



## Bocking Primary School

### Equality Duty Information Report 2019-2020

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 school. All staff and pupils are treated equally at the school irrespective of: Sex; Race; Disability; Religion or belief; Sexual orientation; Gender reassignment; Pregnancy or maternity (the Act extended this protection to pupils). Where necessary, actions are put in place to address any barriers faced by pupils, parents, staff or governors with protected characteristics.

The school 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 ensure that the school continues to tackle issues of disadvantage and underachievement of different groups.

#### Equality Information

##### 1. Pupil Information

##### 1.1 Pupil Characteristics

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

|                            | Characteristics of Our School Data            | 2019/2020 | National Data for 2019/2020* |
|----------------------------|---|-----------|------------------------------|
|                            | Number on roll on Census Day (8 January 2020) | 211       |                              |
|                            |   |           |                              |
| Gender                     | Girls   | 49%       | 49%                          |
|                            | Boy   | 51%       | 51%                          |
| Ethnicity (CSA) (if given) | White   |           |                              |
|                            | White British                                 | 88.6%     | 65.4%                        |
|                            | Irish/Traveller of Irish Heritage             | 0         | 0.4%                         |
|                            | White Other                                   | 3.8%      | 6.7%                         |
|                            | Romany or gypsy                               | 0         | 0.3%                         |
|                            | Mixed   |           |                              |
|                            | White & Black Caribbean                       | 0         | 1.5%                         |
|                            | White & Black African                         | 0         | 0.8%                         |
|                            | White & Asian                                 | 0.47%     | 1.5%                         |
|                            | Any other mixed background                    | 0.95%     | 2.3%                         |
|                            | Asian or Asian British                        |           |                              |
|                            | Indian  | 0         | 3.2%                         |

|   |  |                  |                 |
|---|--|------------------|-----------------|
|   | Pakistani  | 1.42%            | 4.5%            |
|   | Bangladeshi  | 0%               | 1.8%            |
|   | Chinese  | 0%               | 0.5%            |
|   | Any other Asian background                             | 0%               | 1.9%            |
|   | Black or Black British                                 |                  |                 |
|   | Caribbean  | 0%               | 1%              |
|   | African  | 0%               | 3.9%            |
|   | Any other black background                             | 0%               | 0.8%            |
|   | Any other ethnic group                                 | 0.47%            | 2%              |
| First Language (CSA)  | English  | 95.7%            | 93.5%           |
|   | Other  | 4.27%            | 6.5%            |
| Eligible for Free School Meals  | Not Eligible   | 79.15%           | 82.7%           |
|   | Eligible   | 20.85%           | 17.3%           |
| Special Educational Need (SEN)  | No Special educational Needs                           | 80.57%           | 85.8%           |
|   | Statement or Education, Health and Care (EHC) Plan (E) | 2.84%            | 3.3%            |
|   | Pupils with SEN without statements or EHC Plans (K)    | 16.59%           | 12.1%           |
| 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                           | 24.39% (4.74%#)  | 11.34% (1.75%#) |
|   | Moderate Learning Difficulty                           | 29.27% (5.6%#)   | 17.55% (2.7%#)  |
|   | Severe learning Difficulty                             | 0%               | 2.45% (0.38%#)  |
|   | Profound & Multiple Learning Difficulty                | 0%               | 0.79% (0.12%#)  |
|   | Social, Emotional & Mental Health                      | 12.2% (2.37%#)   | 16.98% (2.62%#) |
|   | Speech Language & Communication Need                   | 19.51% (3.79%#)  | 20.35% (3.14%#) |
|   | Multisensory Impairment                                | 2.44% (0.47%#)   | 0.26% (0.04%#)  |
|   | Hearing Impairment                                     | 2.44% (0.47%#)   | 1.69% (0.26%#)  |
|   | Visual Impairment                                      | 0                | 0.95% (0.15%#)  |
|   | Physical Disability                                    | 0                | 2.68% (0.41%#)  |
|   | Autistic Spectrum Disorder                             | 3 7.32% (1.42%#) | 10.97% (1.7%#)  |
|   | Other Difficulty/Disability                            | 2.44% (0.47%#)   | 3.86% (0.6%#)   |
|   |  |                  |                 |

\*[National data from January 2020 census](#) and [SEN 2020 national tables](#)

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

## 1.2 Analysis of the School Population

- The balance of boys was slightly higher than girls
- The pupils at the school 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 15.4% nationally for all schools. 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 primary schools
  - SEN Pupils with EHCP: 2.84% for Bocking cf. nationally 1.8% (state primary) and 3.3% (all schools)
  - SEN Pupils without EHCP: 16.6% for Bocking cf. nationally 12.8% (state primary) and 12.1% (all schools)
- The school has a low number of looked after children (0.95%) on roll.
- The area from which the school draws its pupils is generally socially and economically advantaged however, it does include some 'pockets of deprivation.'

- 20.8% of all pupils are eligible for free school meals. 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 school 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 school gives careful consideration to equality issues in everything that we do at the school. 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 school.
- 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 school 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 school regularly. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less well.

