

# **Toynton All Saints Primary School**

## **Public Sector Equality Duty Information and Objectives**



Approved by: Governing Body

Date: March 2024

Next review due by: March 2026

# Toynton All Saints Primary School

## Public Sector Equality Duty

### 1. Our Ethos

At Toynton-All-Saints Primary School, our aspirations for the young people in our care are for them to leave us as well-rounded human beings, inspired and motivated to continue life-long learning, with respect for the views and beliefs of all other people.

### Our Core Expectations

We expect everyone to make fair and responsible choices. The school rules are there to give children clear guidance on what defines responsible fair choices. Our school rules are the cornerstone of our consistent expectations, which support and focus us in dealing with and promoting positive behaviour and relationships. Our Core Expectations and values are displayed in every classroom and group working space. They incorporate a positive anti-bullying approach to ensuring good behaviour and relationships. We celebrate individual children at the end of each term, who display our values and uphold our expectations, with a Bronze, Silver and Gold award for a child in each class. The children wear these stars with pride, knowing that they are excellent role models within the school community.

<u>Our Core Expectations:</u>	<u>Our Values - The 6Rs</u>
	Each term we focus on one of the 6Rs
<ul style="list-style-type: none"><li>• <b>To be kind and helpful</b></li><li>• <b>To work hard</b></li><li>• <b>To look after property</b></li><li>• <b>To listen to others</b></li><li>• <b>To be honest</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Relationships</b></li><li>• <b>Respect</b></li><li>• <b>Resourcefulness</b></li><li>• <b>Risk Taking</b></li><li>• <b>Resilience</b></li><li>• <b>Reflection</b></li></ul>

Our mission is to aim for children to leave us with strong, happy memories and a range of experiences that they will treasure throughout their lives. To help prepare our children for their next stage of learning, they need to be resilient, confident, independent, tolerant, emotionally aware and highly literate. We strongly value the importance of outdoor

learning to support our journey. Additionally, we hold in high regard the value that is gained by working together within our local area, our regional community and beyond.

## **2. Our Inclusion Statement**

Toynton All Saints Primary School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the school community, and as a result, make a successful transition to secondary education and so into adulthood.

All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Toynton All Saints Primary School.

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able. We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After children and Previously Looked After Children.

## **3. Legislation**

The Equality Act 2010 defined protected characteristics applicable to schools. The Act makes it unlawful for schools to discriminate against anyone by treating them less favourably because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and Civil Partnership

Under the Equality Act, **Disability** is defined as when a person has 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities'.

#### **4. Public Sector Equality Duty (PSED)**

There are three elements to which schools must have due regard:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Further defined as having due regard to the need to:

- Remove or minimise disadvantages suffered by people which are connected to a particular characteristic they have.
  - Take steps to meet the particular needs of people who have a particular characteristic.
  - Encouraging people who have a particular characteristic to participate fully in any activities.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

In addition, the school has two specific duties:

1. To publish information to demonstrate how they are complying with the equality duty and to update it annually.
2. To prepare and publish (at least every four years) one or more specific and measurable equality objectives.

The Equality Act refers to having 'due regard' to equality considerations. This means that whenever significant decisions are being made or policies are being developed, the school will consider any implications in relation to their equality duty.

#### **5. Accessibility Plan**

We have an Accessibility Plan which outlines the steps we take to increase the extent to which disabled pupils can participate in the curriculum, how we improve the physical environment of the school to enable disabled pupils to access education, benefits, facilities and services provided, and how we ensure information is accessible to all.

#### **6. Our Pupil Demographic**

Our Published Admissions Number (PAN) is 15. Referring to the Protected Characteristics, our pupil numbers for March 2024 are as follows:

<b>Gender</b>	<b>Total</b>	<b>% of Roll</b>
Boys	62	42.7
Girls	83	57.2
<b>SEN List</b>	<b>Total</b>	<b>% of Roll</b>
Number on List	13	9
Inc. Number of EHCPs	4	2.7
<b>EAL</b>	<b>Total</b>	<b>% of Roll</b>
Number of Pupils with English as an additional language	2	1.37
<b>Religion or Belief</b>	<b>Total</b>	<b>% of Roll</b>
Christian	24	16.6
Hindu	0	0
Muslim	0	0
Sikh	0	0
No religion identified	84	48.2
<b>Ethnicity or Race</b>	<b>Total</b>	<b>% of Roll</b>
Asian	4	2.7
White European	2	1.37
White and Black Caribbean	0	0
Pakistani	0	0
Any Other Mixed Background	2	1.1
Any Other White Background	1	0.7
White British	128	88.2
White English	6	4.1
Not disclosed/obtained	2	1.1
<b>Disability</b>	<b>Total</b>	<b>% of Roll</b>
	0	0

