



# Bridgewater Primary School

## Public Sector Equality Duty Statement And Objectives

*Pupils are well-prepared for life in modern Britain. They are able to discuss in detail what they have learned about British values. Displays around the school highlight an inclusive ethos, where diversity is celebrated, and pupils are valued. Ofsted, 2018. ‘*

# **Bridgewater Primary School**

## **Equalities Duty Information**

### **Equality Objectives 2021-24**

There are a number of statutory duties required in every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

Bridgewater Primary School is committed to meeting its public sector duties and acknowledge that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation and removing or minimising disadvantages suffered by people due to their protected characteristics.
- Promote equality of access and opportunity within our school and within our wider community, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

The Head Teacher, Senior Leadership Team and Governors will review the progress we are making to meet our equality objectives with regard to the protected groups of under the Equality Act (2010): Age, disability, gender reassignment, pregnancy and maternity, race, marriage or civil partnership, religion or belief, sex, and sexual orientation. The Diversity Team has the aim of supporting and promoting these responsibilities through the school.

### **Equality Information**

We will collect and use equality information to help us to:

- Identify key issues;
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan and action where there is a need to ensure effective equity;
- Assess whether we are not discriminating when carrying out any of our functions;
- Identify what the key equality issues are for our school;
- Assess performance of our key groups;
- Take action where gaps are identified for our key groups;
- Consider taking steps to meet the needs of staff who share relevant protected characteristics;
- Ensure that our pupils' understand the protected characteristics and how equality and diversity is important in our school and in society as a whole.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;

- Identify where we can strengthen and embed practice regarding diversity and the protected characteristics in teaching and personal development of our pupils.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- Develop equality objectives to meet the specific duties;

### **Staff Equality**

We will understand the equality profile of our staff and use it to help us to understand key equality issues within the staffing in our school. We will consider the protected groups when we consider our practice and policy regarding:

- recruitment (equal opportunities employment statement)
- numbers of part-time and full-time staff including return to work of women on maternity leave (linked to Flexible Working Policy)
- pay and training opportunities
- return to work of disabled employees following sick leave relating to their disability (reasonable adjustments)
- employment (including appraisals, grievances (including about harassment), disciplinary action (including for harassment) dismissals and other reasons for leaving.

## **Equality Objectives 2022-24:**

At Bridgewater Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

To further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:

**Objective 1 (ongoing):** To ensure that the curriculum development reflects positive narratives for all protected groups, as a result children and their families are represented within the curriculum.

Ensure that the school promotes role models that our children positively identify with, who reflect and broaden the school's diversity in terms of the protected characteristics. Pupils will also have been introduced to a wide variety of role models through PSHE and assemblies, as well as curriculum content that ensures that they have chance to reflect and remember the importance of equality and diversity. (Reflective Journals)

**By the end of the 2023-24,** the curriculum shows inclusion of relevant, rich and engaging curriculum content covering the protected characteristics of race and cultural identity, disability and LGBTQ+ across the age ranges. Children can speak respectfully and with age-appropriate understanding about these examples and what it means to them. This will develop and strengthen our sense of community cohesion and enable all pupils to understand themselves as interconnected, global citizens. (Diversity Team)

Throughout this, we will ensure that the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect, in line with the Protected Characteristics, the British Values and our school values of Respect, Responsibility and Resilience.

This is a 3-year target to ensure coverage, consistency and revisions as needed.

**Objective 2:** To monitor and analyse pupil achievement of pupils receiving PPG in Y6 and act on any trends or patterns in the data that require additional support for pupils. (SLT/ YGL/ Phase Leader.) This has been identified from internal and FFT Aspire analysis 2021-22/ 2022-23.

#### **Target for children receiving PPG in Year 6 in 2023-24:**

- Reading, writing and maths attainment to reduce to close the gap between PP and non-PP pupils.
- Data meetings will explore actions, alongside pupil premium strategy, put in place to reduce gaps by the end of KS2.

**Objective 3:** To monitor and analyse pupil achievement of pupils in Y2 and Y6 and act on any trends or patterns in the data that show disparity between genders. (Y6 leaders/ Y2 leader/ SLT/ Phase Leaders.)