The school attendance data for 2019/20 has been affected by the Covid-19 pandemic. However, autumn term absence data is reported to give a reasonable indication of trends in the full academic year data. Therefore the attendance figures for the autumn term 2019/2020 are shown in the table below alongside the comparative national figures for both the autumn term 2019/2020 and the full academic 2018/19 year. Due to the Covid-19 pandemic, there is no comparative national data published for 2019/2020 (see [Government statement on national pupil absence figures for the autumn and spring terms 2019/2020](#))

| 2019/20                        | Whole School (Autumn Term 2019/20) | National Data for Autumn Term 2019/20* | National Data for the Academic Year 2018/19* |
|--------------------------------|------------------------------------|--|--|
| Attendance                     | 94%                                | 95.07% (cf. 95.7%#)                    | 95.3% (cf. 96.1%#)                           |
| Authorised Absence             | 3.4%                               | 3.6%                                   | 3.3%   |
| Unauthorised Absence           | 2.6%                               | 1.3%                                   | 1.4%   |
| Persistent Absence (below 90%) | 12.1%                              | 13.1% (11.2%#)                         | 10.9% (8.2%#)                                |

(\*[Pupil absence in school in England](#) for the autumn term 2019/20; [Pupil absence data](#) for the academic year 2018/19); #Primary school data

Attendance was slightly lower than the national data levels for all schools autumn 2019/20 and the academic year 2018/19. The school 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.

Analysis of the school's 2019/20 absences by gender, ethnicity, free school meals eligibility and SEN showed that unauthorised absences for the school were either lower or in line with the national figures for 2018/2019.

The school's 2019/20 persistent absence data was lower or comparable to national data. The school works with parents of pupils where persistent absenteeism is an issue. Analysis of the data by equality group showed they were in line with national figures.

### 2.1.2 Exclusions

In 2019/20 the number of fixed term exclusions was low (exclusion rate: 7.14%) 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 remains is 1.9%.

| Number of Fixed Exclusions | Total Days | Maximum Duration | Permanent Exclusions |
|----------------------------|------------|------------------|----------------------|
| 15                         | 23.5       | 8                | 0                    |

The comparative exclusions rates for 2019/2020 national and Local Authority exclusions are not currently available however, in 2018/2019 the fixed exclusion rate was 1.41% in primary schools. [For 2018/2019 data visit: [National and LA permanent and fixed exclusions](#)].

### 2.1.3 Prejudice-related incidents

There were 0 prejudice-related incidents recorded during 2019/220 related to victimisation or discrimination.

All reported incidents, including behaviour, bullying and racist behaviour are followed up and parents informed. Incidents are carefully monitored to prevent reoccurrence.

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 school'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 school has also organised a number of online safety workshops for parents. Links to online safety are posted regularly in the school newsletter.

### 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 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 |                    | Achieving at the expected standard | KS2 SATS predicted results 2020 |
|----------|----------------------|--------------------|------------------------------------|---------------------------------|
|          | National             | School (2018/2019) | School (2020)                      |                                 |
| Reading  | 73%                  | 64%                | 73%                                | 73%                             |
| Writing  | 78%                  | 75%                | 73%                                |                                 |
| Maths    | 79%                  | 79%                | 87%                                | 67%                             |
| Combined | 65%                  | 64%                | 70%                                | 63%                             |

Analysis of the data for the equality groups via Target Tracker for gender, SEN EHCP, SEN Support, EAL and PPG, is shown below:

| KS2 Reading, Writing and Maths Combined by Pupil Group |        |  |          |                                |          |
|--|--------|--|----------|--------------------------------|----------|
|  |        | Achieving at the expected standard or higher |          | Achieving at a higher standard |          |
| Group  | Cohort | School                                       | National | School                         | National |
| All  | 100%   | 70%  | N/A      | 10%                            | N/A      |
| Male   | 50%    | 53%  | N/A      | 0%                             | N/A      |
| Female   | 50%    | 87%  | N/A      | 20%                            | N/A      |
| PPG  | 20%    | 33%  | N/A      | 17%                            | N/A      |
| SEN Report   | 7%     | 0%   | N/A      | 0%                             | N/A      |
| EAL  | 7%     | 50%  | N/A      | 0%                             | N/A      |

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

### **3. Advancing Equal Opportunity between people**

As a school 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 school 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 school
- Listening to parents/carers
- Listening to pupils

The school 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 school and strategies are in place in to engage parents in their child's education at the school. These include regular parents evenings and one planning meetings for children with SEND, parent lunches and open door policy.

Analysis of our school'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 school 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 school has an active and well supported PTA which brings together the school and wider community through a variety of social and fund raising events.

### **5. Participation and Engagement**

The school actively encourages high levels of participations in all aspects of school 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 school 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 school.

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 2019/20 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%)<br>White Other: 1 (4%) |
| Disability (if known)                       | 0  |
| Sexual Orientation (if known)               | Not routinely collected                        |
| Religion or Belief (if known)               | Not routinely collected                        |

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

The school 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 school 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 school provides sensitive and appropriate support to any member of the school 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 school 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.

Although Attain Academy Partnership did not reach the criteria for gender pay gap reporting for 2019/20, a preliminary evaluation was performed to evaluate the trust performance in this area. This found that male staff were paid on average slightly lower than female employees with a mean difference of -3.57%.

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.