Public Sector Equality Duty Statement



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Author:	Amanda Cope
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Public Sector Equality Duty (PSED) Statement

1. Our commitment and aims

At St Catherine's CE Primary School, we are committed to ensuring equality, equity, dignity and respect for all members of our school community. Rooted in our Christian vision, we value every individual as uniquely created and strive to create a culture where difference is recognised as a strength and everyone feels safe, welcomed and able to flourish.

We are committed to meeting our obligations under the **Public Sector Equality Duty (PSED)** and, in doing so, have due regard to the need to:

- **Eliminate discrimination, harassment and victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between those who share a protected characteristic and those who do not
- **Foster good relations** between people who share a protected characteristic and those who do not

We aim to:

- Provide a learning environment where everyone feels respected, safe and valued
- Promote high expectations and ambitious outcomes for all pupils, particularly those who are vulnerable or disadvantaged
- Support the wellbeing, participation and achievement of all pupils, regardless of background, faith, need or protected characteristic
- Ensure policies, procedures and the curriculum remove barriers to learning and promote inclusion
- Promote mutual respect, understanding and positive relationships across different faiths, cultures and beliefs
- Work in close partnership with families, carers and the wider community to challenge prejudice and promote equality
- Ensure staff are well trained and confident in promoting equality and inclusion in all aspects of school life

Through these commitments, we seek to ensure that every child and adult experiences a strong sense of belonging and is enabled to thrive.

2. Legislation and guidance

This statement meets the requirements of:

- **The Equality Act 2010**, which introduced the Public Sector Equality Duty

- **The Equality Act 2010 (Specific Duties) Regulations 2011**, which require schools to publish equality information and objectives

It also has regard to:

- **DfE guidance: The Equality Act 2010 and schools**
- **Ofsted Education Inspection Framework and Inspection Toolkit**

3. Roles and responsibilities

The governing body will:

- Ensure this Equality Statement and associated equality information are published and communicated to staff, pupils and parents
- Ensure equality information is updated annually and equality objectives are reviewed and refreshed
- Hold leaders to account for the effective implementation and impact of equality objectives
- Delegate day-to-day responsibility for monitoring to the headteacher

The headteacher will:

- Promote a shared understanding of equality, inclusion and protected characteristics across the school
- Ensure equality considerations are embedded in school improvement planning
- Monitor progress towards equality objectives and report regularly to governors

All staff will:

- Have due regard to this statement in their daily practice
- Promote equality, challenge discrimination and support inclusive outcomes for all pupils

4. Eliminating discrimination

St Catherine's CE Primary School is fully committed to fulfilling its duties under the Equality Act 2010.

- Discrimination, harassment and victimisation are not tolerated
- Equality considerations are embedded within all relevant policies and procedures
- Staff and governors receive regular reminders of their responsibilities under the Equality Act

- All new staff receive equality training as part of induction, with whole-staff refresher training provided annually

Concerns related to discrimination or prejudice are addressed promptly and proportionately, in line with safeguarding and behaviour policies.

5. Advancing equality of opportunity

We actively work to remove barriers to learning and participation by:

- Identifying and addressing disadvantage linked to protected characteristics
- Making reasonable adjustments to meet individual needs, particularly for pupils with SEND
- Ensuring pupils with protected characteristics are encouraged and supported to participate fully in all aspects of school life

To support this, we will:

- Publish attainment and progress data annually, analysing outcomes for different groups
- Use this analysis to inform school improvement priorities and targeted support
- Monitor behaviour, attendance and wellbeing data to identify patterns linked to equality
- Provide evidence of impact, such as improved participation, reduced incidents of prejudice-based bullying, and improved outcomes for identified groups

6. Fostering good relations

We actively promote positive relationships and mutual respect by:

- Delivering a broad and inclusive curriculum that reflects diverse cultures, faiths and experiences
- Teaching respect, tolerance and understanding through RE, PSHE, citizenship and wider curriculum opportunities
- Using collective worship to explore themes of justice, dignity, equality and compassion
- Encouraging pupil voice and leadership in promoting inclusion
- Working with families, community groups and external specialists to enhance understanding and challenge stereotypes
- Addressing tensions or incidents promptly and educating pupils through restorative approaches

7. Equality considerations in decision-making

Equality considerations are integral to leadership and governance decision-making.

When significant decisions are made, leaders consider the potential impact on different groups, including whether:

- Activities or events conflict with religious observance
- Provision is accessible for pupils with disabilities or additional needs
- Opportunities are equitable for all pupils, regardless of gender or background

9. Monitoring arrangements

- Equality information will be reviewed and updated annually by the governing body
- Progress against equality objectives will be monitored throughout the year
- This statement is approved by the full governing body

Equality Objectives 2025–2026

Objective 1: Strengthen inclusion and outcomes for pupils with additional needs (SEND)

Aim:
To ensure pupils with additional needs are identified early, supported effectively and enabled to achieve well academically, socially and emotionally.

Actions will include:

- Strengthening early identification and assessment of SEND needs
- Ensuring high-quality adaptive teaching across all classrooms
- Increasing staff confidence through targeted SEND and inclusion training
- Ensuring reasonable adjustments are consistently implemented
- Promoting full participation of pupils with SEND in wider school life, including trips, worship and extracurricular activities

Objective 2: Reduce barriers and improve outcomes for pupils experiencing disadvantage

Aim:
To narrow gaps in attainment, attendance, engagement and wellbeing for pupils who are disadvantaged or vulnerable.

Actions will include:

- Using assessment and attendance data to identify barriers to learning
- Targeting support through high-quality teaching, intervention and pastoral provision
- Ensuring equitable access to enrichment opportunities, trips and clubs
- Strengthening links with families to support attendance, wellbeing and engagement
- Monitoring the impact of support through regular review meetings

Objective 3: Prevent and minimise peer-on-peer abuse through a culture of respect and safeguarding

Aim:
To ensure all pupils feel safe, respected and confident to report concerns, and to reduce incidents of peer-on-peer abuse, including bullying and harmful behaviours.

Actions will include:

- Strengthening staff training on recognising, responding to and recording peer-on-peer abuse
- Embedding clear, age-appropriate teaching on respectful relationships, boundaries and online safety through PSHE and the wider curriculum
- Promoting a strong safeguarding culture where pupils understand how to seek help
- Using behaviour and safeguarding data to identify patterns and intervene early
- Working closely with parents and external agencies where needed

How these objectives will be monitored

- Termly review by senior leaders
- Regular reporting to governors through behaviour, safeguarding and curriculum reports
- Monitoring through pupil voice, learning walks, data analysis and safeguarding audits
- Adjustments made throughout the year in response to emerging needs