

Orleans Primary School - Compliance with the Public Sector Equalities Duty (PSED)

The Equality Act 2010 introduced a Single Public Sector Equality Duty (PSED), which applies to public sector bodies including maintained schools and academies. The Act introduces the concept of 'protected characteristics' which are given protection under the Act – race, disability, gender, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

This combined equality duty came into effect on April 2011 and replaced the Gender, Disability and Race Equality Duties.

Aims of the PSED Act (General Duties for schools)

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.
- 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 those who do not.

For schools this 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 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. Schools will need to keep them under review on a continuing basis.
- The PSED 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 rigorously.
- Schools cannot delegate responsibility for carrying out the duty to anyone else.

The specific duties required of schools:

- To publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- To prepare and publish equality objectives.

How Orleans Primary School Complies with the Equalities Act 2010

- **Elimination of discrimination and other conduct prohibited by the Act.**

The vision statement for our school clearly states that our philosophy is to provide a happy, stimulating and secure community for every child. This, in conjunction with a rich and challenging learning experience, will ensure that **all children** reach their full potential, both emotionally and physically, and are completely prepared to take their place in our diverse world. Everyone who works in our school is valued as an individual and staff work as a team, sharing expertise, knowledge and skills. Orleans strongly values the partnership between home, school and community.

We do not tolerate bullying or harassment of any kind. Our Anti-bullying Statement (written by our school council) aims to ensure that children can recognise what bullying is and know what to do if they see or experience it. All concerns about bullying are taken seriously and investigated thoroughly. All incidents in or out of class are recorded.

We actively tackle discrimination against those protected characteristics identified in the PSED and promote equal opportunities and good relations between and amongst all. We strive to promote the individuality of all our pupils, for example through celebrating differing achievements. We are committed to ensuring that positive action is taken to redress the balance of inequality, which may exist.

The following policies support the school's compliance:

- Behaviour
- Teaching and Learning
- Anti-bullying (including Anti bullying Statement)
- Accessibility Plan

As a school, we take positive action to challenge and prevent racism, and to prepare pupils for life in a multi-cultural society. The school takes action to provide equality of opportunity and good relations between people of different racial groups. Any racist behaviour is challenged and reported.

- **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.**

The ASP online summary report for 2019 (data for the school provided by the Department for Education) which compares the schools' data with national data shows:

Overall attainment of pupils in KS1 and KS2 are significantly above national standards both in all schools nationally and in similar schools in reading, writing and maths.

- Girls and boys in EYFS KS1 and KS2 attained significantly above national average
- PPG pupils in all key stages attained in line or above national average and where they did not additional needs were pre identified
- EAL pupils continue to achieve above National average
- SEN pupils in KS2 achieved slightly below National but made good progress from identified starting points.
- SEN pupils in EYFS continue to be a focus of pre identifying needs and how best as a school we can support them

Actions to address the differences in performance by children form the basis of our School Development Plan; a summary of this is available from the school office.

We are an equal opportunities employer. We are non-discriminative in employment and promotion. We apply objective criteria and recruitment procedures to ensure that we employ the best-suited candidate to the post. We welcome applications from all and are aware that we have a predominately white female staff.

- **Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it.**

- Orleans promotes different values throughout the school by means of the curriculum, assemblies based on appropriate themes to support our school values e.g. through being a Unicef Rights Respecting School, responsibility, partnerships, self-esteem and respect. We also cover British Values.
- PSHE curriculum focuses on anti-bullying, relationships, friendship etc.
- RE curriculum which emphasizes understanding other religions and cultures
- International Links with schools
- National Links with schools and ones with different demographics

Our Equalities Objectives 2019 – 2020 will continue so that they can be embedded, this is due to the impact of Covid-19 and schools being closed/partially open for a period of time during the spring and summer term;

- To increase the progress of the SEN and PPG pupils throughout the school through targeted in class teaching and planned intervention support.
- To continue to embed equality, diversity and inclusion and to continue to tackle discrimination throughout school with particular reference to LGBTQ and racism.
- Through targeted professional development develop staff understanding of relevant mental health issues and train staff in using strategies to support pupils with mental health concerns.

