



Bocking Primary School

Equality Duty Information Report

The Equality Act 2010 places a duty on the school to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Bocking Primary School, part of Attain Academy Partnership, is an inclusive academy. All staff and pupils are treated equally at the academy irrespective of: Sex; Race; Disability; Religion or belief; Sexual orientation; Gender reassignment; Pregnancy or maternity. Where necessary, actions are put in place to address any barriers faced by pupils, parents, staff or governors with protected characteristics.

The academy believes that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that the academy continues to tackle issues of disadvantage and underachievement of different groups.

The purpose of this report is to demonstrate the academy's compliance with the Public Sector Equality Duty by publishing information on an annual basis. It summarises the equality monitoring data for pupils and staff for the period 2020 to 2021. The report outlines the impact that our decisions, policies and service delivery have had on people with characteristics protected under the act.

Equality Information

1. Pupil Information

1.1 Pupil Characteristics

We use the following academy population information to help us ensure we do not disadvantage anyone in our academy.

	Characteristics of Our Academy	2020/2021	National Data for 2020/2021*
	Number on roll on Census Day (21 January 2021)	211	
Gender	Girls	48.8%	49% (49%**)
	Boy	51.2%	51% (51%**)
Ethnicity (CSA) (if given)%	White		
	White British	90%	66.4%
	Irish/Traveller of Irish Heritage	0%	0.4%
	White Other	4%	6.8%
	Romany or gypsy	1%	0.3%
	Mixed		
	White & Black Caribbean	0%	1.6%
White & Black African	0%	0.9%	

	White & Asian	0.47%	1.5%
	White & any other ethnic group	0.47%	
	Any other mixed background	0.47%	2.4%
	Asian or Asian British		
	Indian	0%	3.3%
	Pakistani	0.95%	4.5%
	Bangladeshi	0%	1.8%
	Chinese	0%	0.5%
	Any other Asian background	0%	1.9%
	Black or Black British		
	Caribbean	0.47%	1%
	African	0.47%	3.9%
	Any other black background	0%	0.8%
	Any other ethnic group	0%	2.1%
	Unknown / unclassified	0.95%	1.6%
First Language (CSA)	English	95.7%	80.3% (78.8%**)
	Other	4.27%	19.7% (21.2%**)
Eligible for Free School Meals	Not Eligible	79.2%	79.2%
	Eligible	20.8%	20.8% (21.6%**)
Special Educational Need (SEN)	No Special educational Needs	80.6%	84.1% (85.3%**)
	Statement or Education, Health and Care (EHC) Plan (E)	2.8%	3.7% (2.1%**)
	Pupils with SEN without statements or EHC Plans (K)	16.6%	12.2% (12.6%**)
		SEN Register	
Profile of Primary Need for SEN Pupils (Number of pupils with SEN Support (Code K)/SEN Provision (Code E)/Statement of SEN Primary Needs)	Specific Learning Difficulty	9.76% (1.90%#)	12.0% (9.2%**)
	Moderate Learning Difficulty	4.88% (0.95%#)	17.96% (18.27%**)
	Severe learning Difficulty	0%	2.60% (0.57%**)
	Profound & Multiple Learning Difficulty	0%	0.83% (0.25%**)
	Social, Emotional & Mental Health	9.76% (1.90%#)	18.41% (16.58%**)
	Speech Language & Communication Need	0%	22.57% (32.67%**)
	Multisensory Impairment	0%	0.29% (0.33%**)
	Hearing Impairment	0%	1.78% (1.67%**)
	Visual Impairment	0%	1.02% (0.91%)
	Physical Disability	0%	2.81% (2.68%**)
	Autistic Spectrum Disorder	2.44% (0.47%#)	12.48% (9.20%**)
	SEN support but no specialist assessment of type of need	0%	3.23% (4.21%**)
	Other Difficulty/Disability	0%	4.15% (3.86%**)

*[National data from January 2021 census](#) and [SEN 2020/21 National tables](#); **National data for state-funded primary schools

#as a percentage of the total academy population or the total national school population

1.2 Analysis of the Academy Population

- The balance of boys was slightly higher than girls
- The pupils at the academy are predominantly from a White British background, with English as their first language.

