

SABDEN PRIMARY

Public Sector Equality Duty 2020/21



Schools are required by the **Public Sector Equality Duty** to publish information about Equalities.

The information required to be published and analysed must be linked to the three aims (General Duties) of the Public Sector Equality Duty and these are as follows;

- To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- To advance equality of opportunity between people who share a protected characteristics and those who do not.
- To foster good relations between people who share a protected characteristics and those who do not.

- Age
- Disabilities
- Gender reassignment
- Marriage and Civil Partnerships (but only in request of eliminating unlawful discrimination.)
- Pregnancy and Maternity.
- Race (including ethnic or national origins, colour and nationality.
- Religion and belief.
- Sex.
- Sexual Orientation.

Information on who comes to our school.

The information below shows the makeup of our pupils in relation to the protected characteristics. National figures have been included where possible.

Gender	National % 2020	Sabden Primary Sept 2020	Sabden Primary July 2020	Sabden Primary July 2019	Sabden Primary July 2018	Sabden Primary July 2017
Boys	51 (51%)	44 (54%)	39 (48%)	36 (48%)	41 (54%)	32 (42%)
Girls	49 (49%)	37 (46%)	43 (52%)	39 (52%)	35 (46%)	44 (58%)
Total	100	81	82	75	76	76

Ethnicity	National % 2020	Sabden Primary Sept 2020	Sabden Primary July 2020	Sabden Primary July 2019	Sabden Primary July 2018	Sabden Primary July 2017
Asian - Bangladesi	1.7					
Asian - Pakistani	3.3	4 (5%)	5 (6%)	3 (4%)	2 (3%)	3 (3%)
Asian – Indian	4.4					
Asian - Any other Asian background	1.9				1 (1%)	
Black – African	3.7					
Black - Caribbean	0.9					
Black – Any other background	0.8					
Chinese	0.5					
Mixed – White and Asian	1.6	1 (1%)	1 (1%)	1 (1%)	1 (1%)	3 (3%)
Mixed – White and Black	2.5	2 (2%)	2 (2%)	2 (3%)	2 (3%)	1 (1%)
Mixed – Any other mixed background	2.5		1 (1%)	1 (1%)	2 (3%)	2 (3%)
White – Gypsy/ Roma	0.4					

White – Irish	0.2					
White – Traveller of Irish Heritage	0.1					
White – British	65.0	74 (91%)	71 (87%)	67 (89%)	66 (87%)	65 (86%)
White – Any other white background	7.4		2 (2%)	1 (1%)	2 (3%)	2 (3%)
Any other ethnic group	2.1					
Unclassified	1.1					
Total		81	82	75	76	76

Religious Belief	National %	Sabden Primary Sept 2020	Sabden Primary July 2020	Sabden Primary July 2019	Sabden Primary July 2018	Sabden Primary July 2017
Christian CE		38 (47%)	27 (33%)	36 (48%)		
Christian RC		3 (4%)	6 (7%)	9 (12%)		
Hindu						
Muslim		4 (5%)	5 (6%)	3 (4%)		
No Religion		36 (44%)	31 (38%)	23 (31%)		
Other Religion		0	1 (1%)	1 (1%)		
None Stated		0	2 (2%)	3 (4%)		
Total on roll		81	82	75	76	76

Special Educational	National 2020%	Sabden Primary Sept 2020	National 2019%	Sabden Primary 2019	National 2018%	Sabden Primary 2018

Needs						
SEND Support	14.6	17% (14)	14.9	12		10
SEND Statement or EHC	2.9	0	3.1	1		2
Total pupils on roll		81		75		76

Primary Profile of need Needs of SEND Support or Statemented / EHC.	National 2020%	Sabden 2020	National 2019	Sabden 2019	National 2018	Sabden 2018
Autistic Spectrum Disorder						
Behaviour, Emotional and Social Difficulty, Mental Health				2		5
Hearing Impairment						
Moderate Learning Difficulty		13		7		3
Multisensory Impairment						
Physical Disability						
Profound and Multiple Learning Difficulty						
Speech, Language and Communication Need		1		2		1
Specific Learning Difficulty				1		1
Severe Learning Difficulty						
Other Difficulty / Disability						1
SEN Support but no specialist assessment of						

type of need					
Visual Impairment		0		1	1
Number of all pupils on roll		81		75	76

Pupil Premium Grant	Sept 2020	2019 - 2020	2018 - 2019	2017 - 2018	2017
National		17.0	15.8	13.7	14.1
Sabden	11% (9)	17% (14)	5	5	6
Not eligible for FSM	0	3			
Eligible for FSM	11% (9)	13% (11)			
Total pupils on roll	81	82	75	76	76

