



## Bures CEVC Primary School

### Public Sector Equality Duty – Summer 2020

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:

Objectives	Progress – Summer 2021 <b>NB - Progress on all objectives has been impacted by circumstances enforced by the Coronavirus pandemic</b>
To ensure that attendance for all pupil groups is at least equal to the National level.	Data for this year shows that attendance for all pupils (when they were able to be in school) was higher than in previous years. We have closely monitored the attendance of pupils who are eligible for the pupil premium grant and only 1 out of our current cohort now falls into the persistent absentee category.
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 has been very little data gathered this year and no statutory data to analyse. However, we have continued to use our internal assessment procedures to monitor and track pupils' learning. We use the Pupil Progress meeting process to identify pupils in need of extra support which is then added to our provision map.
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.	Our newly developed PSHE and RSE provide strong support for pupils in thinking about equality and diversity. We use our assemblies to think about how families might look different and to explore a range of life experiences. National awareness events often lead into this – e.g. World Autism Day, Black History Month, Mental Health Day.



<p>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.</p>	<p>The need to provide access to remote learning tested us in this area. I am pleased to say that with support from the DfE and generous donations from the Bures community we were able to provide all laptops to all families who needed these. Class teachers, our SENDCo and our Family Support Practitioner devoted extra time to communicating with our 'harder to reach' families to help them engage more effectively with the remote learning offer. Where children were really struggling they were invited to join our Key Worker provision.</p>
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### **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
- 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.