

ST. BEDE'S CATHOLIC JUNIOR SCHOOL
celebrates life and learning

EQUALITY DUTY STATEMENT 2025 -2028

MISSION STATEMENT

St. Bede, patron of our school, wrote:

“It was always my delight to learn and to teach”.

We are a celebrating community, living the Gospel Values, committed to educating children in the light of the Catholic Faith.

We journey together so that we

“Might have life - life in all its fullness”.

John 10:10

Guided by the teachings of Christ, we aim to build a loving, inclusive community where all are welcomed, differences are celebrated, and everyone is empowered to grow, learn and succeed.

OUR COMMITMENT

At St. Bede's, we integrate our equality duties into every aspect of school life. We have **rigorous and robust systems** in place for monitoring academic standards, pupil progress, behaviour, and wellbeing. Where underachievement or barriers to participation are identified, we act swiftly to address them. This ensures that every child has equal access to high-quality learning and the opportunity to fulfil their God-given potential.

Our commitment to equality is not separate from our improvement work—it is embedded within it. We view the promotion of equality as a key part of our responsibility to provide an excellent Catholic education for all.

We are deeply committed to promoting equality, diversity and inclusion in all areas of school life. Rooted in our Catholic mission and values, we strive to ensure that every member of our community—pupils, staff, parents, governors and visitors—is treated with fairness, dignity and respect.

We recognise and celebrate the uniqueness of each individual as a child of God. Our aim is to create a safe, supportive and stimulating learning environment where everyone can flourish spiritually, academically, socially and emotionally.

OUR CORE PRINCIPLES

1. **Fairness and Respect**

We ensure that everyone in our school community is treated fairly, with kindness and respect.

2. **Safety and Belonging**

We are committed to providing a safe, secure and inclusive environment in which all members of our community feel valued and supported.

3. **Equity and Individual Needs**

We understand that equality of opportunity sometimes requires different approaches. We provide appropriate support to meet individual needs so that everyone can achieve their full potential.

4. **Support for Success**

We recognise that some pupils may need additional help to succeed. We actively identify and provide targeted support to remove barriers to learning and participation.

5. **Participation and Voice**

We involve people from across our community in shaping decisions, including pupils, parents/carers and staff, through our School Council, House Captains, and consultation processes.

6. **Eliminating Discrimination**

We are committed to ensuring that no one experiences harassment, discrimination or less favourable treatment because of:

- age
- disability
- ethnicity, colour, nationality or national origin
- gender or gender identity/reassignment
- marital or civil partnership status
- pregnancy or maternity
- religion or belief
- sexual orientation

THE EQUALITY ACT 2010

At **St. Bede's Catholic Junior School**, we are fully committed to meeting our duties under the **Equality Act 2010** and to promoting a culture of fairness, respect, and inclusion for all members of our community.

Our Legal Duty

The Equality Act 2010 requires all schools to demonstrate due regard for the need to:

1. **Eliminate** unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act.
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.

We also fulfil our duty under the **Education and Inspections Act 2006** to promote **community cohesion**, ensuring that our pupils develop respect, understanding and appreciation of diversity within and beyond our school.

MEETING DIVERSE NEEDS

We are dedicated to diminishing differences in achievement and opportunity that may affect:

- Pupils from minority cultural or ethnic backgrounds
- Pupils from low-income households or those eligible for free school meals
- Pupils with disabilities or special educational needs
- Boys and girls in subjects where there are gender gaps in attainment
- Pupils in vulnerable circumstances, including those facing instability at home

Although some of these groups are not specifically protected characteristics under the Equality Act, we remain committed to supporting every pupil according to their needs.

SPECIFIC DUTIES

In line with the requirements of the Equality Act 2010, both schools and local authorities must:

- **Publish information** that demonstrates compliance with the general duty to have due regard for the three aims listed above; and
- **Prepare and publish equality objectives** setting out how they will work to achieve those aims over time.

We meet these duties by:

- Publishing annual information about our school community and how we promote equality.
- Setting measurable **Equality Objectives** and **Accessibility Plan targets** for a three-year period.
- Reviewing and updating our progress regularly to ensure continued improvement and accountability.

