

Public Sector Equality Duty

Equality information and objectives

Wantage CE Primary School



Last reviewed: July 2024

Document Control			
Review Period	12 Months	Next Review	July 2025
Owner	Headteacher	Approver	LGB
Category	Public (show on website)	Type	Local to school
Based on Trust template 01/05/23			

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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 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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](#).

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

3. Roles and responsibilities

The LGB (local governing body) 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
- 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

The **equality link governor** is Sue Hunter. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every long term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The following are suggestions only and will need to be adapted depending on your school's circumstances.

- 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 once a year.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 LGBTQ+ pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

- 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 above data 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
- 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.

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

The school keeps a written record (**known as an Equality Impact Assessment**) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

Increase pupils' awareness of diversity through collective worship and recognizing national representation events.

Why we have chosen this objective: The monitoring of collective worship by our governing body and external advisors (such as our diocesan advisor) has shown that the content of our collective worship and our recognition of national events that celebrate equality and diversity throughout the school year could be broadened so that our pupils gain a deeper understanding and awareness of equality and diversity through our collective worship programme.

To achieve this objective we plan to: Create a calendar of key national dates and events that celebrate equality and diversity. Plan and deliver whole school and class collective worship using this calendar. Involve our pupil parliament and pupil leadership, character and citizenship schemes to enable pupils to lead and drive elements of this collective worship throughout the year.

Progress we are making towards this objective: Key dates and events have been discussed at the trust heads' strategic group and we will be adapting the calendar that is used at Larkmead School by making it more primary focused.

Objective 2

Increase pupil awareness of justice, advocacy, equality and human rights.

Why we have chosen this objective: Our SIAMS inspection informed us that we could be doing more to raise pupils' awareness of and involvement in issues of justice, advocacy and human rights.

To achieve this objective we plan to: Review our curriculum to ensure that pupils are learning about significant local, national and global issues related to justice, equality and human rights. Create opportunities for pupils to take informed action to raise awareness, promote change, or make a positive contribution to local, national or global issues of justice, equality or human rights.

Progress we are making towards this objective: An advertisement has been published for TLR3 pupil leadership lead.

Objective 3

Use relational practice with pupils to help them to understand the harm caused by discrimination or prejudice and how to repair relationships when harm has been caused.

Why we have chosen this objective: Improving the quality of relationships is a core element of our school development plan this year. This is especially important for members of our community with protected characteristics.

To achieve this objective we plan to: train staff in relational practice so that all staff have a deeper understanding of relational and restorative practice and how it can be used to repair harm caused by discrimination or prejudice if it were to occur.

Progress we are making towards this objective: School leadership has been trained in relational practice. Staff have been introduced to relational practice, including using circles as a method of modelling relational practice.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the Headteacher and LGB at least every 4 years.

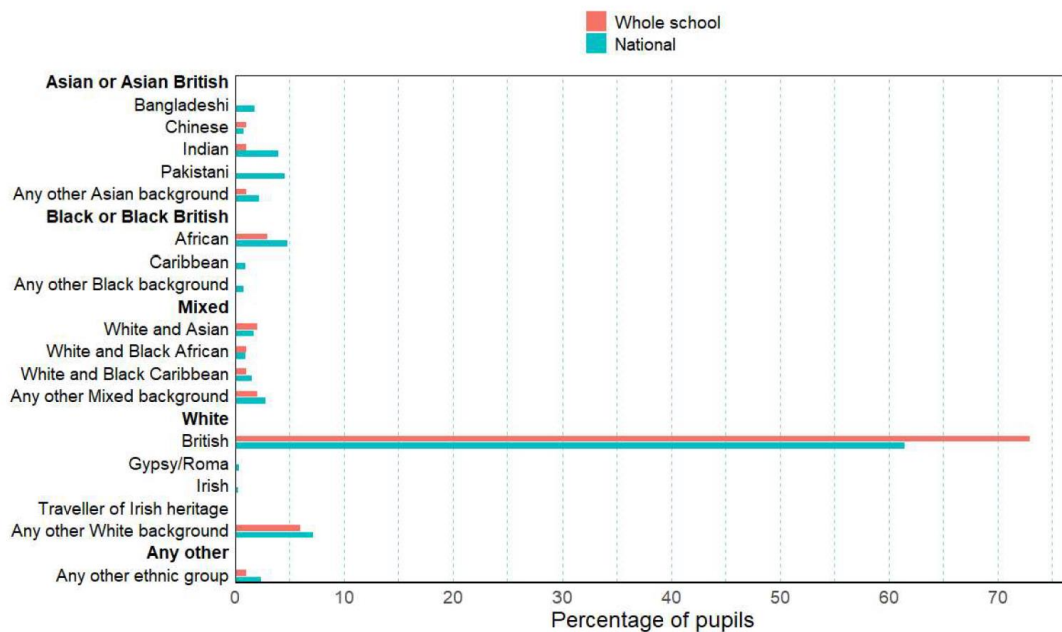
10. School Data

School characteristics

	2022	2023	2024
School number on roll	Well above average 432	Well above average 431	Well above average 426
School % FSM6	Close to average 24	Close to average 24	Close to average 25
School % SEN support	Above average 15	Close to average 12	Below average 10
School % EHC plan	Above average 2.5	Above average 3	Above average 3.5
School % EAL	Close to average 10	Close to average 12	Close to average 14
School % stability	Below average 76	Below average 74	Below average 75
Pupil base deprivation	Below average	Below average	Below average
School location deprivation	Close to average	Close to average	Close to average

Ethnicity 2024

Whole school



Key Stage 1 Attainment and Progress

Pupils		Attainment					Progress		
		% Expected Standard + (Re, Wr, Ma)					% Expected Standard + (Re, Wr, Ma)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	15	42	53%	57%	-4%	-	15%	-
Gender	Male	6	20	67%	45%	22%	-	-	-
	Female	9	22	44%	68%	-24%	-	15%	-
Prior Attainment	Higher attainers	-	1	-	100%	-	-	15%	-
SEN Group	SEN Support	2	3	50%	0%	50%	-	-	-
	No SEN	13	39	54%	62%	-8%	-	15%	-
Ethnic Group	White	13	33	54%	61%	-7%	-	15%	-
	Not White	2	9	50%	44%	6%	-	-	-

Key Stage 2 Attainment and progress

Pupils		Attainment			Progress				
		Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)				
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap		
Summary	All Pupils	18	43	99.7	106.3	-6.6	-0.6	1.7	-2.3
Gender	Male	8	23	98.4	105.8	-7.4	-0.9	1.2	-2.1
	Female	10	20	100.7	106.9	-6.2	-0.4	2.2	-2.6
DFE Prior Attainment	Higher attainers	1	21	102.5	110.2	-7.7	-3	2.5	-5.5
	Middle attainers	7	8	104.6	108.9	-4.3	0.5	3.9	-3.4
	Lower attainers	9	12	96.1	98	-1.9	-1.3	-1.3	0
SEN Group	SEN Support	5	7	91.5	97.2	-5.7	-2.4	-1.4	-1
	EHC Plan	1	2	95.5	91	4.5	-7	-8.6	1.6
	No SEN	12	34	103.4	109	-5.6	0.7	3	-2.3
Ethnic Group	White	16	38	99.2	105.8	-6.6	-0.8	1	-1.8
	Not White	2	5	103.8	109.7	-5.9	0.4	7.8	-7.4

11. Links with other policies

This document links to the following policies:

- Equality, Diversity & Inclusion Trust Policy
- Accessibility plan
- SEND policy
- Dignity at work policy
- Anti-Bullying policy