#### **Target for reducing gender gaps in Year 2 and 6 in 2023-24:**

- **Writing** attainment of **boys** to improve in **Y2** from 40% at the expected standard (2% GD) at the end of Y1, compared to girls at 60% (5% GD) to narrow the gap in end of year teacher assessment SATS (optional).
- **Maths** attainment of **girls** to improve in **Y6** from 69% at the expected standard (28% GD) at the end of Y5 in NFER standardised assessments/ compared to boys at 86% (49% GD) NFER to narrow the gap in end of year SATS

#### **Monitoring and Evaluation**

- To be monitored by the DHT, SENDCo, Diversity Team and Core Subject Leaders with a focus on curriculum development for protected groups (Objective 1).
- To be monitored by the AHT (PP) / SLT/ Y2 and Y6 YGLs for data trends and progress towards end of year outcomes (Objective 2).
- To be monitored by the Y6 leaders/ Phase leaders / SLT/ for progress towards ends of year outcomes (Objective 3.)
- End of year: Objectives to be reviewed annually by the governing body and SLT in the autumn term (Objective 2 and 3). Objective 1 to be reviewed within the Diversity Team and at the end of the school year by the governing body and SLT.

## Equality Objectives Review September 2023:

**Objective 1:** To ensure that the curriculum development reflects positive narratives for all protected groups, as a result children and their families are represented within the curriculum. This will develop and strengthen our sense of community cohesion and enable all pupils to understand themselves as interconnected, global citizens. (Diversity Team)

**Curriculum Target** – Each subject area now has an ‘Equal Opportunities Statement’ which details the subject leader vision for how will be achieved within each subject, as well as a variety of role models being explored through PSHE, assemblies and within individual subjects. **Learning Walks October 2023:** This year, there will be an added focus on scaffolding to ensure that all pupils can access the full range of subjects within the curriculum.

**Outcome:** By the end of the 2022, the audit shows inclusion of relevant, rich and engaging curriculum content covering the protected characteristics of race and cultural identity, disability and sexuality across the age ranges (increase from 2020 baseline audit to end of 2023-year audit.) This will be a 3-year target to ensure coverage and revisions as needed.

**October 2023: This is the last year in the 3-year cycle and will continue to be a focus this year.** We will increase our focus on the 9 Protected Characteristics through assemblies, discussions, PSHE and through the curriculum. The Diversity Team will continue to address this in meetings and actions.

**Objective 2:** To monitor and analyse pupil achievement of pupils receiving PPG in Y6 and act on any trends or patterns in the data that require additional support for pupils. This has been identified from internal and FFT Aspire analysis 2020-21.

**Context:** 60% of the 2022-23 Y6 group receiving the PPG (16 pupils in group) were also identified with special educational needs, which included 19% with an Education Health Care Plan (EHCP.) This combination of both PP and SEND was supported by pre-learning, over-learning and targeted intervention. Three children within this group did not take the SATS.

### **Outcomes:**

**Reading attainment** of children receiving PPG improved from 31% at the expected standard at the beginning of Y6 to 56% (6% GD) in the end of year SATS – an increase of 25%.

Their average scaled score improved from 96 to 100 (+4).

Non-PPG (71 children) achieved 88% EXS (37% GD) and increased their average scaled score from 102 to 107 (+5).

**Writing attainment** of children receiving PPG improved from 0% EXS at the expected standard at the beginning of Y6 to 38% EXS in the end of Y6 SATS – an increase of 38%

Non-PPG (71 children) achieved 85% EXS (17% GD).

**GPS attainment** of children receiving PPG improved from 25% EXS at the expected standard at the beginning of Y6 to 69% EXS in the end of Y6 SATS – an increase of 44%.

Their average scaled score improved from 97 to 102 (+5).

Non-PPG (71 children) achieved 90% EXS (35% GD) and increased their average scaled score from 101 to 107 (+6).

**Mathematics attainment** of children receiving PPG to improve from 0% EXS at the expected standard at the beginning of Y6 to 38% EXS in the end of Y6 SATS.

Their average scaled score improved from 91 to 99 (+8).

Non-PPG (71 children) achieved 86% EXS (25% GD) and increased their average scaled score from 97 to 106 (+9).

Although it is evident that non-PP children had higher attainment, despite considerable intervention and support, there were gains for children receiving PPG and there was a comparable increase in scaled score from the start of the year to the end between PPG and non-PPG.

In Year 2, it is interesting to note that in the 2023 KS1 SATS the PPG were 83% combined, compared to 75% combined to non-PPG.

Data meetings will explore any emerging trends in prior year groups and actions put in place to monitor current Year 6.

**Objective 3:** To monitor and analyse pupil achievement of pupils in Y6 and act on any trends or patterns in the data that show disparity between genders. (Y6 leaders/ SLT/ Phase Leader.) This had been identified from internal and FFT Aspire analysis.

### **Targets for reducing gender gaps in Year 2 and 6:**

- **Writing** attainment of **boys** to improve in **Y2** from 58% at the expected standard (4% GD) at the end of Y1, compared to girls at 74% (5% GD) to narrow the gap and meet FFT expectations in end of year teacher assessment SATS.
- **Writing** attainment of **boys** to improve in **Y6** from 32% at the expected standard (5% GD) at the end of Y5 compared to girls at 65% (13% GD) to narrow the gap and meet FFT expectations in end of year SATS.