Attendance and Absence School Census	National 2020%	Sabden 2020% (up to March 2020)	National 2019%	Sabden 2019%	National 2018%	Sabden 2018%	National 2017%	Sabden 2017%
Attendance Rate	TBC	97.43	96.0	97.28	95.8	96.10	95.3	96.46
Overall Absence rate	TBC	2.56	4.0	2.71	4.2	3.89	4.7	
Authorised absence	TBC	2.04	2.9	2.08	3.1	2.93		2.53
Unauthorised absence	TBC	0.52	1.1	0.63	1.1	0.96		1.0

Analysis of the School Population

The school is a smaller than average primary school with 82 children on role in 2019/20 compared to a national average primary school at 292 pupils on roll (2019)

Presently there are smaller percentages of children eligible for free school meals, from minority ethnic groups and from families where the first language is other than English. A higher than national percentage of pupils are identified as having special needs whilst the school's deprivation indicator is lower than national. Stability, that is the number of children moving from and to school, is high (there is little movement).

How Sabden Primary School Meets the General Duties

Our School Equality Objectives:

1. To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

At Sabden Primary School the implementation of our Public Sector Equality Duty with regards to discrimination, harassment and victimisation consist of:

Governors being responsible for:

- Ensuring the school adopts and reflects the relevant equality legislation
- Ensuring that the school Public Sector Equality Duty and its procedures are followed

The Head Teacher being responsible for:

- Ensuring the Public Sector Equality Duty and its procedures are followed
- Ensuring the Public Sector Equality Duty is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the School Equality Objectives and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination against members of any protected group

All staff being responsible for:

- Racist, homophobic and other hate-incidents
- The recognition and tackling of bias and stereotyping
- The promotion of equal opportunities
- The avoidance of discrimination against anyone and, in particular, members of protected groups.
- The need for keeping up to date with the law on discrimination

- The opportunity for taking up training and learning opportunities

Attitudes that promote discrimination are challenged and staff seek to achieve this with all stakeholders including pupils by both example and active promotion. Examples of this are the teaching of issues surrounding bullying, emotional skills groups and one-to-one mentoring.

The school deals with discriminatory incidents seriously and parents are informed of the action taken. Incidents are shared with all staff who are involved with the pupils and in some cases this leads to a referral to the Local Authority Pupil Access Team. Any racist incidents are recorded in line with the Lancashire Council Guidelines. No Incidents were recorded in the last year.

The school has made no fixed term or permanent exclusions over the last school year. The school works with the local authority on the policy of managed moves which endeavours to prevent permanent exclusions by moving pupils between schools within the local authority as an alternative.

2. To advance equality of opportunity between people who share a protected characteristic and those who do not

Despite the average intake at Sabden for pupils with SEND, pupils with English as not their first language and those from the highest level of socio-economic deprivation, all being significantly lower than national averages, Sabden Primary School is an inclusive school and we provide excellent access to education with the achievement and attainment of all pupils being promoted. The Headteacher works closely with staff in each key stage to ensure equality of opportunity for all protected groups. The school strives to improve equal opportunities. Examples of this work can be seen in the School Development Plan, regular monitoring of teaching and learning, individual support plans, staff training and continuous professional development, and the encouragement of multi-cultural trips and visits. Identification is seen as a key element to ensuring equality of opportunity. The school employ regular analysis of data from the earliest stages of education, screening for common specific learning difficulties and the opinions of staff at all levels as the main strategies in the identification of special educational needs. As a part of this the school is beginning to develop an in year admissions procedures that will give all pupils a good start at the school and identify new pupil's needs. Intervention is targeted in response to the identification. The SENDCO liaises closely with each class teacher. This allows for flexible planning that can respond quickly to changes in the pupil's needs. All children are tracked on a regular basis and school sets high expectations for all pupils to achieve and progress regardless of their original starting point.

3. To foster good relations between people who share a protected characteristics and those who do not

The school fosters good relations between pupils through its collective worship, PHSE curriculum and pastoral provision. The school has developed strong links with the local community and is now expanding this into other areas. We always seek to involve parents and families from the start of their connection with the school and this work is continued throughout the school. Events are held throughout the year which reflect the cultures of various communities as well as those that reflect British culture. The school also provide termly parent/teacher evenings as well as many in year opportunities to celebrate the myriad of skills and talents which are linked to individuals from all different backgrounds.

Participation, Engagement and Satisfaction with our Equalities Practices

We are constantly trying to improve how we develop our Public Sector Equality Duty and objectives. Working with the School Council, Staff, Parents and Governors we are constantly trying to ensure aspirations and opinions about every child's progress as well ensuring equal pupil access are being addressed in an effective and timely manner. The Public Sector Equality Duty has been presented to the Senior Leadership Team and the Governing Board.

Workforce-staffing and training

Sabden Primary School recognises that it does not have a diverse workforce. Information on the school's employees can be found in the Workforce Census. This information is produced annually and is scrutinised by the school leadership and governors.

The school provides CPD for staff at all levels that support staff with equality issues.

September 2020