

SS John & Monica's Catholic Primary School

Public Sector Equality Duty Policy



Our Mission

'At SS John and Monica we learn through the example of Jesus to love, respect, understand and value each other'

Mission Statement

'At SS. John and Monica Catholic Primary School, we live our Mission every day in the belief that we are all equal in God's eyes. Christ is central to the life of our school community, and this is clearly reflected in our Mission Statement.'

We are committed to nurturing a community rooted in Gospel values, where every individual is recognised as unique, valued, and loved by God. We strive to ensure that dignity, respect, and inclusion underpin all aspects of school life.

Aims of this Policy

This policy aims to:

- Ensure a clear and shared understanding across the school community of equality, diversity and inclusion, and how these are lived out in practice within a Catholic context
- Ensure full compliance with the **Equality Act 2010** and the **Public Sector Equality Duty (PSED)** through proactive planning, monitoring and evaluation
- Promote the development, dignity and worth of each pupil as an individual, recognising that all children are created in the image and likeness of God
- Celebrate diversity and difference across all protected characteristics, ensuring that all pupils feel represented, respected and included
- Actively prevent stereotyping and ensure that no child's opportunities are limited by assumptions or expectations
- Ensure that all areas of the curriculum and extra-curricular provision are inclusive, accessible and adapted where necessary to meet individual needs
- Ensure behaviour, rewards and disciplinary procedures are applied fairly, consistently and without discrimination
- Eliminate unlawful discrimination, harassment, victimisation and all forms of prohibited conduct
- Advance equality of opportunity by removing barriers to learning and participation, particularly for vulnerable groups
- Foster respect, understanding and positive relationships between individuals and groups within the school community
- Ensure equality considerations are embedded in leadership decision-making, including budgeting, staffing and resource allocation
- Ensure all staff understand their legal duties and are equipped to promote equality through their practice

Legal Framework

This policy is informed by and complies with:

- **Equality Act 2010**
- **Public Sector Equality Duty (2011)**
- **SEND Code of Practice (2015)**
- **EYFS Statutory Framework (latest version)**
- **Keeping Children Safe in Education (KCSIE)**
- **Working Together to Safeguard Children**
- **Ofsted Education Inspection Framework**

This policy also reflects previous equality legislation now consolidated within the Equality Act.

Public Sector Equality Duty (PSED)

The Public Sector Equality Duty applies to all state-funded schools as public bodies.

The school is required to have **due regard** to the need to:

- Eliminate discrimination, harassment, victimisation and any other prohibited conduct
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between different groups

What 'Due Regard' Means in Practice

Having due regard is a **legal requirement** and must be demonstrated through active and ongoing consideration.

This includes:

- Carefully assessing how decisions, policies and practices may affect individuals or groups with protected characteristics
- Considering equality implications when developing, reviewing or implementing policies, curriculum changes or school procedures
- Ensuring that equality considerations are embedded in strategic planning, not treated as a one-off or 'tick-box' exercise
- Keeping a clear record of how equality has been considered in decision-making processes
- Taking responsibility at school level (this duty cannot be delegated externally)
- Demonstrating that decisions are made thoughtfully, rigorously and with an open mind

Examples in Practice:

- Ensuring school trips are accessible and inclusive
- Considering religious observances when scheduling events
- Ensuring facilities are equitable for all pupils
- Adapting provision for pupils with disabilities or additional needs

Demonstrating Compliance with the PSED

The school demonstrates compliance by:

- Publishing equality information and objectives on the school website
- Monitoring pupil data (attainment, progress, attendance, behaviour) across different groups
- Reviewing policies regularly with equality considerations in mind
- Recording how equality has been considered in key decisions
- Engaging with stakeholders including pupils, parents, staff and the wider community
- Using evidence to inform improvements and strategic priorities

Protected Characteristics

The Equality Act protects individuals from discrimination based on:

- Age (*note: does not apply to pupils in terms of differentiation by age/stage*)

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

Application of the Equality Act in Schools

The school must not discriminate against pupils in:

- Admissions processes and criteria
- The way education is provided and delivered
- Access to services, facilities, benefits or opportunities
- Exclusion, sanctions or any other detriment

We recognise that:

- Equality does not always mean treating everyone the same
- Some pupils may require additional or different support
- Reasonable adjustments are essential to ensure fair access

Prohibited Conduct

We actively work to prevent:

- Direct discrimination – treating someone less favourably
- Indirect discrimination – policies that disadvantage certain groups
- Discrimination arising from disability
- Failure to make reasonable adjustments
- Harassment – behaviour that creates an unsafe or degrading environment
- Victimisation – unfair treatment following a complaint or concern
- Discrimination based on combined characteristics

All incidents are:

- Taken seriously
- Recorded appropriately
- Addressed in line with behaviour, safeguarding and anti-bullying procedures

Commitment to Inclusion and Equity

We are committed to ensuring that:

- All pupils can access a broad, balanced and inclusive curriculum
- Teaching is adapted to meet the needs of all learners
- Barriers to participation are identified and removed
- Pupils feel safe, valued and a strong sense of belonging

This includes:

- Supporting pupils with SEND, disadvantaged pupils and EAL learners
- Promoting diversity through curriculum content
- Ensuring representation and inclusion across school life
- Encouraging participation in all activities

EYFS Commitment (Reception)

Equality in Early Years is underpinned by the EYFS statutory framework.

We ensure that:

- Every child is recognised as a unique individual with their own starting points
- Provision is adapted to meet developmental needs and interests
- Learning is play-based, inclusive and rooted in exploration
- Communication, language and personal development are prioritised
- Children demonstrate understanding through play, talk, creativity and interaction

In Practice:

- Continuous provision is inclusive, accessible and responsive
- Adult interactions support and extend learning appropriately
- Assessment does not rely solely on written evidence
- SEND needs are identified early and supported effectively

SEND and Equality

We meet our duties by:

- Identifying needs early and accurately
- Using the graduated response (Assess–Plan–Do–Review)
- Making reasonable adjustments to teaching and environment
- Working closely with parents and external professionals

We recognise that some pupils may require **more favourable treatment** to achieve equal outcomes.

Safeguarding and Equality

Equality is integral to safeguarding.

We ensure that:

- All pupils feel safe, respected and included
- Prejudice-based incidents are identified, recorded and addressed
- Staff are trained to recognise discrimination and vulnerability
- Pupils are taught to respect diversity and challenge prejudice

Schools with a Religious Character

As a Catholic school:

- We may prioritise Catholic applicants in admissions where oversubscribed
- We may provide Catholic-specific pastoral care and provision

However, we are fully committed to:

- Respecting all individuals regardless of belief
- Promoting dignity, inclusion and mutual respect
- Ensuring no unlawful discrimination occurs

Accessibility and Reasonable Adjustments

We are committed to:

- Removing barriers to learning and participation
- Providing appropriate support and adaptations
- Ensuring communication is accessible to all

Accessibility Plan Focus:

- Increasing access to the curriculum
- Improving the physical environment
- Enhancing communication systems

Equality Objectives (2026–2028)

We will:

- Monitor and analyse pupil achievement across groups and act on trends
- Close attainment gaps for disadvantaged and vulnerable pupils
- Improve attendance across all groups
- Strengthen SEND provision through targeted staff training
- Improve communication with stakeholders to ensure accessibility

Progress is reviewed annually and reported to Governors.

Roles and Responsibilities

Governing Body

- Ensure compliance with equality legislation
- Monitor impact and effectiveness
- Ensure equality is embedded in strategic decision-making

Headteacher

- Lead implementation and promote inclusive culture
- Ensure staff training and awareness
- Address discrimination and inequality
- Ensure fair recruitment and employment practices

Staff

- Deliver inclusive teaching and support
- Challenge discrimination and stereotyping
- Model respectful and inclusive behaviour
- Engage in ongoing professional development

Pupils

- Treat others with respect and kindness
- Contribute to a positive and inclusive environment

Visitors

- Respect and follow the school's equality expectations

Staff and Employment

The Governing Body ensures:

- Fair, transparent and equitable recruitment processes
- No discrimination in employment practices
- Compliance with Catholic ethos and CES requirements

Monitoring and Accountability

We monitor equality through:

- Pupil attainment and progress data
- Attendance and behaviour records
- SEND and intervention tracking
- Safeguarding and incident logs
- Stakeholder feedback (pupils, parents, staff)

Governors receive regular reports and provide challenge and support.

Training and Development

Staff receive ongoing training in:

- Equality, diversity and inclusion
- SEND and adaptive teaching
- Safeguarding and anti-discrimination

Conclusion

At Ss. John and Monica Catholic Primary School, equality is not simply a statutory duty but a reflection of our Catholic faith and values.

We are committed to ensuring that every member of our community is valued, respected and supported to flourish.

If there is anything we can do to improve access, inclusion or support, we will always respond with care, compassion and commitment.

Policy Date: March 2026
Review Date: March 2028