**Bures CEVC Primary School**

**Public Sector Equality Duty – Summer 2020 - 2024**

Schools are required to publish information which is updated annually showing how they comply with the new Equality Duty and to set at least one equality objective every 4 years. The need to advance equality of opportunity is defined in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages.
2. Take steps to meet different needs.
3. Encourage participation when it is disproportionately low.

The Public Sector Equality Duty extends to the following protected characteristics:

Race

Disability

Sex

Age (as an employer, not regarding pupils)

Religion/Belief

Sexual Orientation

Pregnancy and Maternity

Gender Reassignment

We have identified areas of our practice that may need improvement.

**Our Objectives are:**

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| **Objectives** | **Progress – Summer 2023** |
| To ensure that attendance for all pupil groups is at least equal to the National level. | The Attendance Officer and HT continue to work closely together with the EWO to monitor attendance data. We are making use of the FFT Attendance Tracker to help us do this (See Appendix 1- 360 Report). The tracker not only helps us look at individual groups within school it also provides a national comparison with other FFT schools. This enables us to react quickly when the attendance of any pupil or group of pupils becomes a cause for concern. The report shows that our attendance is higher across all areas than last year and higher across all areas when compared to other FFT schools nationally. One of our main areas of focus this year has been to reduce the number of persistent absentees.  It is pleasing to see that this figure has dropped from 17.3% to 6.8%. We have been working hard to improve attendance for those pupils eligible for the Pupil Premium (PP) and whilst this groups attendance overall is lower that for those not eligible the percentage is now significantly higher than the FFT level and the national level for all pupils. The percentage of pupils won SEND support have slightly lower attendance than those not receiving SEND support however this is due to the fact that many of these pupils are also eligible for PP. Girls have a slightly lower percentage attendance but this is not significant. (0.2) |
| To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils. | There continues to be a gap between the percentage of non-PP children and PP children achieving expected levels in Reading, Writing and Maths combined at the end of KS2. However, this data is based on only two PP children of which 50% (1 pupil) achieved expected levels in all three. It is pleasing to note that both PP pupils had positive progress scores in all subjects except writing for one of them. In the KS2 2021/22 cohort there were an equal number of boys and girls however 79% of the girls achieved Expected levels in Reading, Writing and Maths combined whilst only 57% of boys achieved this. This reflects the national picture though the gap is wider at our school. When looking more closely at the data in both Reading and Writing 29% more girls than boys achieved the expected standard whereas the gap was only 15% in maths (with the girls still achieving more highly). It will be important to look closely at whether this trend is mirrored in our internal data results. In the Year 1 Phonics test 91% of pupils reached the required standard. This meant two children did not meet the required standard. Both these pupils were eligible for PP but 5 pupils also eligible for PP achieved the required standard. KS1 teacher assessments showed that the boys outperformed the girls in every subject with a gap of 45% in maths. This is a class which contains 20 girls and 10 boys so the data is somewhat skewed by this. |
| To ensure that pupils understand, appreciate and respect differences in the world and its people and become more adept at engaging with views, beliefs and opinions that are different from their own in considered ways. | The introduction of the ‘No Outsiders’ programme in school this academic year has had a noticeable impact on our pupils’ ability to appreciate and respect differences. This was evidenced within our recent Ofsted Report in February when inspectors said “Pupils understand that everyone is equal. They learn about a wide range of people, including different family arrangements and religions. They show respect for others’ views and values. They discuss world events and show a mature understanding of complex situations, such as the recent events around the World Cup.” We launched the programme with a whole school training event in September 2022 which was then followed with information events for parents and children as a part of our Learning Café programme. Weekly assemblies encourage lively debate and a sharing of views and opinions. |
| To raise levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement. | We have continued to engage a larger number of our disadvantaged pupils in extra-curricular activities through greater individual encouragement and providing financial support.  Our Celebration Assemblies continue to be well-attended reach some of those parents who are reluctant to come into school on other occasions. We have returned to half termly assemblies in church which families seem to enjoy being involved in.  This year we have implemented half termly ‘Parent Book Looks’ which is an opportunity for parents to come in each half term so children can share the work they have been doing with them. Once again these are well-attended and have opened up a dialogue between staff and parents about next steps in learning.  This year we have seen a rise in the number of our families contacting our Family Support Practitioner. This has been for a variety of reasons including bereavement, children struggling with sleep issues and children needing support with other mental health / well-being concerns. |

**Public Sector Equality Duty Statement**

Our School is committed to equality both as an employer and an education provider:

* We do our best to ensure that everyone is treated fairly and with respect;
* We actively ensure that our School is a safe, secure and stimulating place for everyone;
* We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same;
* We recognise that for some pupils extra support is needed to help them to achieve and be successful;
* We ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, staff and through the School Council.
* We actively aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

**General Duty**

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the OFSTED framework on the importance of narrowing gaps in achievement which could affect:

* Pupils from certain cultural/ethnic backgrounds and the Traveller Community;
* Pupils who receive Pupil Premium;
* Pupils who are disabled;
* Pupils who have special educational needs;
* Differences in gender achievement.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

* Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it;

**Eliminate Unlawful Discrimination**

At Bures Primary School we are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010. We have a series of policies and procedures in place to support us with this. These include:

* Behaviour Management and Anti-Bullying Policy
* Child Protection and Safeguarding Policy
* Equal Opportunities Policy
* SEND Policy
* Accessibility Policy

Some of these policies are available on the School website. All policies are available from the School Office on request.

The termly Headteacher’s Report to the Full Governing Body includes reports as to the number of bullying or racist incidents that have been reported. There is also an update on the number of exclusions that may have occurred and the number of children registered as having additional learning needs.

All staff are given copies of relevant policies as part of their induction. Policies are reviewed regularly and updated.

**Advance Equality of Opportunity**

At our School, pupil performance is carefully monitored in a variety of different ways giving us the opportunity to identify different groups within our school community. We are able to make comparisons and identify any group that may be achieving less well than other groups. We build in strategies to address such issues and these are included in the School Improvement Plan. The Plan is reviewed annually and action plans developed accordingly. At our School, we monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils.

A range of extra-curricular opportunities are provided to our pupils. We monitor the involvement of different groups of pupils in these activities to ensure that they are represented equally. Where this is not the case, we identify why this might be so and, where appropriate, implement strategies to promote increased involvement.

**Foster Good Relations**

At Bures, we prepare our pupils for life in a diverse society and ensure that there are a range of activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils. Through PSHE we teach about difference and diversity and the impact of stereotyping, prejudice and discrimination. Wherever possible we use materials and resources that reflect diversity in terms of race, gender, sexual identity and disability, avoiding stereotyping. We promote a whole school ethos underpinned by our Christian values that challenges prejudice based discriminatory language, attitudes and behaviour. Both through the curriculum and as part of collective worship we provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

Appendix 1

Graphical user interface, application, table, Excel

Description automatically generated