The school will review these objectives annually.

Statement written June 2020

To be reviewed June 2021

Review of 2019 - 2020 Equalities targets

During the last academic year, Orleans had three objectives, all of which were incorporated into our School Development Plan. These are listed below together with how they were met and the impact on the children's progress throughout the year.

Objective	Actions carried out throughout the year	Impact
To continue to embed equality, diversity and inclusion and to continue to tackle discrimination throughout school with particular reference to LGBTQ and racism.	Developed a school culture where any unacceptable comments were challenged by both senior leaders and other staff.	Staff feel confident about their life choices. The children are open and informed.
	Staff attended training on understanding our role in supporting the PSED and supporting our specific school PSED targets and retrained on the procedures for reporting racist incidents.	Conversations about life choices that they or others make.
	Robust monitoring and identification of vulnerable families and children including the development of internal TAC meetings.	The early intervention focus for these families is having a positive effect on children's enjoyment of school and ultimately their progress.
	Staff training on British Values given by PSHE Lead and Humanities Lead.	Staff fully aware of where in these values appear in their year group

		curriculum subjects so that they can highlight them to the children.
To increase the progress of the SEN and PPG pupils throughout the school through targeted in class teaching.	<p>The school has a strategic plan in place, which aims to improve outcomes for pupils, and ensures resources are used effectively.</p> <p>Throughout the school closure period due to Covid-19 the school strategically planned so that all PPG pupils/families were contacted weekly to provide support with learning: PPG packs were printed and delivered to the families, five families were loaned school laptops to ensure they could access Google Classroom. Reading books were sent home to PPG pupils to supplement their reading. Vulnerable PPG pupils attended school throughout the school closure period as part of the key worker provision.</p> <p>Prior to school closure pupils were offered the following; weekly attendance at home learning club, one additional extracurricular club for which the child had expressed a preference.</p> <p>Targeted training for all staff throughout this academic year, which has developed their understanding and empathy, has resulted in better outcomes for pupils. The schools investment in Target Tracker as an assessment programme, has enabled instantaneous data analysis for these pupils.</p> <p>The school has worked with the families of LAC and adopted children, the Inclusion Manager who is also the Designated Teacher has attended LAC Network Meetings and brought relevant practice into the school; supporting children with transition and highlighting useful webinars via the adopter hub.</p>	<p>Targeted interventions for pupils have resulted in higher attainment and greater progress. Staff have higher expectations of these groups of pupils and track their progress highly effectively; carrying out a gap analysis and then planning clear next steps in teaching and learning.</p> <p>The school has developed a trusting relationship with specific families and staff are building a greater understanding of the challenges facing these children.</p> <p>Pupils were supported with their home learning by a teacher or HLTA. This supported pupil's cultural experience which may not have been accessible for pupils otherwise.</p> <p>Pupil progress is well monitored and pupils gaps in knowledge is supported through targeted intervention.</p> <p>This training has resulted in an increased awareness of supporting these children. All school staff have a greater understanding of adverse childhood experiences, how these can effect a pupil and strategies for supporting pupils.</p>

	Training has been given to staff on adverse childhood experiences.	
To develop staff understanding of mental health and train staff in using strategies to support pupils with mental health concerns.	The school has a trained Mental Health First Aider who has cascaded the training to staff. There are planned opportunities to ensure that pupils have a range of activities outside a lunchtime to improve the lunchtime experience and there is an internal lunch club in place for the older pupils.	There is a stronger amount of knowledge within school regarding mental health and how to support pupils. Staff know and understand the appropriate vocabulary to use and who to report any worries or concerns to.

JE/BB July 2020