

St Aidan's Catholic Primary School

"Living and growing in Christ"

PUBLIC SECTOR EQUALITY DUTY (PSED) POLICY



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1. 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

2. 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](#).

3. Roles and responsibilities

The governing body 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 the equality objectives amongst staff and pupils

- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 societies)

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

- Analyse attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information to governors
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and

personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues.
- Working with our local community and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school’s activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: <i>Continue to monitor the evolving context of the school community and ensure that the curriculum and environment reflect, support and celebrate our diversity.</i>		
Rationale	Action	Impact & Review
The number of children joining St.Aidan’s, either in the EYFS or in-year, with English as a Second language is increasing.	Actions will include: <ul style="list-style-type: none"> • Providing and signposting staff to resources. • Strengthening parental partnership through Coffee Mornings. • Celebrating diversity across the school. 	Staff will have greater knowledge and understanding of how to effectively support EAL children throughout the school. EAL children will have a greater understanding of English and will be able to access the curriculum and learning, making the best possible progress from their starting point.
Objective 2: <i>Promote discussion, awareness and celebration of the influences of people from different ethnic backgrounds and gender</i>		
Rationale	Action	Impact & Review
It is important to educate and raise the children’s awareness of how they should/could	Throughout the year we celebrate influential figures, who have protected	Children have a clear understanding of prejudice behaviour, particularly racism,

respond to any incidents of prejudice behaviour, particularly racism.	characteristics; this is also taught explicitly e.g. Black History Month.	and know how to support and deal with a potentially prejudice incident.
<i>Objective 3: Raise awareness of prejudice that can occur to a variety of people with protected characteristics e.g. cultural, racial and ethnic</i>		
Rationale	Action	Impact & Review
It is important that people are aware of potential prejudice in the workplace.	Raise awareness through professional dialogue, modelling the consideration of protected characteristics in discussions and during reviews of policies and practice.	Current practices are reviewed, taking people's protected characteristics into account, and developed, where applicable, to effectively support individuals.

9. Monitoring arrangements

This document will be reviewed and approved by the governing body annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plan