### **Outcomes:**

- **Writing** attainment of **boys** increased to 74% at the expected standard (2% GD) at the end of Y2, compared to girls at 79% (5% GD), which narrowed the gap in end of year teacher assessment SATS.

- **Writing** attainment of **boys** increased to 71% at the expected standard (13% GD) at the end of Y6 compared to girls at 79% (14% GD) to narrow the gap in end of year SATS.

Data meetings will continue to explore any emerging trends in prior year groups and actions put in place to address these.

## Equality Objectives Review September 2022:

**Objective 1:** To ensure that the curriculum development reflects positive narratives for all protected groups, as a result children and their families are represented within the curriculum. This will develop and strengthen our sense of community cohesion and enable all pupils to understand themselves as interconnected, global citizens. (Diversity Team)

**Curriculum Target** – By December 2022 each subject area has an ‘Equal Opportunities Statement’ which details the subject leader vision for how will be achieved within each subject. **November 2022:** This has been achieved but will be extended to include a wide variety of role models through PSHE and assemblies, (Reflection Journals/see above.)

**Outcome:** By the end of the 2022, the audit shows inclusion of relevant, rich and engaging curriculum content covering the protected characteristics of race and cultural identity, disability and sexuality across the age ranges (increase from 2020 baseline audit to end of 2023 year audit.) This will be a 3-year target to ensure coverage and revisions as needed. **November 2022: This is in the 3-year cycle and will continue.**

**Objective 2:** To monitor and analyse pupil achievement of pupils receiving PPG in Y6 and act on any trends or patterns in the data that require additional support for pupils. This has been identified from internal and FFT Aspire analysis 2020-21.

**Outcome:**

Reading attainment of children receiving PPG to improve from 27% at the expected standard (11 pupils) at the end of Y5 in the end of Y6 SATS.

Outcome: Children achieved 40% EXS, 1 child achieved greater depth (4/10)

Writing attainment of children receiving PPG to improve from 27% at the expected standard (11 pupils).at the end of Y5 in the end if Y6 SATS.

Outcome: Children achieved 40% EXS (4/10)

Mathematics attainment of children receiving PPG to improve from 27% at the expected standard at the end of Y5 (11 pupils) in end of year SATS.

Outcome: Children achieved 50% EXS (5/10)

Data meetings will explore any emerging trends in prior year groups and actions put in place to prevent gaps widening by the end of KS2. Research Team for maths 2022-23.

**Objective 3:** To monitor and analyse pupil achievement of pupils in Y6 and act on any trends or patterns in the data that show disparity between genders. (Y6 leaders/ SLT/ Phase Leader.) This has been identified from internal and FFT Aspire analysis 2020-21.

- Combined attainment of boys to improve from 49% at the expected standard (8% GD) at the end of Y5, compared to girls at 63% (18% GD) to narrow the gap and meet FFT expectations in end of year SATS.  
Outcome: combined attainment for boys at 65% 6% GLD
- Mathematics attainment of girls to improve from 50% at the expected standard (15% GD) at the end of Y5 to 54% at the expected standard compared to boys at 80% (31% GD) to narrow the gap and meet FFT expectations in end of year SATS. Outcome: mathematics for girls at 68% 14% GLD

Data meetings will continue to explore any emerging trends in prior year groups and actions put in place to prevent gaps widening by the end of KS2.

## Appendix: Summary of our equalities evidence

In relation to **race and community cohesion**, we have an active focus on upholding the value of mutual respect has a high profile within our school. We have a zero tolerance to discrimination and racism and hold lessons and activities to develop an appreciation of diversity. This is reflected in displays, curriculum content, books and resources. Our entrance hall has self-portraits of all the children with the title, 'All are Welcome' and we aim to show this throughout the school. It is also demonstrated within the British Values/ Reflective Values books. Our self-evaluation tells us that we work effectively with both children and parents within this protected group, as evidenced by Ofsted and the IQM annual assessments between 2010-2020.

In 2020-24, we are continuing our development of the curriculum, looking at the positive representation of all children and their families with positive, engaging content about the diversity and richness that different cultures bring to our school and community. We are ever vigilant to the effect of domestic and international political change on the well-being of all members of our school community, including 'Black Lives Matter' and the need to reconsider and reflect on diversity and opportunity for all.

