

## Equality Duty (PSED)

In order to meet our equality duties as specified in The Equality Act 2010 we use data, policies and procedures to identify and meet the needs of all people in our school and to select our objectives. We are a large primary school with capacity for 420 pupils and a staff group exceeding 70, situated in an area of high deprivation. Below is a snapshot of our school population:

	YR	Y1	Y2	Y3	Y4	Y5	Y6	ALL
Pupils of the school	59	59	60	59	59	55	59	410
Male	54.24%	49.15%	58.33%	44.07%	49.15%	45.45%	55.93%	50.73%
Free School Meals	11.86%	23.73%	13.33%	18.64%	18.64%	18.18%	25.42%	18.54%
English as Additional Language	13.56%	16.95%	6.67%	13.56%	6.78%	7.27%	3.39%	9.76%
Pupil Premium	11.86%	37.29%	25.00%	37.29%	33.90%	40.00%	45.16%	32.93%
Service Children	1.69%	6.78%	3.33%	3.39%	3.39%	4.72%	8.47%	4.88%
In Care			1.69%			3.64%	1.64%	0.98%
Young Carer							1.69%	0.24%
SEN Needs	13.56%	16.95%	16.67%	10.17%	16.95%	18.18%	18.64%	15.85%

As you can see from the above table we have a wide and diverse population of pupils with some high need factors many of whom have protected characteristics.

There are two duties under the Act which we must meet:

- To publish information demonstrating our compliance and promoting of equality.
- To identify and publish one or more equality objectives.

We do this in the following ways:

### Staff

To meet our objectives for staff we follow policies and processes to ensure a fair and objective recruitment process and to support staff in the workplace. We do this in practice by having a thorough induction process, continued professional development, a clear line management structure and appraisal cycle.

We also have clear processes for staff who may have medical conditions or disabilities to support them in the workplace, including record keeping, risk assessments and occupational health referrals. We have an accessible school building and are mindful of the needs of our parents and visitors.

### Pupils

To ensure we do not disadvantage pupils in our school we use our policies and processes to help ensure that pupils who have a medical need or disability are able to access the curriculum and other school events. We monitor achievement gaps between disadvantaged groups, between boys and

girls and EAL. This is reported to the Governing Board and actioned via our School Development Plan.

### Fostering Good Relationships Between People

Birchfield Community Primary is a welcoming and safe environment for all where pupils, parents, visitors and staff are expected to treat each other with dignity and consideration. Respect is built by treating each other fairly and listening to each other's points of view. We recognise that parents and visitors may also have SEND or medical conditions and work hard to make sure that our policies, prospectus and information is relevant to them and straight forward to read. We see diversity as a strength and ensure all who learn, teach and visit here are respected and valued. We have good community links including the church, secondary days and library links. We also consult with pupils via our School Council and parents via questionnaires and discussions and follow this with actions.

### How we use Data

It is our responsibility and aim, to provide good quality education and opportunities for all of our pupils, some of whom may have a specific need and require a tailored curriculum and/or particular support. We use data to identify gaps in attainment for example our Data identified that attainment of Pupil Premium children was not as high as it could be. As a result we joined and have worked on The Challenge the Gap Project. Observations regarding trends in pupil performance inform our actions as identified in the school development plan.

### Our Equality Objectives are:

- To ensure that vulnerable groups of pupils continue to make excellent progress and the attainment gap continues to close between them and their peers through targeted use of funding streams e.g. pupil premium, SEN
- To ensure that pupils from other religious backgrounds, ethnicity or pupils who have English as an additional language thrive through raising their profile within the school.
- To continue to promote an atmosphere of mutual respect and tolerance through the work on British values through 'PRIDE', which is interspersed through our curriculum.

### Unlawful Discrimination, Harassment and Victimisation

We have clear processes to respond to incidents in school which are dealt with quickly and appropriately following school and county policies and procedures. Fortunately incidents in school are rare.

### Positive Discrimination

In addition to data assessments we may also carry out risk assessments to ensure we provide additional support or equipment so that no one is discriminated against. Equally we try to avoid treating anyone in a way that could be construed as positive discrimination thereby ensuring an open and honest approach to all.