

Sibsey Free Primary School

Public Sector Equality Duty Information and Objectives



Approved by: Governing Body

Date: March 2023

Next review due by: March 2025

Sibsey Free Primary School

Public Sector Equality Duty

1. Our Vision Statement

Our vision is for each child to leave Sibsey as knowledgeable, enthusiastic and caring individuals that respect and contribute to the world they live in. We all take pride in our school motto:

“Be brave, be kind, be brilliant, be honest and be yourself.”

Our mission is to aim for children to leave us with strong, happy memories and a range of experiences that they will treasure throughout their lives. To help prepare our children for their next stage of learning, they need to be resilient, confident, independent, tolerant, emotionally aware and highly literate. We strongly value the importance of outdoor learning to support our journey. Additionally, we hold in high regard the value that is gained by working together within our local area, our regional community and beyond.

2. Our Inclusion Statement

Sibsey Primary School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the school community, and as a result, make a successful transition to secondary education and so into adulthood.

All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Sibsey Primary School

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able. (See separate policy)

We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After children and Previously Looked After Children.

3. Legislation

The Equality Act 2010 defined protected characteristics applicable to schools.
The Act makes it unlawful for schools to discriminate against anyone by treating them less favourably because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and Civil Partnership

Under the Equality Act, **Disability** is defined as when a person has ‘a physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal day to day activities’.

4. Public Sector Equality Duty (PSED)

There are three elements to which schools must have due regard:

1. Eliminate discrimination 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.

Further defined as having due regard to the need to:

- Remove or minimise disadvantages suffered by people which are connected to a particular characteristic they have.
 - Take steps to meet the particular needs of people who have a particular characteristic.
 - Encouraging people who have a particular characteristic to participate fully in any activities.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

In addition, the school has two specific duties:

1. To publish information to demonstrate how they are complying with the equality duty and to update it annually.
2. To prepare and publish (at least every four years) one or more specific and measurable equality objectives.

The Equality Act refers to having ‘due regard’ to equality considerations. This means that whenever significant decisions are being made or policies are being developed, the school will consider any implications in relation to their equality duty.

5. Accessibility Plan

We have an Accessibility Plan which outlines the steps we take to increase the extent to which disabled pupils can participate in the curriculum, how we improve the physical environment of the school to enable disabled pupils to access education, benefits, facilities and services provided, and how we ensure information is accessible to all.

6. Our Pupil Demographic

Our Published Admissions Number (PAN) is 175, and our total pupil numbers usually approximate closely with this number.

Referring to the Protected Characteristics, our pupil numbers for March 2023 are as follows:

Gender	Total	% of Roll
Boys	83	47.7
Girls	91	52.3
SEN List	Total	% of Roll
Number on List	38	21.8
Inc. Number of EHCPs	2	1.1
EAL	Total	% of Roll
Number of Pupils with English as an additional language	1	0.56
Religion or Belief	Total	% of Roll
Christian	67	38.5
Hindu	1	0.57
Muslim	0	0
Sikh	1	0.57
No religion identified	84	48.2
Ethnicity or Race	Total	% of Roll
Asian	1	0.57
White European	1	0.57
White and Black Caribbean	3	1.7
Pakistani	0	0
Any Other Mixed Background	2	1.1
Any Other Asian Background	1	0.57
White British	151	86.7
White English	12	6.89
Disability	Total	% of Roll
	3	1.7

In addition to the above, we also have pupils who are in receipt of support through Pupil Premium Funding*, as follows: (March 2023)

	Total	% of Roll
Pupils entitled to Free School Meals (Income Based)	38	21.9
Pupils entitled to 'Forces' Funding	5	2.87
Pupils who are 'Looked After'	3	1.7
Pupils who were previously 'Looked After'	2	1.1

* It should be noted that children who are in receipt of Pupil Premium Funding are not covered under the Public Sector Equality Duty unless they also have one or more of the 'Protected Characteristics'.

7. Steps we have taken

As a school we take full account of equality and accessibility in our day-to-day policy, decision making and practice. We do this by having 'due regard' to equality considerations whenever significant decisions are being made. Where necessary, we put actions in place to address any barriers faced by pupils, parents or governors with protected characteristics. Over the last year this has included:

- Having Toilet Management Plans/Moving and Handling Plans in place as required.
- Supporting pupils through One-to-One working, offering pastoral support, running 'Therapeutic Parenting' course, supporting families through 'Team Around the Child'.
- Developed our own 'Sibsey Scale' to support the emotional and mental health of both pupils, parents and staff.
- Developed online signposts and information boards, which remind our whole school community to be aware of different support mechanisms and agencies to support families and the community
- Having alternative arrangements in place for holding meetings of the full governing body.

We are the first school in Lincolnshire to sign up to the Empowering Equity in Education Pledge.

8. Engagement with the Wider Community

The school will continue to use the knowledge and expertise of parents, pupils, staff and members of the local community, experts/people with specialist knowledge to support the agenda of public sector equality duty.

9. Equality Objectives

As a school we have a statutory duty to publish one or more equality objectives at least every four years by 6th April each year. The school's equality objectives and action plans for the next four years are included in the table below.

Our aim is to seek to put actions into place to promote equality and accessibility across our school community. Our objectives will be reviewed every four years, and the objectives will be reviewed accordingly. We will report annually on our progress towards the objectives.

10. Monitoring

The Headteacher and governing body of our school are responsible for monitoring the delivery of our objectives.

11. Review

This Plan will be reviewed annually, with objectives set on a four-year cycle. If objectives are achieved early, they can be reviewed and updated accordingly.

SIBSEY FREE PRIMARY SCHOOL
EQUALITY OBJECTIVES 2021-2025

Area/Objective	Action	Timescale	How will we know we have achieved this objective?
Advance equality of opportunity	As a result of increased needs within the school, member of staff to complete accredited ELSA training and support the leading of ELSA approach within school	September 2023	ELSA strategies will be in action and included in TAC work, pastoral work and embedded in classroom practice. This will be evidenced by case studies and observations.
Embed good relationships across all protected characteristics	Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the end of the academic year.	July 2024	Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.
Continue to advance equality of opportunity, make reasonable adjustments for those with a disability	Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information to help address the under-representation of people with disabilities in the school workforce.	July 2024	Application information will show an increase of submissions/shortlisting including people with disabilities.
Foster good relationships across all protected characteristics	Monitor the progress of pupils on the school's SEN register with specific difficulties to judge the impact of additional focused interventions on the progress of identified pupils.	Ongoing – annual assessment cycle	Progress of these pupils is at least good and can be evidenced through Assess, Plan, Do and Review cycles.
Areas: Elimination of Discrimination, Advance equality of opportunity, Foster good relationships across all protected characteristics, Make reasonable adjustments for those with a disability.			