

# Easebourne CE Primary School

## Equality Information and Objectives

### Public Sector Equality Duty

### September 2024

#### Public Sector Equality Duty

### Duty under the Equality Act 2010

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to 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.

### In addition, the Act introduced two 'specific duties' for schools:

- (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- (b) to prepare and publish equality objectives.

Easebourne CE Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

### Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

### Equality Information

Number of pupils on roll at the school: 202 Age of pupils: 4 to 11

## Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

## Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases, we have indicated this by an asterisk\*.

Race/Ethnicity %	
White - British	96.5%
Any other White background	3.5%
Gender	
Male	50.5%
Female	49.5%
Other Characteristics	
Pupils eligible for Free School Meals (FSM)	9.4%
Pupils eligible for Pupil Premium Funding	11.8%
Pupils with Special Educational Needs (SEN)	14.4%
Pupils with English as an Additional Language (EAL):	2%
Young carers	0%
Looked after children	0%

## Eliminating discrimination and other conduct that is prohibited by the Act

At Easebourne CE 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. 'Due regard' ensures that we work towards these and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010. We eliminate discrimination by:

- Adoption of the Single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping

- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

We have a series of policies and procedures in place to support us with this. These include:

- Accessibility Plan
- Anti-bullying & Hate Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality and Diversity Policy
- Recruitment Policy (LA)
- SEN Policy
- Pupil Premium Strategy

Many of these documents are available on the school website and all are available from the school office.

## **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

We advance equality of opportunity by:

- Careful analysis of performance/attainment data is used to identify different groups within our school community; this includes analysis of attendance figures and how low attendance impacts on performance of different groups in the school.
- We 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 development plan (SDP).
- The SDP is reviewed annually and action plans developed accordingly.
- 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.
- The school has an accessibility plan and this too is reviewed annually. A copy of this plan is available in the school office.

## **Positive action**

People with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable our school to take action to tackle such disadvantages and the needs arising from them, or to address disproportionately low participation by a particular group of pupils.

These are known as the positive action provisions and they permit schools to take proportionate action, if they wish, to address the disadvantage faced by particular groups. The DfE have indicated that such measures could include targeted provision or resources, or putting in place additional or bespoke provision such as:

- Adapting learning resources and teaching practices to enhance the learning experience of pupils with learning and physical disabilities.
- Using evidence and monitoring tools to track pupil achievement and participation in school activities
- Special catch-up classes

It should be noted that positive action of these kinds is not the same as positive discrimination.

**Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it.**

We recognise that our school is located in a rural, and predominantly white, area. We therefore endeavour to provide our pupils with a range of experiences to give them insight into modern, multicultural Britain. We teach children about equality through our PSHE and Citizenship curriculum, as well as through Religious Education, Spiritual, Moral, Social and Cultural education, and British Modern Values, which helps to ensure that equality and diversity are embedded in the curriculum.

At Easebourne CE Primary School our vision 'Guided by FAITH, inspired by HOPE and united in LOVE' supports the Equality Policy and fostering good relations.

## Equality Objectives 2024

At Easebourne CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

Objective/Priority	Action	Timescale/Evidence
<p>To advance equality</p> <p>To continue to raise attainment, rate of progress and diminish any achievement gaps in core subjects for pupils who are identified as vulnerable. In particular, pupils who are in receipt of Pupil Premium, pupils with SEND and pupils who are low attenders.</p>	<ul style="list-style-type: none"> <li>Monitor existing data and data over time to identify patterns and trends</li> <li>Pupil progress meetings three times a year to include teachers, SENCO, Head Teacher</li> <li>Closely monitor the impact of specific interventions and keep additional assessment data to show small steps of progress.</li> </ul>	<p>On-going throughout the academic year</p> <ul style="list-style-type: none"> <li>Data review: entry, December, March, June</li> </ul>
<p>To foster good relations</p> <p>To further develop awareness within the school community of different cultures and faiths.</p> <p>To promote spiritual, moral, social and cultural development through all appropriate curricular and play opportunities, with particular reference to issues of equality and diversity.</p>	<ul style="list-style-type: none"> <li>Develop children's awareness of other cultures and religions, through regular events, assemblies, visitors and RE teaching</li> <li>Develop awareness and tolerance through appropriate PHSE programmes, Easebourne CE school values and British Modern Values.</li> </ul>	<p>On-going throughout the academic year</p> <ul style="list-style-type: none"> <li>Pupil conferencing</li> <li>PSHE outcomes</li> <li>School environment</li> <li>Visits and visitors</li> </ul>
<p>To eliminate discrimination</p> <p>To continue to identify and actively break down any stereotypes that may exist with regard to disability or any protected characteristic.</p>	<ul style="list-style-type: none"> <li>To educate the pupils and develop their knowledge and understanding of 'difference' (PSHE /SMSC/British Values/promotion of SHARP and monthly values)</li> <li>Review the environment to see if it demonstrates an ethos of respecting difference and diversity.</li> </ul>	<p>On-going throughout the academic year</p> <ul style="list-style-type: none"> <li>Pupil conferencing</li> <li>Children feel involved and able to offer their opinions</li> <li>PSHE outcomes</li> <li>Reduction of any incidents of bullying or harassment</li> </ul>