social education. As a Catholic School our curriculum is built on the examples and teachings of Jesus Christ and our RE.



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Curriculum 'Come and See', and the upcoming RED, gives opportunities for exploration of the differences between people and the contributions they make to our community. Different religions and beliefs are celebrated in lessons and assemblies. Through the curriculum and collective worship children learn about rights and responsibilities and they are aware of the seriousness of discrimination and unequal treatment and the repercussions that arise from them.

- **Socio-economic context of the school (local and national)**

The percentage of pupils claiming their entitlement to free school meals is well below the national average. Approximately 5% of pupils are disadvantaged (FSM6). Pupils who are disadvantaged make at least similar progress and have similar attainment to pupils not in this category.

- **Current issues affecting cohesion at school, local and national level**

St. Aidan's Catholic Primary School provides excellent opportunities for pupils to contribute to the school and wider community. Pupils are proud of their school and committed to enriching the school community. Their involvement is valued and it contributes to the quality and ethos of the school. Pupils have an appreciation of wider issues affecting the local and global communities and understand what it means to be a citizen in Britain. This has remained a consistent strength of the school and was recognised as outstanding at the most recent OFSTED Inspection (January 2014) and CES Inspection (2023).

The school buildings and grounds are mostly free from vandalism and the level of police attendance to the school is very low, although increasing anti-social behaviour is having a negative impact on the outside of the building, outside resources and the school fence. Pupils are keen to engage with the local community in ensuring that the local area is free from litter and the path at the side of the school has been 'adopted' by the school to ensure that it is clean and tidy.

Our strong links with other schools including local, regional and international links, e.g. CAFOD, are successful in promoting community cohesion and awareness. The local WOWS network of schools provides opportunities for collaborative work, where pupils are able to work together on shared projects.

Pupils are encouraged to participate in charity work and fund raising in school at local, national and international contexts. E.g. Joseph's Goal, The Brick, Nugent Care, NSPCC, CAFOD, etc.

The views of Parents/Carers and visitors, including members of the local community, are important to our school and evidence about the pupils' interaction with them are well documented in the school's Celebration files, located in the school entrance, and can be seen on X and the website. It is clear that St. Aidan's partnerships with others beyond the school gate are very strong and that the school is well regarded in the local area.



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There is successful support for parents through the involvement of a range of services including, the School's Pastoral Manager, Early Help, the School Nurse etc. These services are available to families who may experience difficulties and become vulnerable for one reason or another.

The school website, X, Seesaw, emails and texts are used for information and communication with Parents/Carers, local and wider communities.

We have successfully put into place effective policies and strategies to promote community cohesion, including our mission statement, behaviour policy and personal development curriculum.

St. Aidan's has excellent and effective strategies for promoting good relationships between learners and monitoring shows that learners are given excellent opportunities to learn about, engage with and participate in the community that the school serves.

In assemblies, through PSHE and in Religious Education we promote positive attitudes and develop learners' understanding of other faiths, beliefs and cultures. Monitoring of lessons shows that through the curriculum, teaching and learning, pupils gain knowledge and understanding about life and cultures in other places.

Through the curriculum, particularly in Citizenship, Personal and Social Education, we are successful in promoting community cohesiveness by learning about common identity and values.

St. Aidan's work on outcomes in the quality of pupils' spiritual, moral, social and cultural development is detailed in our both our most recent OFSTED report (Jan 14) and RE Inspections (2023). *'The spiritual, moral, social and cultural development of pupils is amazing.'*

Responsibilities

The Governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation and
- making sure the schools Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually



The Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the Governors, staff, pupils, and their parents / carers are aware of equality issues, as relevant;
- producing regular information for staff and governors about the plans and how that are working
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents, and
- enabling reasonable adjustments to be made, in relation to disability, in regard to pupils, staff, parents / carers and visitors to the school

All staff are responsible for:

- avoiding unlawful discrimination against anyone;
- promoting equality and community cohesion in their work;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping, and
- taking up training and learning opportunities.

The Headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

Staff Recruitment, Selection and Development

We will ensure that employees making selection and recruitment decisions will not discriminate, whether consciously or unconsciously, in making these decisions. Candidates' promotion and advancement will be made on merit and all decisions relating to this will be made within the overall framework and principles of this policy.

Job descriptions will be drafted and maintained in accordance with the provisions of this policy. We will maintain a consistently fair and non-discriminatory approach to the advertising of vacancies. Candidates will be selected for any given role based upon their ability to undertake all aspects and requirements as defined within the role description and person specification.

All applicants for employment and voluntary roles will receive fair treatment and will be considered solely on their ability to undertake all aspects of the role as it is defined. The shortlisting, interviewing and appointment of candidates will be conducted by a diverse panel in accordance with our recruitment and selection procedure.



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In terms of professional responsibilities as well as statutory requirements.

- All staff will be offered training with regard to relevant equality legislation.
- As legislation develops and changes, staff training will be planned as appropriate
- On induction, new staff will be informed of our Equality Scheme and relevant policies

Publication of equality information

At the end of each school year, under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will publish information relating to our performance of the public sector equality duty in a manner that is reasonably accessible to the public e.g. website, prospectus, newsletter etc.

- assessments of the impact of our policies and practices, and the likely impact of those that are proposed;
- information that we took into account when making these assessments;
- details of any engagement that we undertook with people we considered to have an interest;
- school equality objectives, and how progress towards them will be measured.

5. MONITORING AND REVIEW

5.1 The Headteacher and governing body reviews this policy every three years. They may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved, to take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

DISCUSSED AND AGREED BY RELEVANT STAFF	July 2026
DISCUSSED AND AGREED BY FAMILIES	July 2026
DISCUSSED AND AGREED BY GOVERNING BODY	Full Governing Body, 14 July 2026
MONITORING AND EVALUATION	July 2027 - By SLT
This policy was last up-dated on	July 2026
Formal Review of Policy	July 2028

Signed: _____
Headteacher, Mrs J. M. Farrimond

Chair of Committee, Mr A. Kay