



Public Sector Equality Duty – End of year review paper (July'21)

Reviewing the aims and effectiveness of the PSED at Charlton Primary School

Context and background

On 6 April 2012 schools were required to publish information showing how they comply with the new equality duty and to set equality objectives.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'. The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low. In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:
 - To publish information to demonstrate how they are complying with the equality duty.
 - To prepare and publish one or more specific and measurable equality objective.

The focus of this review paper is on the practical implementation of the equality duty in

School (how integrated is it into the carrying out of school functions) and the effectiveness on meeting our objectives.

Why review?

Compliance with the equality duty is a legal requirement for schools, but meeting it also makes good educational sense. The equality duty helps schools to focus on key issues of concern and how to improve pupil outcomes. These are also central to the OFSTED inspection framework.

How does it help us as a school?

The equality duty supports good education and improves pupil outcomes. It helps us as a school to identify priorities such as underperformance, poor progression, poor attendance, exclusion and bullying. It supports us to look at issues and consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

How does the equality duty influence our actions, behaviour and decision making?

Examples of positive action in practice at Charlton:

Participation in school activities – when planning a school trip we will check accessibility to the venue and experience against the needs of those going on the trip.

Should the location not meet the needs of all an alternative option would be sought. Although this might mean travel time to and from is longer this is a reasonable adjustment to make given the substantial disadvantage faced by the pupil if he/she is unable to participate fully in the trip.

Another example might be the support offered through SEN provision and providing additional support to individuals or groups of pupils who need it.

Equality objectives – 20/21

1. Ensure that parents/carers of all children are able to access school events and provision connected with learning e.g. EYFS profile sharing, KS1/2 Success Sharing, parents evening, remote learning.

- 100% attendance at parent consultations
- 100% access to remote learning resources
- 100% SEN consultations

Evaluation: Objective 1

- 100% attendance at parent consultations

Outcome – tbc

- 100% access to remote learning resources

Outcome - All children were able to access in one way or another.

- 100% SEN consultations

Outcome – All parents with children on the SEN register have been contacted by the SENCO and/or class teacher in addition to any regular parent meetings that are open to all.

Summary – Positive action by the school is closing the connectivity gap between home and school and the disadvantaged experience for some pupils.

2. To improve the attendance of children eligible for free school meals and SEND so that it is broadly in line with the whole cohort.

- Overall attendance for FSM/ 95%+
- Overall attendance for SEN 95%+

Evaluation: Objective 2

- Overall attendance for FSM/ 95%+
- Overall attendance for SEN 95%+

20/21 Term 6 figure - 94.7%

20/21 Term 6 - 95.8%

As a school we have worked hard to ensure that certain groups of children are not disadvantaged by lower average attendance. There is more work to do in this area to close the gap but it is pleasing to see us either slightly better (SEN) or get to close to (FSM/Ever6) our first target of 95%.

Summary – continue the work in this area and target an average attendance for both groups of 96%.

3. To reduce the number of C&YP with SEN from being excluded (any form of exclusion):

- Improving differentiation in lessons for SEN C&YP, so engaging SEN C&YP more in their learning.
- Review the behaviour policy and in school guidance to determine other

methods of managing behaviour that some C&YP can present which may result in exclusion.

c. Consult with parents of SEN C&YP.

d. Offer on-site alternative provision through a nurture base.

Evaluation: Objective 2

There have been no permanent exclusions over the past 4 years. The number of fixed term exclusions has been decreasing over time.

Summary –the positive action undertaken (training, support, nurture) is having an impact and resulting in less FTE's overtime.

Year	Number of FTE's issued	Further information	Number of PEX issued
17/18	12		0
18/19	10		0
19/20	4	involved two pupils both of which were on the SEN register	0
20/21	1	pupil on SEN register for behaviour	0