



PUBLIC SECTOR EQUALITY DUTY (PSED) REPORT

Author:	Principal
Approval needed by:	LGB
Consultation required	Director of Governance and Compliance
Adopted (date):	Date review took place
Date of next review:	Autumn 2021

Introduction

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). The General Equality Duty requires our academy to have due regard to the need to:-

- **Eliminate discrimination** harassment and victimisation and any other conduct that is prohibited under the Act.
- **Advance equality of opportunity** between people who share a relevant protected characteristic and those who do not share it.
- **Foster good relations** between people who share a relevant protected characteristic and those who do not share it.

Eton Park Junior School is part of The de Ferrers Trust. Each academy within the Trust follows the Trust's overarching Equality Policy however, the Trust recognises that each academy often has its own challenges in terms of equality and to better perform the General Equality Duty, each academy has set a number of equality objectives pertinent to the context of their school and the community they serve.

Equality objectives are set every 4 years and progress against them is formally reviewed on an annual basis. This report details the outcome of each review.

Academy Background

At Eton Park Junior: a de Ferrers Trust Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay or lesbian
- Staff undergoing gender reassignment

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Objectives

The following Equality Objectives were set for the period 2018-2021.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental and physical well-being, and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

These objectives are reviewed annually and progress reported below.

Review

The Trust's Equality Policy covers a number of actions that the trust and each of its academies takes on a regular basis to comply with its Public Sector Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations. The review which is detailed below covers the objectives that we at Eton Park have set to further comply with this duty.

Autumn 2021

Equality Objective 1			
To narrow the gap of achievement for all equality groups.			
Aim	Why	How	Evidence/outcomes
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	[detail why the academy chose to set this objective] When there are attainment gaps between the children in school and nationally then we have to break the data down to see which groups are outperforming and address the balance to close the attainment gaps.	[detail specific actions you have taken to achieve this objective] <ul style="list-style-type: none"> • Termly analysis of data by groups (race, gender, disability) • Report findings in KPI to governors and Trust board • Pupil progress meetings to put interventions and strategies in place. 	[detail evidence that can be produced to show the objective has been met] <ul style="list-style-type: none"> • Educator data • SATs data • NFER data • KPI analysis
Equality Objective 2			
To ensure the role models in our curriculum promotes diversity.			
Aim	Why	How	Evidence
The curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	[detail why the academy chose to set this objective] Our school is a diverse community with social and economic barriers. Aspirations need building and using positive, diverse examples promotes the expectation that all can and should achieve.	Detail specific actions you have taken to achieve this objective] <ul style="list-style-type: none"> • Audit of current curriculum. • Text driven curriculum, celebrating diverse authors. • Historical/scientific persons in the new curriculum to promote achievement and diversity. • SMSC lead promotes diversity and role models in assemblies and theme days. 	[detail evidence that can be produced to show the objective has been met] <ul style="list-style-type: none"> • Curriculum intent and implementation statements. • Curriculum coverage plans. • SMSC gridmaker tool. • Children's work books • Participation and confidence of targeted groups. • Pupil voice demonstrates an awareness of significant role models.

Equality Objective 3			
To widen the children's experiences and knowledge of different communities.			
Aim	Why	How	Evidence
Celebrate cultural events throughout the year to increase pupil understanding and awareness of different communities and issues relating to race, disability, religion and gender e.g Diwali, Eid, Christmas, Black History Month, One World Week, Young Carers.	Pupil voice would tell us that the children have limited mobility in the community. Experiences outside of the residential streets or the local high street are few and far between.	<ul style="list-style-type: none"> • Curriculum trips are planned to broaden experiences of their local area and beyond. • Assembly and theme days are planned comprehensively over the year. • PSHCE curriculum challenges and discusses stereotypes openly. 	<ul style="list-style-type: none"> • Increase in pupils participation for experiences (trips/clubs) • SMSC gridmaker tool tracks events • Assembly overview references SMSC and British Value links • School logs of bullying and harassment incidents are low and actioned according to policy

