

Equality and the Public Sector

Equality Duty at Birch Copse School



At Birch Copse School we recognise our duty under the Equality Act 2010. Everyone has the right to be treated with dignity and respect.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, and age.

The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:

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

Having “due regard” in schools means:

- Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

- The Public Sector Equality Duty (PSED)(sometimes referred to as the 'general duty') has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.
- Schools cannot delegate the responsibility for carrying out the duty to anyone else.

Schools have a responsibility to:

- Publish equality objectives every four years
- Publish information annually to demonstrate their compliance with the general Equality Duty
- Publish information relating to their employees and others affected by their policies and practices
- Public bodies with fewer than 150 employees are not required to publish information on the effect of their policies and practices on their workforce.

A school's published information should include:

- Information on the effect that their policies and practices have had on employees, service users and others from the protected groups
- Evidence of the analysis undertaken to establish whether their policies and practices will (or will have) furthered the three equality aims in the general equality duty
- Details of the information used in that analysis, and
- Details of engagement with people with an interest in the aims of the duty

This information must be published in a way that is accessible to the public.

Our Commitment

Deciding on, and meeting our Equality Objectives requires ownership by Governors, Senior Leaders, all staff, the school community and pupils. This document is to help us focus on the outcomes that matter to the people who use our school and its services and our local community; and to ensure that our serviced are accessible and delivered effectively. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. Our success in meeting our objectives will be monitored and delivered through the governors' role, school improvement processes and our self-evaluation processes.

Our Vision and Aims for Equality and Diversity:

- We will treat all members of the Birch Copse Primary School community fairly.
- The school aims to:
- Promote high expectations of each child's abilities
- Instil a love of learning through a creative approach
- Ensure that all children have equal access to the curriculum
- Create a safe, caring and welcoming environment for the children and to develop closer ties with parents/carers
- Value and appreciate ourselves and others, both in our school and the wider community
- Value and respect the diverse cultural and religious backgrounds of all people
- Share a healthy attitude to life
- Prepare ourselves for the future
- We will vigorously tackle discrimination wherever found and work to create good relationships in school between people who share protected characteristics (race, gender, religion or belief, sexual orientation, disability or special educational needs (which will include

the needs of the most able), pregnancy and maternity and gender reassignment) and those who do not.

- The school recognises the need for pupils to learn within an environment that promotes a positive ethos, raises achievement and alleviates any potential disadvantage experienced by those with a protected characteristic.

We will ensure that every student irrespective of protected characteristic is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary teaching and support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to endeavour that the adults working or volunteering in the school are from diverse groups. We believe this provides a good role model for our pupils.

We will involve pupils, staff, parents, carers, governors and communities in the development of our objectives. They will be involved at the very start and their involvement will inform the preparation, development, publication, review and reporting of our objectives. The aim is to ensure that we meet the needs of people from all ethnic backgrounds, all religions and beliefs, all ages, all genders, sexual orientations and abilities.

Roles and responsibilities, commitment and accountability

Equality issues will be embedded into the work of this school by:

- Paying **due regard** to equality issues within all our key policies, planning, decision making processes and performance management.
- Ensuring that our planning contributes towards our equality objectives
- Ensuring that arrangements are in place to monitor and report on our progress against our objectives and
- Ensuring that we engage effectively with our pupils, staff, parents and local communities in planning, delivering and monitoring the objectives.

Diversity Report

Birch Copse School has 423- children on roll with 45% girls and 55% boys. There are 6 male members of staff out of a total of 95 current staff. 25.5% of the pupils at this school are of ethnicity other than White British. 6.8% of the pupils are eligible for Free School Meals. 8.5% of pupils are eligible for Pupil Premium funding. 7.5% of pupils receive Special Educational Need support (including Education Healthcare Plans).

Equality Objective Outcomes 2017 – 2021

- **To monitor and promote access of all Diversity Groups to school enrichment activities**

Target achieved.

Promoted by including a wider range of enrichment clubs to ensure that more children's interests are catered for. Some clubs have specifically targeted and encouraged different groups of children to participate. For example, football club has focused on encouraging more girls to participate – there are also more opportunities for girls to represent the school in matches.

This has been monitored termly. A detailed 'club analysis' is undertaken, which includes the number of children from different groups attending our enrichment activities. The latest analysis shows that we have a very good spread of children from different groups attending our before and after school clubs. The proportion of all children taking part in clubs is very similar to the proportion of girls, boys, Free School Meals, Pupil Premium and SEN. The proportion of Ethnic minorities is higher than all children.

This demonstrates that all diversity groups within the school have access to and attend our out-of-school enrichment activities

- **To raise girls' attainment in maths to be as much above National Average as boys'**

Target achieved.

In the latest set of National data – end of 2022 – girls progress at the end of Key Stage 2 was similar to boys but much higher than girl's Nationally:

2022 KS2 Maths Progress Birch Copse National

Boys 0.8 0.8

Girls 0.6 -0.8

Attainment scores at the end of 2022 were above National for both boys and girls and there was a similar gap between Birch Copse and National scores for both genders

This demonstrates that Girls and Boys in Birch Copse achieve higher than their peers Nationally and the gap between Birch Copse and National is similar for both genders

Equality Objectives 2021 – 2025

- Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.
- Promote understanding and respect for differences through direct teaching in lessons and in assemblies (this includes an understanding of the nine protected characteristics)