- 19.4% of all pupils are on the SEN Register compared to 15.9% nationally for all schools (14.7% state-funded primary school). The percentage of SEN pupils with SEN without a EHCP was higher when compared to both the national figures for all schools and for state-funded primary schools
 - SEN Pupils with EHCP: 2.84% for Bocking cf. Nationally 2.1% (state-funded primary) and 3.7% (all schools)
 - SEN Pupils without EHCP: 16.59% for Bocking cf. Nationally 12.6% (state-funded primary) and 12.2% (all schools)
- The academy has a low number of looked after children (0.95%) and service children (0.95%) on roll.
- The area from which the academy draws its pupils is generally socially and economically advantaged however, it does include some 'pockets of deprivation.'
- 20.85% of all pupils are eligible for free school meals compared to 20.8% Nationally (21.6% state-funded primary). This is the additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, the academy aims to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

2. Eliminating unlawful Discrimination, harassment and victimisation

The information provided here aims to demonstrate that the academy gives careful consideration to equality issues in everything that we do at the academy. This ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010. We eliminate discrimination by:

- *Ensuring that all staff and pupils are aware of the requirements of the Equality Act 2010 and that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.*
- *Keeping an accurate record, where possible and appropriate, of the protected characteristics of our pupils and staff.*
- *Having clear procedures to ensure that its policies and practices do not discriminate, directly or indirectly against adults or pupils in schools; and that positive role models and a wider perspective will strengthen the academy.*
- *Reporting, responding to and monitoring all incidents of prejudice related incidents related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. However, instances of bullying, including for example, cyber-bullying and prejudice-based bullying, within the academy are extremely rare.*
- *Having clear procedures for dealing with any incidents of inappropriate behaviour including prejudice-related bullying. The academy behaviour and anti-bullying policies outline our expectations for both pupils and staff in their interaction with each other and our commitment to anti-bullying. Pupils and staff are respectful of each other and this includes behaviour that does not disrupt the learning of others.*
- *Having clear policies that outline the provision the trust and academies makes for pupils with special educational needs*
- *Ensuring safer recruitment practices are adhered to safeguard and protect our pupils.*

- *Having procedures for addressing staff discipline, conduct and grievances*
- *Ensuring teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success*
- *Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary*
- *Ensuring that all pupils have the opportunity to access extra-curricular provision*
- *Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.*

2.1 Impact Indicators

2.1.1 Attendance

Central to raising standards in education and ensuring all pupils can fulfil their potential is a commitment to attendance. Pupils need to attend the academy regularly. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less well.

The academy attendance data for 2020/21 has been affected by the Covid-19 pandemic, with published national data available only for the Autumn and Spring Terms. The academy attendance figures for the autumn term 2020/2021 are shown in the table below alongside the comparative national figures for both the Autumn and Spring 2020/2021 terms.

	Academy Spring Term 2021	Academy Autumn Term 2020	National Data for Spring Term 2020/2021*	National Data for the Autumn Term 2020/21*
Attendance	96.33%	96.63%	96.7% (cf. 97.3%#)	95.3% (cf. 96.3%#)
Authorised Absence	2.24%	3.37%	2.8% (2.3%#)	3.3% (2.6%#)
Unauthorised Absence	1.42%	2.65%	0.5% (0.4%#)	1.4% (0.4%#)
Persistent Absence (below 90%)	13.11%	12.08%	7% (6%#)	13% (9.9%#)
Rates recorded as not attending due to COVID			57.5% (52.1%#)	7.0% (5.5%#)

(*[Pupil absence in school in England](#) for the Autumn and Spring term 2020/21; [Pupil Absence in Schools in England](#) for the Autumn Term; #Primary school data)

Attendance was comparable to the national data levels for all schools (Autumn and Spring 2020/21) and state-funded primary (Autumn and Spring Terms 2020/21). The academy encourages a high level of attendance and punctuality. Parents are encouraged not to take children out of school during term time but it is understood why this is sometimes necessary.

The level of unauthorised absences is higher than the national data levels for all schools (Autumn and Spring 2020/21) and for state-funded primary schools (Autumn and Spring Terms 2020/21).

