



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 2022 NB - Progress on all objectives has been impacted by circumstances enforced by the Coronavirus pandemic
To ensure that attendance for all pupil groups is at least equal to the National level.	The Attendance Officer and HT 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. As a group it is the Pupil Premium pupils who continue to demonstrate higher rates of absence and a higher percentage of persistent absenteeism than other groups within school. As you will see from the report our overall attendance for all pupils so far this academic year is 0.1% lower than the FFT National figures however when looking at the weekly tracking diagram it is clear that most weeks our attendance was higher than national. It is only where the outbreaks of Covid reached school (January and then March significantly) that our attendance fell below national.
To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends	There has been a limited of amount data gathered over the last year with the only statutory test being the Y1 Phonics Test which took place in the autumn term and was undertaken by Y2 rather than Y1 pupils. We have continued to use our internal assessment procedures to monitor and



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<p>or patterns in the data that require additional support for pupils.</p>	<p>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. It has been noted that whilst there have been losses in learning for all pupils because of the pandemic the impact has been more extreme for our pupil premium pupils. It is expected that there will be a return to statutory Y1 Phonics and KS1 and 2 English and Maths tests this term which will provide us with further data to analyse.</p> <p>In the autumn term we used our Peer Review to look at how we could better support our boys to develop their writing as internal assessments suggested that this was an issue. (See Peer Review Report for further information)</p>
<p>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.</p>	<p>Monitoring undertaken by Governors with support from our SEO has shown that PSHE and RSE provide strong support for pupils in thinking about equality and diversity. We continue to 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> <p>Observations of PSHE lessons demonstrate that pupils are encouraged to discuss and debate a range of issues – listening to others' views and opinions in a respectful and tolerant manner.</p>
<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>We have worked hard this year to engage a larger number of our disadvantaged pupils in extra-curricular activities through greater individual encouragement and providing financial support.</p> <p>Parents are invited to our Celebration Assemblies when their child receives a certificate – this has proved to be a good way to reach some of those parents who are reluctant to come into school on other occasions.</p> <p>We are participating in an EEF project to look at the impact of Children's University involvement on learning and achievement – this project will run for two years.</p> <p>Our Family Support Practitioner has recently started a 'Cuppa Club' which we hope parents will feel confident enough to attend. We have also planned to restart our Learning Café initiative, where parents work together with their children in the classroom, this term.</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;



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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.



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Appendix 1

360 Attendance view

COVID (X): Standard (X excluded)

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Attendance Tracker

Bures CoE VC Pri (9353009)

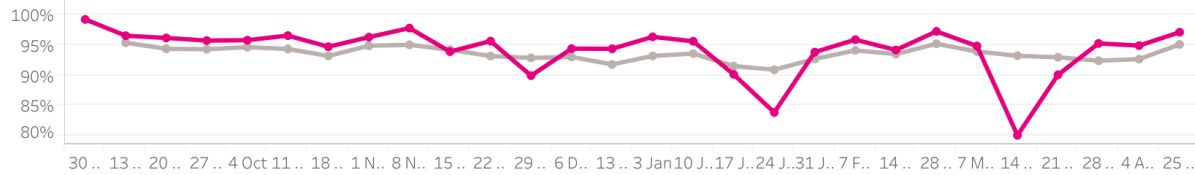
Attendance Headlines

23 Aug 21 - 29 Apr 22

All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees
93.6%	94.5%	92.7%	91.5%	93.9%	17.3%

Weekly Attendance

School FFT National



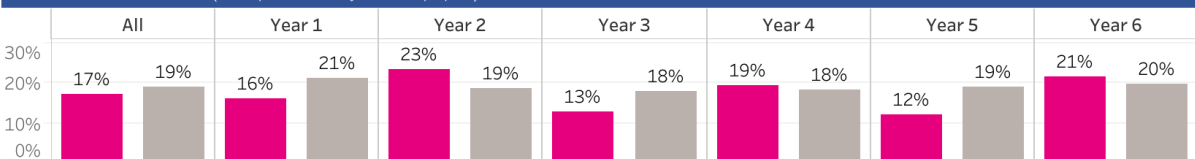
Attendance breakdown

23 Aug 21 - 29 Apr 22

All Pupils	Pupils		All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Pupils	165	School	93.6%	94.0%	93.9%	93.2%	93.5%	94.0%	93.1%
		FFT National	93.7%	93.3%	93.8%	94.0%	93.9%	93.7%	93.5%
		Difference	-0.1%	+0.7%	0.0%	-0.8%	-0.4%	+0.3%	-0.4%
Gender			All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Female	85	School	94.5%	95.9%	94.5%	92.2%	93.3%	94.5%	96.7%
		FFT National	93.8%	93.4%	93.9%	94.0%	94.0%	93.8%	93.7%
		Difference	+0.7%	+2.5%	+0.5%	-1.8%	-0.7%	+0.6%	+3.0%
Male	80	School	92.7%	92.8%	92.8%	93.8%	93.8%	93.3%	89.5%
		FFT National	93.6%	93.2%	93.8%	93.9%	93.8%	93.6%	93.4%
		Difference	-0.9%	-0.4%	-0.9%	-0.1%	-0.1%	-0.3%	-3.9%
FSM6			All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FSM6	21	School	91.5%	90.3%	92.3%	92.0%	90.7%	92.8%	91.2%
		FFT National	91.7%	91.0%	91.8%	92.0%	92.0%	91.8%	91.7%
		Difference	-0.2%	-0.7%	+0.5%	0.0%	-1.3%	+0.9%	-0.5%
Not FSM6	144	School	93.9%	95.3%	94.1%	93.5%	93.7%	94.2%	93.2%
		FFT National	94.5%	94.0%	94.5%	94.7%	94.7%	94.5%	94.3%
		Difference	-0.5%	+1.2%	-0.4%	-1.3%	-1.0%	-0.3%	-1.0%
SEND			All	Year 1	Year 3	Year 4	Year 5	Year 6	
Support	13	School	91.6%	87.8%	90.5%	93.6%	95.0%	90.4%	
		FFT National	92.0%	91.4%	92.4%	92.3%	92.1%	91.8%	
		Difference	-0.4%	-3.6%	-1.9%	+1.3%	+2.9%	-1.4%	
EHCP	3	School	86.9%	94.0%	72.9%				
		FFT National	89.7%	90.1%	89.6%				
		Difference	-2.9%	+3.9%	-16.7%				
Not SEND	149	School	93.9%	95.3%	93.9%	93.4%	93.5%	93.8%	94.0%
		FFT National	94.1%	93.7%	94.2%	94.4%	94.3%	94.2%	94.0%
		Difference	-0.2%	+1.6%	-0.3%	-1.0%	-0.8%	-0.3%	-0.1%

Persistent Absenteeism (% of persistently absent pupils)

School PA National PA



Explore. Believe. Shine.
"The Adventure Awaits..."