



Policy Title	Public Sector Equality Duty Annual Statement	Version	2.0
Reviewed by	Alison Cooke	Review Date	Term 4 March 21
Approved by	FGB		2 year cycle

Slimbridge Primary School and Little Otters Playgroup Public Sector Equality Duty Annual Statement 2021/23

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality or 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.

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:**

- 1. Eliminate discrimination and other conduct that is prohibited by the Act**
- 2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- 3. Foster good relations across all characteristics – between people who share a protected characteristic (see end) 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.

How are we complying with the duty?

1. Eliminate discrimination and other conduct that is prohibited by the Act

At Slimbridge 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 Policy
- Anti-bullying & Hate Policy
- Equality Policy
- Accessibility Plan
- Child Protection and Safeguarding Policy
- Recruitment Policy
- Admissions Policy
- Spiritual, Moral, Social and Cultural Policy

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

Every term the governing body Safeguarding lead monitors the numbers and types bullying or racist incidents that have occurred. The Chair of Governors is notified of an exclusions and this is discussed in Governors meeting alongside information, such as, 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 according to the governing body's work planner.

2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

At our school, 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 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.

The school has an accessibility plan and this too is reviewed annually. A copy of this plan is available in the school office.

3. Foster 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, multi-cultural Britain. To encourage this, we use certain strategies to support us:

- Everyone in the school community is treated with respect and kindness. This extends to our parents, the local community and any visitors.
- We value diversity and all staff appointments are based on a strict professional criterion, the best candidate will always be appointed.
- We offer a broad and balanced curriculum which reflects our own community and has a more global perspective too, including a shared bio diversity topic with a Kenyan School
- We acknowledge the complexities of British society and although this is not reflected in the school, we recognise that it would be failing the pupils if we did not prepare the children for their integral part in society.
- Strong citizenship and PHSE curriculum.
- Assemblies.
- Celebratory events for different festivals.
- Strong links with the local community.
- Strong links with other local schools, particularly the Tyndale Cluster.
- Strong commitment to Community Cohesion.

Objectives 2021/23

To ensure that our school buildings remove barriers to accessibility for disabled learner, staff and visitors where ever possible

- To ensure that we look to improve the physical environment and promotes accessibility for all whenever possible.
- To consider inclusion in all aspects of curriculum planning, including providing disability sports in PE.
- That participation in extended school activities reflect the diversity of the school population.
- To ensure that the school's procedures for dealing with bullying/harassment are clear and known to all stakeholders.
- To establish the needs of new children, parents and staff with regards to disability.
- To continue to develop a range of learning resources which are accessible to pupils with different disabilities.

To narrow the gap between pupil premium (PP) pupils and SEN children and their peers by the end of KS1 and KS2

- School uses TAs to support children's key learning, develop supportive relationships with PP and SEN children and to listen to them read regularly.
- School provides extra music lessons at no charge for PP children.
- Small group and individual 1.1 booster sessions are provided for PP & SEN children.
- School ensures no PP child is unable to attend a trip or residential visit because of financial difficulty.
- Free places at Breakfast Club and After School Clubs, to ensure children are well fed before learning time
- Food parcels for families in need
- Monitor and analyse children's attainment and progress by need and act on any trends or patterns in the data that requires additional support.
- Progress and needs of PP children is a standing agenda item in staff meetings.
- Regular Pupil progress meetings looking at the progress of targeted SEN children
- Engage parents with children learning, through work shared on Tapestry and information events.

To promote spiritual, moral, social and cultural development through all appropriate curricular and play opportunities, with particular reference to issues of equality and diversity

- Develop children's awareness of other cultures and religions, through regular events, assemblies, visitors and RE teaching
- Develop awareness and tolerance through appropriate PHSE programmes

Our School Profile (Census 2019)

2015/6	School	National
NOR	123	282
% Male	44.7	51.0
% Female	55.3	49.0

% Eligible for FSM	19.5	23.0
% Minority	1.7	33.8
% Children supported as:		
SEN Support	21.1	12.6
Statement/EHCP	4.1	1.6
Stability	86.4	85.6
Deprivation indicator	0.08	0.21

Abbreviations: EAL, English as additional language; EHCP, educational healthcare plan; FSM, free school meals; NOR, number on roll (pupils at school); SEN, special educational needs

Slimbridge Primary School Equality Objectives 2020-24

1. All children value individuals from a range of different backgrounds and circumstances.
2. Children have an awareness of different communities, both national and international.
3. All children feel able to make a positive contribution to school life.
4. Parents are aware of the school's commitment and obligation to promote equalities.
5. A named governor, with responsibility for equalities, is appointed.

Equalities Action Plan

Planned Outcome	Action:	Protected characteristic (Age, Disability, Gender, Race, Religion/Belief, Sexual Orientation, Community Cohesion)							Who's responsible	When	Evidence:
		A	D	G	R	R/B	SO	C			
All children value individuals from a range of different backgrounds and circumstances.	Ensure that the curriculum promotes role models and heroes with whom young people positively identify, and who reflect diversity in terms of race, gender and disability. This in turn will help children to understand and value others and value diversity.	✓	✓	✓	✓	✓	✓	✓	Class teachers	On-going, Assembly, PSHE	Children can recall diverse role models and heroes when talking about their learning
Increased awareness of different communities, both national and international.	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Christmas. Understanding of school life in our partner school			✓	✓	✓		✓	School staff	Ongoing	Planning records Connecting Classrooms
All children feel able to make a positive contribution to school life	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through the School Council, positions of responsibility,	✓	✓	✓	✓	✓		✓	School staff	Ongoing	School council minutes, Pupil survey

Planned Outcome	Action:	Protected characteristic (Age, Disability, Gender, Race, Religion/Belief, Sexual Orientation, Community Cohesion)							Who's responsible	When	Evidence:
		A	D	G	R	R/B	SO	C			
	the 'buddy' system, and extra-curricular activities & clubs, etc.										School club attendance records
Parents aware of the school's commitment and obligation to Equalities	Notify parents of options for increasing access to written materials, via website and newsletter. Governors aware of issues raised, and help provide strategic direction for the school in relation to Equalities and Community Cohesion.	✓	✓	✓	✓	✓	✓	✓	Head teacher Governing body	Ongoing	Parent Survey Website Newsletters
Governor appointed	Appoint a Governor with responsibility for monitoring Equalities	✓	✓	✓	✓	✓	✓	✓	Governing body	Sept (Annually)	Minuted meetings