In addition to the above, we also have pupils who are in receipt of support through Pupil Premium Funding\*, as follows: (March 2024)

	<b>Total</b>	<b>% of Roll</b>
Pupils entitled to Free School Meals (Income Based)	27	18.6
Pupils entitled to 'Forces' Funding	0	0
Pupils who are 'Looked After'	1	0.7
Pupils who were previously 'Looked After'	2	1.4

\* It should be noted that children who are in receipt of Pupil Premium Funding are not covered under the Public Sector Equality Duty unless they also have one or more of the 'Protected Characteristics'.

**7. Steps we have taken**

As a school we take full account of equality and accessibility in our day-to-day policy, decision making and practice. We do this by having 'due regard' to equality considerations whenever significant decisions are being made. Where necessary, we put actions in place to address any barriers faced by pupils, parents or governors with protected characteristics. This has included:

- Having personalised plans in place as required
- Supporting pupils through One-to-One working, offering pastoral support, running 'ELSA Clubs', supporting families through "Team Around the Child"
- Using the two-tick positive about disability application forms from LCC

**8. Engagement with the Wider Community**

The school will continue to use the knowledge and expertise of parents, pupils, staff and members of the local community, experts/people with specialist knowledge to support the agenda of public sector equality duty.

**9. Equality Objectives**

As a school we have a statutory duty to publish one or more equality objectives at least every four years by 6<sup>th</sup> April each year. The school's equality objectives and action plans for the next four years are included in the table below.

Our aim is to seek to put actions into place to promote equality and accessibility across our school community. Our objectives will be reviewed every four years, and the objectives will be reviewed accordingly. We will report annually on our progress towards the objectives.

**10. Monitoring**

The Headteacher and governing body of our school are responsible for monitoring the delivery of our objectives.

**11. Review**

This Plan will be reviewed annually, with objectives set on a four-year cycle. If objectives are achieved early, they can be reviewed and updated accordingly.

**TOYNTON ALL SAINTS PRIMARY SCHOOL EQUALITY OBJECTIVES 2024-2029**

Equality Duty Area	Action	Resources Needed	Timeframe
Advancing equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> <li>Analyse attainment data to identify areas of inequality</li> <li>Implement targeted support for underrepresented groups</li> <li>Develop inclusive curriculum and teaching practices</li> </ul>	<ul style="list-style-type: none"> <li>Access to attainment data</li> <li>Additional support resources</li> <li>Training on inclusive teaching practices</li> </ul>	1 year
Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not	<ul style="list-style-type: none"> <li>Organize regular cultural awareness events and celebrations</li> <li>Promote understanding and respect for different religions and cultures through the curriculum</li> <li>Encourage interaction and collaboration between students from different backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Event planning and resources</li> <li>Inclusive curriculum materials</li> <li>Opportunities for interaction and collaboration</li> </ul>	Ongoing
Eliminating discrimination and other conduct prohibited by the Equality Act 2010	<ul style="list-style-type: none"> <li>Review and update school policies to ensure they explicitly address discrimination and prohibited conduct</li> <li>Provide regular training for staff on equality and diversity</li> <li>Implement a reporting system for incidents of discrimination or prohibited conduct</li> </ul>	<ul style="list-style-type: none"> <li>Review and update policy documents</li> <li>Allocate time and resources for staff training</li> <li>Develop a reporting system</li> </ul>	Ongoing

Commented [LH1]: American spelling

Commented [LH2]: Anything specific eg uniform policy?

**Areas: Elimination of Discrimination, Advance equality of opportunity, Foster good relationships across all protected characteristics, Make reasonable adjustments for those with a disability.**

**Impact Statement:** Embedding Good Relationships Across All Protected Characteristics

Upon successful completion of this objective, Toynton All Saints Primary School will experience a positive impact on the school community. The school will be a place where everyone is up-to-date with protected characteristics and aware of legislation, including both pupils and staff. The actions taken to eliminate discrimination and prohibited conduct will create a safe and inclusive environment for all. By advancing equality of opportunity, underrepresented groups will receive targeted support, leading to improved outcomes and a reduction in inequality. Fostering good relations across all characteristics will promote understanding, respect, and collaboration among students from different backgrounds.