

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 2022-23

1. To improve SEN provision in all aspects of school life.

The school has focused on ensuring that all pupils, especially those with SEND, are accessing quality first teaching from their teacher and are in class as much as possible, where the needs and limitations of the child permit. Senior leaders and SENDCOs have led a range of training to teachers and support staff on how best to address this. It has become clear that the staff are very supportive of this and have welcomed support. The school will be keeping this objective on the school development plan for 2023/24 to ensure that good practice is embedded further in all year groups.

2. To improve outcomes for ELL pupils in comparison to non-ELL pupils.

The introduction of a more formal system of induction and support has given senior leaders a clear framework to work from. The school accessed support from Better Bilingual agency and has taken on many of their systems as a result. Feedback from the families involved has been very favourable to this approach. In 2023/24 the programme will be led by a senior teacher and they will effectively be the champion for ELL pupils across both sites.

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

The gap between boys' and girls' attainment is narrowing. However, further analysis of data has shown that there are differing levels of the gap between each core subject and each year group. This objective will be carried forward to the next academic year.

Equality objectives 2023-24

Review date September 2024

Based on analysis of data of pupil performance the following objectives have been set:

- To improve SEND provision in all aspects of school life, particularly for those with complex needs.
- To support LGBTQ+ pupils and their families with any pastoral needs and strive for equality in all aspects of school life.
- To continue to narrow the gap between boys' and girls' attainment and progress by the end of KS2.

Date: September 2023

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