

Pear Tree Primary School incorporating PIPs Before and After School Club



Equality Duty and Objectives

Public Sector Equality Duty Statement

1 Introduction

1.1 This document describes how the Governors' Board of Pear Tree Primary School intends to fulfil its responsibilities under the Public Sector Equality Duty.

1.2 We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

1.3 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 them more effectively;

- Assess whether we are discriminating unlawfully when carrying out any of our functions;
- Identify what the key equality issues are for our organisation.
 - Assess performance
 - Benchmark our performance and processes against those of similar organisations, nationally or locally.
 - Take action
 - Consider taking steps to meet the needs of staff who share relevant protected characteristics;
 - Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
 - 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;
 - Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

1.4 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disability
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving.

2. Publication of Equality Information

2.1 We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

Equality Objectives 2020-2023

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

Pear Tree Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

The Leadership Team and Governors will review the progress we are making to meet our equality objectives with regard to the protected groups (age, sex, sexual orientation, race, colour, nationality, ethnic or national origins, disability, religion or belief, sexual orientation or marital/civil partnership status, gender reassignment, pregnancy or maternity), under the Equality Act (2010).

Equality Objectives

At Pear Tree 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.

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

Objective 1: To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for *vulnerable learners. For vulnerable learners to aspire to reach national average levels in Reading, Writing and Maths.

Objective 3: To raise levels of parental and pupil engagement (particularly for vulnerable pupils identified in Objective 1 and 2) in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement.

To be reviewed annually by the Governing Body and SLT in the spring term.

To be monitored by the assessment lead for data trends (objective 1).

To be monitored by the SENCo with a focus on the progress of SEN pupils (objective 2).

To be monitored by the Deputy HeadTeacher and senior leadership team with a focus on vulnerable groups (objective 2).

To be monitored by the HeadTeacher for parental engagement and attendance (objective 3).

Boo Edleston - March 2022 Reviewed and updated by Governors in March 2022

*vulnerable learners in the context of this document include:

- Learners with Special Educational Needs (SEN)/Learning Difficulties and Disabilities (LDD).
- Looked after children
- Children and young people living in poverty
- Excluded pupils, and those at risk of exclusion
- Pupils with behaviour and attendance issues
- Gypsy, Roma and Traveller pupils
- Asylum seekers, refugees and new migrants
- Young carers
- Young offenders
- Young people with mental health issues and medical needs
- Those who do not meet the above criteria but due to COVID related consequences (March 2020 to March 2022) have found themselves or their family significantly negatively impacted by the impact of the virus