MONITORING AND REVIEW

Our **Accessibility Plan** and **Equality Objectives** are set for a three-year period, with progress reviewed annually. We publish information each year about our school population, demonstrate how we have due regard for equality in decision-making, and report on our equality objectives.

Linked Policies

This statement should be read alongside our:

- **Equal Opportunities Policy**
- **Equality & Diversity Policy for School Staff**
- **Accessibility Plan**
- **Anti-Bullying Policy**
- **Safeguarding and Child Protection Policy**

Part 1: Information about the pupil population and their achievements compared to National where available

Number of pupils on roll at the school: 306 (as at 01.09.25)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’.

Disability: The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’

Number of pupils with disabilities: 56, including 4 EHCP (SEN register September 2025)

There are pupils at our school with different types of disabilities and these include:

1. Physical Disability, including hearing or sight impairment
2. Attention Deficit Disorder
3. Autism Spectrum Condition inc. Pathological Demand Avoidance
4. Global Learning Delay
5. Diabetes or Asthma
6. Attachment Disorder

At St. Bede’s we are committed to ensuring equality of education, opportunity and treatment for all employees, pupils and any others involved in the school community, particularly those who share relevant protected characteristics. We aim to ensure that they are not treated less favourably in any procedures, practices or service delivery, while also developing a culture of inclusion and diversity in which people feel free to disclose their needs and participate fully in school life. The achievement of all groups will be monitored and we shall use this data to raise standards and ensure inclusive teaching. We shall make reasonable adjustments to ensure that the school environment is as accessible as possible.

At this school we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Currently we have 156 boys and 150 girls:	BOYS	GIRLS	TOTAL
Year 3	45	33	78
Year 4	37	41	78
Year 5	32	43	75
Year 6	42	33	75
	156	150	306

The majority of pupils are from a White British heritage and are Catholic (84.0%) / Christian background (93.0%). The proportion of other (Not White British) ethnic groups is low 6% (Figures accurate at 01/2025).

HOW WE ACHIEVE THIS:

- Identify groups (who share a protected characteristic) within our school community;
- Actively engage and consult with our school community;

- Ensure all staff and Governors are aware of the Equality Act and the school's Equality Statement and duty;
- Promote positive role models throughout school life and delivery of the curriculum;
- Gather data on the achievement and attainment of pupils who share protected characteristics;
- Embed Equity, Diversity and Inclusion in our school ethos;
- Regular monitoring of progress against objectives set; fully integrate equality into School Development and Management;
- Systematically assess the impact across all school policies and practices to ensure they comply with the Equality Act;
- Ensure equality requirements are built into procurement contracts where necessary;
- Make reasonable adjustments, where possible, to ensure quality of access to the same standard of education and working life.

EQUALITY - ACTION PLAN

General Duty:

- **to eliminate discrimination, harassment, victimisation and any other conduct which is prohibited by or under the Act**
- **to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it**
- **to foster good relations between persons who share a relevant characteristic and persons who do not share it**

Race, religion and ethnicity: we are committed to a curriculum which embraces and celebrates cultural diversity and the international dimension through a rich range of experiences, both in and beyond the school	
How we advance opportunity How we foster & promote community cohesion	Impact & what we plan to do next
1. Embedding Diversity Across the Curriculum • Audit curriculum content to ensure representation of diverse cultures, faiths, and global perspectives. • Integrate diverse authors, artists, scientists, and historical figures into schemes of work. • Include global issues such as Fairtrade, climate justice, and migration within relevant subjects. • Promote world music, art, and literature to broaden pupils' understanding. 2. Celebrating Faith and Culture • Hold themed assemblies and class liturgies celebrating major world faith festivals alongside Catholic celebrations. • Invite families and community members to share traditions, music, and food. • Organise an annual 'One World Week' or 'Faiths and Cultures Day.' 3. Linking with the Wider World • Establish international links with partner schools through the British Council or CAFOD projects. • Engage with UNICEF's Rights Respecting Schools and Fairtrade Schools programmes. • Mark global events such as Refugee Week, Black History Month, and International Women's Day. 4. Enrichment Experiences	
	NEXT STEPS 2026 -27

