

# Ashton Gate Primary School



## Public Sector Equality Duty

### Equality Act 2010

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED), also referred to as the “general duty” that applies to public bodies, including maintained school and academies, and which extends to all protected characteristics – ethnicity, disability, gender (including pregnancy and maternity, age, religion or belief, sexual orientation, marriage and civil partnership, sexual identity and transgender). This PSED came into effect in April 2011 and all public bodies are required to have due regard of 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 and people who do not share it

### **The Equality Act also places two specific duties on public bodies**

The two specific duties require school to:

- Publish information to demonstrate how they are complying with the Public Sector Equality Duty by April 6th 2012
- Prepare and publish equality objectives by April 6th 2012

### Compliance with the Public Sector Equality Duty

**Ashton Gate Primary School complies in the following ways:**

#### **Data**

- The school has data on its composition broken down by year group, ethnicity and gender.
- The school has data on its composition broken down by types of Special Educational Needs and Disability.
- The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability.
- The school uses data on inequalities of outcome and participation when setting itself objectives for achievable and measurable improvements in the school improvement plan.

#### **Documentation and record keeping**

- There are statements of the school’s responsibilities under the Equality Act in various school documents, for example the school improvement plan.
- There are references to the school’s responsibilities under the Equality Act in the minutes of governors’ meetings.

## **Responsibilities**

- The Executive Headteacher has responsibility for equalities matters.

## **Staffing**

- There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

## **Behaviour and Safety**

- There are clear procedures for dealing with prejudice-related bullying and incidents.
- Pupil surveys show that most pupils feel safe from all kinds of bullying.

## **Curriculum**

- Focused attention is paid to the needs of specific groups of pupils. There is extra or special provision for certain groups as appropriate, this changes annually.
- There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural (SMSC) development.

## **Consultation and involvement**

- The school has procedures for involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns of the Equality Act.
- The school has procedures for finding out how pupils think and feel about the school, and takes regard of these in relation to the Equality Act.

## **Review of Objectives 2024-25**

- To improve SEND provision in all aspects of school life, particularly for those with complex needs.

*Across the year, SEND provision was strengthened through a combination of training, targeted reviews, and the development of nurture support. Actions achieved in full included pupil progress reviews, monitoring of provision, IEP training, and governor involvement. These led to greater consistency in adaptive teaching strategies, improved accuracy of IEPs, and stronger governance oversight of SEND. Staff confidence in inclusive practice increased, with classroom adaptations and scaffolds more embedded and evident across the school.*

*The Nurture Group in UKS2 developed steadily: across Terms 2–6 enabled clearer structures and routines to be established. Communication with parents about the group was strong, fostering trust and positive engagement from families. By the end of the year, nurture provision was recognised as an important strand of support within the wider SEND offer.*

*Overall, SEND provision is now more consistent and robust than at the start of the year. Pupils with SEND benefitted from clearer classroom support, stronger parental engagement, and more reliable monitoring. The main areas for development in 2025–26 are to embed pupil voice as a consistent driver of improvement, ensure timely implementation of pupil progress reviews from the autumn term, and continue to refine nurture provision to maximise impact on pupil wellbeing and attainment.*

- To continue to narrow the gap between boys' and girls' attainment and progress by the end of KS2.

*There was a clear variation in attainment and progress in writing between the genders, with boys, in general, falling further behind.*

*There is still a difference which will be continued to be monitored in 25/26.*

- To develop systems to ensure that the families of EAL pupils have greater access to the school, primarily via the website and home school communications.

*The new school website and communications are now able to be translated online by families at home.*

## **Equality objectives 2025-26**

### **Review date September 2026**

Based on analysis of data of pupil performance the following objectives have been set with a clear focus on each of the areas below to help to close the gaps for children with SEND, in receipt of PPG and gender:

<b><u>Reading</u></b>	<b><u>SEND &amp; PPG</u></b>	<b><u>Curriculum</u></b>	<b><u>Behaviour</u></b>
<i>Improve the quality of teaching of both reading skills and fluency strategies; in order to improve outcomes in Reading over time.</i>	<i>Close the disadvantage gap by embedding inclusive, evidence-informed practices that address individual needs, ensure equitable access, and hold all staff accountable for the progress of PPG and SEND pupils.</i>	<i>To successfully embed the CUSP and Kapow Curriculum subjects and ensure that the CEEAAC approach is embedded at an appropriate level across all year groups.</i>	<i>Design and implement a robust behaviour curriculum with clear routines for consistency, creating an inclusive environment where all children can thrive.</i>

Date: September 2025

Review Date: September 2026