The persistent absence data was comparable to the national data for all schools (Autumn and Spring 2020/21) and for state-funded primary (Autumn and Spring

Terms 2020/21). However, the academy's data may be skewed by COVID-related pupil absences and the fact that during the national lockdown vulnerable pupils were prioritised. The academy works with parents of pupils where persistent absenteeism is an issue.

Analysis of the academy's 2020/21 absences by gender, ethnicity, free school meals eligibility and SEN did not show any clear indication that any one of the equality groups was more likely to be unauthorised or persistently absent.

2.1.2 Suspensions and Permanent Exclusions

In 2020/21 the number of fixed term exclusions was low (exclusion rate: 5.19) and there were no permanent exclusions. The exclusion rate is based on the total number of exclusions recorded across the year and can be inflated by the inclusion of those pupils with more than one fixed rate exclusion. The exclusion rate for pupils with 1 or more exclusions is 0.94.

Number of Suspensions	Total Days	Maximum Duration	Permanent Exclusions
11	17.5	4	0

The comparative suspension rate for 2019/2020 in England is 3.76 in nationally for all schools and 1.0 for state-funded primary schools. The suspension rate decreases to 1.87 for all schools and 0.5 for state-funded primary schools for pupils with one or more suspensions. Although the exclusion rate for the academy is higher compared to national data, this may have been affected by the national COVID school closures during this period. [For 2019/2020 data visit: [Permanent exclusions and suspensions in England](#)].

Nationally suspensions tend to be higher for boys (5.3 cf. 2.16 girls), those eligible for FSM (9.34 cf. 2.58 not eligible), those with SEN (11.7 with EHCP and 10.98 with SEN support cf. 2.43 without SEN) and for the ethnic groups Gypsy Roma (15.28), Travellers of Irish heritage (10.12) and mixed white and black Caribbean (7.64) [\[2019/2020 data\]](#). Caution is needed when comparing national data with the academy data due to the impact of the COVID pandemic and the low sample set for the academy. However, analysis of the academy's suspension data does not appear to indicate there is an unfavourable bias towards any particular equality group.

2.1.3 Prejudice-related incidents

There was 1 prejudice-related incident recorded during 2019/220 related to victimisation or discrimination.

Since March 2021, all reported incidents, including behaviour, bullying and racist behaviour are followed up and parents informed. Incidents are carefully monitored to prevent reoccurrence using the CPOMs reporting system.

Pupils and staff are respectful of each other and this includes behaviour that does not disrupt the learning of others. Pupils are recognised for positive behaviour choices through assemblies, stars of the week certificates and can earn tops time points and other rewards as part of the academy's overall behaviour management policy. We have a positive behaviour management approach and all staff give 'first attention to best conduct'

Messages around bullying are reinforced throughout the year. E-Safety Day is also celebrated each year to ensure safety in respect of internet technologies and electronic communications are promoted. The academy has also organised a

number of online safety workshops for parents. Links to online safety are posted regularly in the academy website.

2.1.4 Attainment

Due to the Covid-19 pandemic, there was no statutory assessment for Key Stage 2 pupils at the end of 2019/20 or 2020/21 and only limited teacher assessment data could be collated for the same period. This data is shown below for Year 6 pupils:

	KS2 SATS for 2018/19		2021 Teacher Assessment using past SATS papers
	National	Academy (2018/2019)	Academy June 2021
Reading	73%	64%	63%
Writing	78%	75%	68%
Maths	79%	79%	58%
Combined	65%	64%	49%

Due to limited data available, it was not possible to carry out a full equality analysis for each of the different equality groups. However, the PPA data for the year 6 pupil is shown below:

Group	Reading	Writing	Maths	Combined
All	63%	68%	58%	49%
PPG	50%	63%	38%	38%

The academy will continue to use target tracker to provide a picture of subjects' progress and attainment across the academy and plan interventions to support pupils where differences appear as early as possible.