• Offer visits and workshops focused on cultural understanding (e.g., museums, faith centres, performances). • Run world food events, cultural arts days, and storytelling sessions. • Include global and inclusive sports in PE and after-school clubs. 5. Inclusive Values and Behaviour Culture • Embed respect, compassion, and equality within school values and behaviour policy. • Use PSHE, RE, and RSHE to discuss fairness, prejudice, and equality. • Use restorative approaches to address any discriminatory behaviour. 6. Family and Community Engagement • Involve parents in cultural celebrations and curriculum enrichment. • Share cultural events and achievements through newsletters and social media. 7. Monitoring and Evaluation • Monitor curriculum content, pupil participation, and outcomes through pupil voice and lesson observations. • Celebrate achievements and report to governors annually.	NEXT STEPS: 2027 - 28
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Disability: we are committed to working for the equality of people with & without disabilities		
How we advance opportunity How we foster & promote community cohesion		Impact & what we plan to do next
Regular review of accessibility through the School. Accessibility Plan, ensuring our buildings, classrooms, and outdoor areas meet the needs of all pupils. Adaptive teaching and learning, supported by the SENDCo, teaching assistants, and external professionals. Use of assistive technology, visual supports, and adapted materials to aid access to the curriculum. Ongoing professional development for staff on inclusive teaching, disability awareness, and SEND provision. Active promotion of understanding and kindness through PSHE, RE, RSHE, assemblies, and pupil leadership (e.g., Wellbeing Ambassadors, Faith Leaders). Engagement with families to co-produce support plans that celebrate strengths and meet specific needs. When required we gain external advice and support for many different professionals. Liaising and working in partnership with a number of professional organisations. There is a designated Governor for SEND. We liaise with special schools in the LA and beyond regarding effective provision We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.		
		NEXT STEPS 2026 -27
		NEXT STEPS: 2027 - 28

Ethnicity & race including EAL learners: we are committed to working for the equality of all ethnic groups	
How we advance opportunity How we foster & promote community cohesion	Impact & what we plan to do next
Ensuring that our curriculum reflects a wide range of cultures and global perspectives, including diverse authors, historical figures, and role models. Providing high-quality EAL support through tailored teaching, bilingual resources, and targeted interventions. Using assembly themes, displays, and celebrations (such as Refugee Week, and World Languages Day) to promote inclusion and respect. Training staff to identify and challenge racial bias and to promote culturally responsive teaching. Maintaining strong partnerships with parents, carers, and community groups to celebrate shared values and learn from diverse experiences. Upholding clear policies on anti-racism and equality, ensuring incidents of discrimination are addressed promptly and effectively. Initial assessments are completed promptly for new pupils and learning plans are put into place, these may include targeted intervention. A supportive network: we use a variety of strategies to support our EAL families. We identify and address barriers to the participation of particular groups in learning and other activities. Opportunities to learn about the experiences and achievements of different communities and cultures. We ensure that the curriculum challenges racism and stereotypes.	
	NEXT STEPS 2026 -27
	NEXT STEPS: 2027 - 28

Gender: we are committed to working for the equality of both sexes	
How we advance opportunity How we foster & promote community cohesion	Impact & what we plan to do next
Reviewing curriculum content to ensure balanced representation of male and female role models across subjects. Ensuring fair participation of both sexes in all areas of school life, including sports, STEM, leadership roles, and pupil voice. Providing PSHE and RE lessons that promote self-esteem, respect, and understanding of equality. Delivering staff training on unconscious bias and inclusive classroom practice. Celebrating events such as International Women’s Day and International Men’s Day to highlight equality and shared values. Engaging with parents and carers to reinforce positive messages about equality and aspirations for all. Monitoring the attainment and progress of all our pupils by gender. Taking a “Which boys? Which girls?” approach to address underachievement: neither boys nor girls are treated as homogeneous groups. Setting targets to improve the attainment and rates of progress of particular groups of boys and girls. The School Council ensures both boys and girls views are equally represented. Continuously reviewing our provision to ensure that we address barriers to the participation of boys and girls in activities. Promoting positive role models of different genders to all pupils. Careers day explores varied jobs/careers and pays diligence to gender stereotyping. Supporting all our children in their interests of running extra-curricular clubs which are interest led, not gender led.	
	NEXT STEPS 2026 -27
	NEXT STEPS: 2027 - 28