Review date
Autumn 2020

Equality Objective 1			
To raise the profile of females across school			
Aim	Why	How	Evidence/outcomes
To raise the profile of females through the use of good role models. Ensure that the curriculum promotes female role models and heroes that young people positively identify with.	To ensure equality between girl and boy aspirations and achievement.	<ul style="list-style-type: none"> • SMSC lead promotes diversity and role models in assemblies and theme days. 	<ul style="list-style-type: none"> • SMSC gridmaker tool tracks events • Assembly overview references SMSC and British Value links
Equality Objective 2			
To audit the implementation of the PSHCE and British Values curriculum			

Aim	Why	How	Evidence
To implement the PSHCE and British Values curriculum to meet the needs of our learners and community.	To look at the needs of our learners and respond appropriately with a tailored curriculum that supports their needs.	<ul style="list-style-type: none"> ● Audit of provision and quality across year groups ● Tracking and monitoring of subject and content. 	<ul style="list-style-type: none"> ● Aspirations for all pupils are raised as the curriculum responds to and meets their needs ● Reduction in discriminatory incidents within school ● SMSC gridmaker tool tracks events ● Assembly overview references SMSC and British Value links

Review date Autumn 2019

Data evidence show that female achievement in school is close to that of boys in the following subjects: exceeds boys in:

School Council representatives are gender, race and disability diverse.

Focus on asian girl participation in clubs has increased due to focussed work by the PE lead. Quote from assignment below:

Introducing the project (Friday lunch club, The Golden Mile, encouraging these children to take part in competitions and ensuring their skills were improved in assessments) happened in October 2018. Between then and July 2019, the data shown by the Amaven Fitness Tracker was encouraging. Overall the fitness points progress of the targeted children increased by 1.78 points. As a percentage this was 35.6%, surpassing my original targets. In addition to this, the participation in extra-curricular activities increased on average by over 2 progress points as the amount of clubs attended outside of school hours went from no clubs attended for most of the children to some attending 3 or 4 throughout the year with all attending at least 2 clubs.

Equality Objective 1			
To ensure School Council membership is diverse.			
Aim	Why	How	Evidence/outcomes
To ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g through involvement in the School Council by election, class assemblies, fundraising etc...	To ensure the school community is represented fairly in pupil voice.	<ul style="list-style-type: none"> • School Council lead identified • Representations audited termly 	<ul style="list-style-type: none"> • Representations are diverse and representative of the community.
Equality Objective 2			
That all staff consistently identify and report racial incidents.			
Aim	Why	How	Evidence
To identify, respond and report racist incidents as outlined in the plan.	To ensure consistency in approach across all staff.	<ul style="list-style-type: none"> • Audit current reporting procedures to see if fit for purpose. • Audit collation of record and reporting methods. Adapt/amend if required. • Staff communication on identification of racial incidents and behaviour policy expectation. 	<ul style="list-style-type: none"> • Data collection will be used by the Principal/LGB to assess the impact of the school's response to incidents i.e have whole school/ year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?
Equality Objective 3			
To ensure disabled children access all parts of the curriculum.			
Aim	Why	How	Evidence
To ensure disabled children can take part in all aspects of the curriculum, including educational	As part of our school ethos that all children can achieve we need to specifically audit and where	<ul style="list-style-type: none"> • Audit current provision and access barriers. • Plan inclusive trips, PE 	<ul style="list-style-type: none"> • Improved outcomes for disabled children, and those with SEN or

visits and journey; lunchtime activities; PE and dance, assemblies; after school clubs.	necessary adapt our provision to ensure access for all.	and after school clubs.	identified as vulnerable. <ul style="list-style-type: none"> ● Increase in participation rate for clubs trips (registers)
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Review date Autumn 2018

School Council lead appointed and diversity is represented in elected membership.

Clubs are open to all and actively encouraged by staff including SENDCO, adaptations are thought of and implemented where necessary.

Parent questionnaire identifies that parents feel the school deals promptly with issues.

Parent questionnaires support the statement that their child/children feel safe in school.

KPI records demonstrate a low amount of racial incidents.