3. Advancing Equal Opportunity between people

As an academy we aim to advance equality of opportunity by

- Providing good access to high quality education and promoting achievement and attainment for all pupils
- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in the academy development
- Supporting disabled staff and pupils by meeting their individual needs. Where possible, reasonable adjustments are made to ensure they are not put at a disadvantage compared to others in the academy
- Listening to parents/carers
- Listening to pupils

The academy values what children think and hears the 'pupil's voice' through the Trust Pupil Forums and through our school council, school prefects, buddying system and class forums.

The positive benefits of an effective partnership with parents on pupils are recognised by the academy and strategies are in place in to engage parents in their child's education at the academy. These include regular parents evenings and one planning meetings for children with SEND, parent lunches and open door policy.

Analysis of our academy's attainment data and other statistics, for example incidence of bullying and participation in after-school clubs, enables us to demonstrate the

impact of our policies and to identify any areas where further action would be appropriate.

4. Foster Good relations between people

The academy fosters good relations by

- Ensuring that Bocking Primary School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum

The academy has an active and well supported PTA which brings together the academy and wider community through a variety of social and fund raising events.

5. Participation and Engagement

The academy actively encourages high levels of participations in all aspects of academy life. Successful strategies for children include a buddying system to help the new pupils settle in, and assemblies. All children are actively encouraged to participate in charity and fundraising events.

Successful strategies are also in place for engaging with parents and carers, including those who might find working with the academy difficult. These include an open-door policy and the availability of regular meetings with parents to discuss ways in which they can support their child at the academy.

The curriculum is fully accessible to all pupils, with financial support or additional staffing available to enable a child to participate in an event or activity, for example a school trip. Please see the published information on how we spend our Pupil Premium and Sports Premium funding to raise the pupil attainment and participation at Bocking Primary School.

6. Staff Information – Overview

The academy aims to observe and implement the principles of equal opportunities and non-discrimination in our employment practices

6.1 Staff Characteristics

This section refers to current Bocking Primary School staff in the period 2020/21 on the day of the workforce census. This includes full-time, part-time and supply.

Number of Staff employed (full & part-time)	26
Gender/Gender Identity (if known)	Female 23 (88%), Male 3 (12%)
Race (if know)	White British: 25 (96%) White Other: 1 (4%)
Disability (if known)	0
Sexual Orientation (if known)	Not routinely collected
Religion or Belief (if known)	Not routinely collected

The academy is an equal opportunities employer however as is common for the public sector and education, the academy has a predominance of female employees in the work force.

The academy does not routinely collect or hold information on religious beliefs, unless specifically requested by a member of staff. The trust's absence policy allows time-off with pay for major religious observance days for all faiths.

No data is collected or held by the academy about the marital status of members of staff, apart from the titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.

The academy operates trust policies for maternity leave, paternity leave and flexible working (reduced hours). These policies are based on model Local Authority policies and procedures. The academy provides sensitive and appropriate support to any member of the academy community who is pregnant or who has recently had a baby including respecting confidentiality when appropriate. All pregnant staff have a meeting to assess their individual needs and steps are taken to ensure these are met.

All staff have access to CPD relevant to their role. There is no difference in the amount of time spent by staff on relevant training activities with regards to gender and ethnicity.

The academy does not collect or retain data on job applicants for any purpose other than recruitment.

6.2 Staff Pay

Employers over 250 staff are required by law to carry out Gender Pay Gap Reporting in accordance with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. Bocking Primary School is part of Attain Academy Partnership, and as such, its staffing salary data is considered within the trust's analysis.

The Gender Pay Gap report for Attain Academy Partnership for the academic year 2020/21 (v2022-1) can be found on the [Trust website](#). This found that male staff were paid on average slightly higher than female employees, with a mean difference of with a mean difference of 24%.

The majority of staff employed by the trust are female. The terms and conditions of employment for many roles tend to be family friendly and attract female applicants for roles such as midday supervisor, cleaners and administration for which the pay is lower.

The trust operates nationally agreed pay scales for all staff. However, the actual leadership level paid is determined by the Teachers Pay and Conditions document and is related to the number pupil attending the academy.

Staff are paid in relation to job specification, number of days employment and level of responsibility and there is no significant difference in average pay between different ethnicities of staff