



Alston Lane Catholic Primary School Public Sector Equality Duty

School Mission Statement

Learning and growing as children of God.

Our School Vision

Through our personalised, sequenced, balanced and broad curriculum at Alston Lane Catholic Primary School and Nursery, we aim to teach and develop the whole child (spiritually, morally, culturally and socially) so they have the opportunity to:

- Develop a good character, life skills and knowledge of themselves (Character).
- Become successful, life-long learners (Cognition).
- Make a personal and positive impact in their local community and globally (Community).

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics - between people who share a protected characteristic and people who do not share it

What is the Public Sector Equality Duty (the PSED)?

The Public Sector Equality Duty requires public bodies to promote equality.
The relevant protected characteristics are:

- age
- disability,
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

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 document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of equality amongst staff, pupils and parents
- Monitor the effectiveness of the curriculum in promoting equality and tackling inequality in order to encourage and develop learners who are understanding, accepting, tolerant, respectful and inclusive of others
- Ensure good support systems, including staffing, are in place for cohorts, groups or individuals in order to ensure that everyone has the potential to achieve highly
- Put in place and monitor support mechanisms to tackle inequalities that may impact on the education and life chances of our pupils for whole cohorts, groups and individuals

Classroom staff will:

- Teach a balanced and fair curriculum that challenges knowledge and promotes understanding
- Support every individual to achieve highly and progress well from their individual starting points
- Promote a culture of mutual trust and support where everyone feels valued, comfortable and listened to in all aspects of school life, including when sharing concerns or worries, no matter how small
- Work effectively with a range of people who support our children eg. parents, medical colleagues and education support staff, to maximise potential and to overcome barriers to progress

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Sharing attainment data each academic year showing how pupils with different characteristics are performing

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will:

- Analyse data to determine strengths and areas for improvement. Implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic language being used)

How does Alston Lane comply with the Public Sector Equality Duty?

The school has a range of policies which make explicit the school's long established commitment to actively promoting equality of opportunity for all. The main policies that deal with equality of opportunity are:

- Accessibility Plan, Equality Policy; SEND policy, Behaviour and Discipline Policy, Teaching and Learning Policy, The Curriculum Intent statement

Alston Lane prides itself on being an inclusive school that cares for every individual child.

In doing so, we promote and deliver a range of strategies to ensure that we comply to the Public Sector Equality Duty.

Some of these are;

- Active promotion of the Gospel values whilst remaining inclusive.
- Promoting the rights of each individual through our ethos, behaviour policy and curriculum content.
- Promoting tolerance, mutual respect and understanding through assemblies and themed weeks such as Black History and Women's History
- Leading on assemblies to explore and deal with relevant issues; including CAFOD assemblies to support social teachings.
- Fundraising for many charities.
- Monitoring and evaluating the attainment and progress of all pupils; looking at the performance of particular groups who share a protected characteristic to compare their performance with those who do not share it.
- Supporting all staff and children to reach their potential.
- Interventions to maximise the progress of all groups of children
- Encouraging children who have a particular character to participate fully in all activities - for example; after school clubs and sport at lunchtimes.
- Curriculum trips that meet the needs of all children.
- Pupil participation in school activities such as the school council; ensuring that is formed of pupils from a range of backgrounds.
- Effective working with outside agencies such as counselling services, medical professionals and education support services

Equality objectives (2026 - 2030)

Under the Public Sector Equality Duty (PSED) the school is required to set Equality Objectives.

Our published information must be updated annually and objectives published at least once every four years.

Objective 1: Quality of teaching

Ensure that a consistent good quality of teaching and learning enables pupils, particularly the most disadvantaged, to make good progress from their starting points.

Objective 2: Curriculum

Ensure that the curriculum promotes cultural awareness, reflects diversity, challenges stereotypes through relevant reading materials (author and character) and resources that promote positive role models for all groups, within the protected characteristics.

Objective 3: Well-being

Ensure that pupils' emotional well-being is prioritised alongside their academic achievement.

Policy Approval and Review

Review date: 2030