



EQUALITY, DIVERSITY & INCLUSION POLICY

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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.

1. INTENT

1.1 Key Principles

Catmose College is an inclusive school where we focus on the wellbeing and progress of every student, 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:

- All learners are of equal value.
- We recognise and respect difference.
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist due to their protected characteristics.
- We have the highest expectations of all our students.

- We encourage all students (including those with protected characteristics) to participate in activities where their participation is low.
- 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 College.

1.2 Equality Objectives

We are committed to ensuring equality of education and opportunity for all students, staff, parents and carers, irrespective of race (this includes ethnic or national origins, colour or nationality), sex, gender reassignment, disability, religion or belief, age, sexual orientation, pregnancy and maternity, marriage and civil partnership, or socio-economic background.

In developing our objectives, we have considered the following potential aims:

- Increase participation
- Narrow gaps in performance
- Reduce exclusion rates
- Increase understanding between groups of people
- Reduce homophobic incidents
- Encourage non-stereotyped career options
- Raise attainment

In order to further support students, raise standards and ensure inclusive teaching, we have set the following objectives:

1.2.1 Objective 1

- To monitor and promote the involvement of all groups of students in enrichment and leadership opportunities.
 - Track participation in trips, clubs, leadership roles and extracurricular activities to identify underrepresented groups.
 - Implement targeted strategies to remove barriers to access, including cost, confidence, accessibility or awareness.
 - Ensure student leadership roles reflect the diversity of the College population.

1.2.2 Objective 2

- To actively close gaps in attainment and achievement for all key groups of students.
 - Monitor progress and outcomes for disadvantaged students and those with protected characteristics.
 - Use evidence-based interventions to address disparities and accelerate progress.

- Review assessment data termly to measure impact and adjust support accordingly.

1.2.3 Objective 3

- To ensure accessibility across the College for students, staff and visitors with disabilities, including access to specialist teaching.
 - Continually review the physical environment to ensure it is safe, inclusive and accessible.
 - Provide appropriate adjustments to teaching, resources and assessment.
 - Work closely with external agencies to support those with complex needs and disabilities.

1.2.4 Objective 4

- To reduce the incidence of discriminatory language and prejudice-based bullying by students in the school.
 - Provide regular education on respectful language, stereotypes, discrimination and allyship.
 - Analyse incident data to identify patterns, inform interventions and evaluate impact.

1.2.5 Objective 5

- To visibly promote cultural understanding and awareness.
 - Ensure frequent opportunities within the curriculum and wider school life to explore and celebrate diverse cultures, histories and identities.
 - Use assemblies, school events and communications to reflect the diversity of our students, staff and wider society.

2. IMPLEMENTATION

2.1 The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all students are protected from discrimination, harassment the school collects information on protected characteristics.

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

- Students eligible for Free School Meals (FSM)
- Students with Special Educational Needs (SEN)
- Socio-economically disadvantaged
- Students 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 working to ensure 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 students.

2.2 Whole School Approach

We eliminate discrimination by:

- Our Behaviour Policy ensures that all students feel safe at school and addresses prejudicial bullying.
- Reporting, responding to and monitoring all racist incidents.
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our students and that it promotes respect for diversity and challenges negative stereotyping.
- Teaching is of the highest quality to ensure students reach their potential and all students are given equal entitlement to success.
- Tracking student progress to ensure that all students make rapid progress, and intervening when necessary.
- Ensuring that all students have the opportunity to access extra-curricular provision.
- Listening to and monitoring views and experiences of students 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 students in school development.
- Listening to parents/carers.
- Listening to students at all times.
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

3. IMPACT

Through rigorous tracking and monitoring of individuals and of all the groups of students, 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 students within any of the above different groups is removed, or at least remains less than the gap nationally.