*"Two poignant displays by the pupils reminded them of diversity and similarities. The one-off Jelly beans embraces the uniqueness of each pupil encouraging tolerance, kindness and compassion. The other display inspired by the poem 'Human Family' by Maya Angelou shows pupils' words interwoven by tapestries reiterating that everyone is an important person within the 'school's family' and that diversity is to be celebrated." IQM Flagship Report March 2019*

In relation to **disability**, we seek to continually identify, improve and promote outcomes for this protected group. This includes pupils who have autism and other 'hidden



disabilities.’ Our building meets all regulations, and we meet all legal requirements for accessibility. Our Accessibility Plan is available in the school office, updated annually.

In relation to **sex**, the evidence we hold tells us we are improving. We are aware of any learning gaps between the genders and have actions in place to narrow any gaps. We continually reflect upon attainment and opportunities for both sexes and seek to improve any issues arising.

In relation to **gender reassignment**, our self-evaluation tells us that we are not yet engaging with this protected group, as we have no known cases of gender reassignment. We would be supportive and seek to promote equal opportunities for any member of our school community seeking gender reassignment, to ensure they receive the same understanding and respect as for any other stakeholders.

In relation to **age**, the evidence we hold tells us we are secure. We employ staff on suitability grounds, ensuring equal opportunities for all. We welcome members of the community of all ages into our school, and actively seek to engage with members of all age, as evidenced by our range of Intergenerational projects, volunteers and school supporters. We are secure in promoting equal opportunities and ensuring all stakeholders have all information necessary at each stage, such as for Threshold, Pay and Conditions related to Performance Management and Pensions. Senior leaders, including the Head Teacher, have taken part in Safer Recruitment training to ensure equality, as well as safety, for all in the recruitment process.

In relation to **pregnancy and maternity**, we are proactive in supporting those experiencing pregnancy and maternity as evidenced by our secure arrangements within school for Maternity leave, “Keeping in Touch” days, other support and through the application of the Flexible Working Policy for return to work.

In relation to **religion and belief**, the evidence we hold tells us we are developing well in this area. We continue to provide opportunity for PSHE and RE experiences in order to raise its profile within the school and local community and give additional opportunities to promote and engage those within this protected group. We involve the children in a daily assembly, which includes a daily act of worship, and we respect the views of all faiths, as well as those of no faith.

In the 2022-23, the assemblies will continue to be focus given to promoting global aspects of learning and communication within the school. The DHT led a series of assemblies about diverse, inspirational female figures in 2020-21, and looking at inspirational heroes from the protected characteristics is continuing in 2022-23. In 2023-24, the HT, DHT and AHT are continuing with these themes and including assemblies that give examples of role models linked to our School Values and the British Values.

Diversity themes are woven through the assemblies, linked, where appropriate, to named days or months, for example, Stephen Lawrence Day. We value all members of our community and use the curriculum and wider school events to share our fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and

tolerance of those with different faiths and beliefs. We actively seek to make links with all members of our local community of all faiths and none.

*'Pupils are enthusiastic about a range of subjects from science to religious education.'* Ofsted 2018

In relation to **sexual orientation**, our self-evaluation tells us our awareness is secure; our ethos and attitude within school is to value everyone equally and there is zero tolerance of discrimination and inappropriate language and behaviour towards those of the LGBTQ+ community and their families. We promote equality through the PSHE and RSE curriculum and are pro-active in our work on awareness and through our approach to anti-bullying. We have attended training and conferences to ensure that we are equipped to providing the appropriate support and understanding, as well as ensuring that pupils learn about the different types of sexuality and families. This was evidenced in our Ofsted Report 2018,

*'When asked to sum up their school in one word, pupils answered with 'co-operative', 'amazing', 'diverse' and 'respectful'.*

We support all parents equally, give all equal opportunities to engage and seek to gather and ask on the views of the local community. In 2021 THE Diversity Team ensured that all staff received training on LGBTQ+ perspectives from Adam Warner, a social worker and trainer. Feedback was taken, which showed that participants said it was well delivered and helpful in their roles. Comments given include:

- *Very helpful and thought provoking training.*
- *It was very useful. I found it very beneficial to discuss the vocabulary used to describe the LGBTQ+ community and it has allowed me to reflect on how I use this vocabulary in my daily life.*
- *Thank you very much for the time and attention to the training session. I personally appreciated everything spoken about and the training made me feel validated.*

## Summary

Bridgewater Primary School continues to be committed to meeting its obligations under the public sector equality duty. As part of this, The Diversity Team continues to work towards the team and school vision, which is:

*As an inclusive school, we believe that diversity needs to be embraced, celebrated and highlighted, both within the curriculum and through the culture of the school. As a result, children and stakeholders are represented fairly and accurately, with a focus on equity. Learners will have the opportunity have access to a deep, enriching curriculum, which supports community cohesion and enables all pupils to develop and understand themselves as interconnected, global citizens.*

**These Equality Duty objectives will be reviewed in Autumn 2024 and new objectives set.**