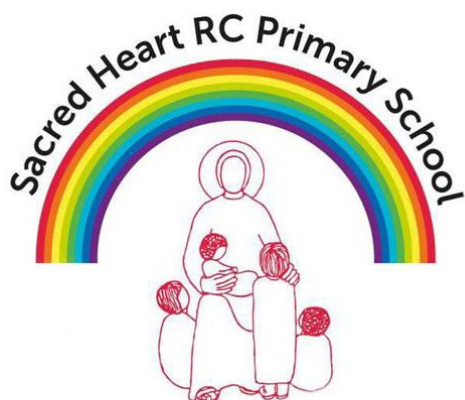


# **Sacred Heart RC Primary School**



Acting Justly, Loving Kindly and  
Walking Humbly with God.

## **Public Sector Equality Duty April 2025**

**Name of School: Sacred Heart RC Primary School**  
**Head Teacher: Mrs P Dungworth**  
**Chair of Governors: Mrs Ruth Taylor**  
**Date Policy was reviewed and updated: April 2025**

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### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values:

**Aims:**

- J** Justly, we are an inclusive school where everyone should feel valued & cared for
- U** Underpinned by our Catholic Faith we seek to foster a special relationship
- S** striving to work with home, school, parish and community
- T** to develop children's aspirations, increasing their potential for achievement

**Vision:**

- K** Kindness and respect will enable all pupils to feel loved, safe and welcomed
- I** Inspired by Christ's teachings we will give generously of our hearts and minds
- N** Nurturing children of all faiths we will unite to build God's Kingdom
- D** Delighting in our vibrant faith we will create a joyful environment of fun

**Values:**

- H** Humility, justice and kindness are at the heart of all that we do
- U** Unified in faith we grow together in hope, love, knowledge and understanding
- M** Mercy and forgiveness allow us to make mistakes and to support each other
- B** British Values and Gospel Values are embedded within our precise curriculum
- L** Liberty and personal freedom empower educated choices within a safe environment
- E** Excellent academic and personal development direct the service of all in our school

## **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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with our funding agreement and articles of association.

### **3. 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/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

### **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 every September.

### **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 that 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
- 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **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
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## **8. Equality objectives**

Objective 1: Ensure that a consistently good quality of teaching and learning enables pupils, particularly the most disadvantaged, to make good progress from their starting points.

Objective 2: Ensure that the curriculum promotes cultural awareness, reflects diversity, challenges stereotypes and delivers the intent to be ‘ambassadors for change’.

Objective 3: Ensure that pupils’ emotional well-being is prioritised alongside their academic achievement.

Sacred Heart RC 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 as outlined in the United Nations Charter through our ethos, behaviour policy and curriculum content.

Promoting tolerance, individual liberty, friendship and understanding by actively promoting British Values through assemblies and workshops.

Promoting tolerance, mutual respect and understanding through termly world religion days and assemblies.

Working with the community by inviting in leaders of local faith groups to speak in assemblies and deliver class workshops as well as visiting places of worship for other faiths.

Promoting tolerance and mutual respect through black history month projects and celebration.

Taking steps to meet the needs of individuals – for example, withdrawal from prayer and worship and promoting friendship groups.

Promoting inclusion, tolerance, friendship and understanding through different aspects of our curriculum. This includes teaching in RE, PSHE and other subjects. In English, a variety of text from a range of cultures will be used. Scientists, historians, artists, poets, engineers and designers who represent the protected characteristics will be embedded within the updated curriculum.

Ramp and access to the school premise and building e.g. toilets.

Leading on assemblies to explore and deal with relevant issues; including CAFOD assemblies to support social teachings.

CARITAS in action activities – developing social teaching and learning.

Fundraising for our chosen 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.

Unisex toilets for Key Stage 1.

Active promotion of the Sacred Heart Behaviour policy.

Active promotion of the Sacred Heart Anti-bullying policy.

Restorative justice – supporting any tensions between different groups of pupils within the school.

CARITAS counselling and Social Work to support identified children.

Play therapy to support identified children.

Pupil participation in school activities such as the school council; ensuring that is formed of pupils from a range of backgrounds.

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the governing board and Headteacher at least every 4 years.

This document will be reviewed by the Headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the Governing Board.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Behaviour Policy

Next Review April 2026 or before considering any changes to legislation.