



## Bocking Primary School

### Public Sector Equality: Annual Report 2024

(Reporting on the academic year 2022 – 2023)

#### Introduction

The Equality Act 2010 places a duty on Bocking Primary School (herein referred to as the Academy) to publish information that demonstrates that we have due regard for the need to:

- **General Duty 1: Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010**
- **General Duty 2: Advance equality of opportunity** between people who share a protected characteristic and people who do not share it by
  - removing or minimising disadvantages suffered by people due to their protected characteristics;
  - Taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
  - Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
- **General Duty 3: Foster good relations** between people who share a protected characteristic and people who do not share it by
  - Tackling prejudice and
  - Promoting understanding between people from different groups

The specific duties are:

- To publish relevant, proportionate information (including quantitative data) showing compliance with the Equality Duty
- To prepare and publish at least one specific and measurable objective that the Academy thinks it should achieve to meet any of the three aims of the equality duty each year. Objectives must be published at least every four years.

Bocking Primary School, part of Attain Academy Partnership (herein referred to as the Trust), is an inclusive academy. All staff and pupils are treated equally at the Academy irrespective of: Sex; Race; Disability; Religion or belief; Sexual orientation; Gender reassignment; Pregnancy or maternity. Where necessary, actions are put in place to address any barriers faced by pupils, parents, staff or governors with protected characteristics.

The Academy believes that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that the academy continues to tackle issues of disadvantage and underachievement of different groups.

This report should be read alongside the Trust's Equality policies, which are available on the Trust's website ([www.attain.essex.sch.uk](http://www.attain.essex.sch.uk)).

## **Equality Report 2022-2023**

The purpose of this report is to demonstrate the Academy's compliance with the Public Sector Equality Duty by publishing information on an annual basis. It summarises the equality monitoring data for pupils and staff for the period 2022 to 2023. The report outlines the impact that our decisions, policies and service delivery have had on people with characteristics protected under the act.

### **Equality Objectives for 2022-2023**

The Academy's equality objectives for 2022-2023 were:

- The school takes a holistic approach to promoting tolerance and positive relationships between learners. The whole school community is involved - staff and learners regularly use the shared values without prompting as criteria to guide their own behaviour and relationships and evaluate aspects of school life.
- Strategies are defined to ensure equality and inclusion of all learners and groups of learners - Pupils are learning to monitor and discuss their own behaviour for learning.
- To develop the reading texts across the school to enrich the curriculum and drive personal development - including wellbeing, cultural capital, diversity, equity and inclusion - Knowledge of, and respect for, different people's faiths, feelings and values.

## **Equality Duty Response**

### **General Duty 1: Eliminating Unlawful Discrimination, Harassment and Victimisation**

The information provided here aims to demonstrate that the Academy gives careful consideration to equality issues in everything that we do at the academy. This ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010. We eliminate discrimination by:

- Ensuring that all staff and pupils are aware of the requirements of the Equality Act 2010 and that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Keeping an accurate record, where possible and appropriate, of the protected characteristics of our pupils and staff.
- Having clear procedures to ensure that its policies and practices do not discriminate, directly or indirectly against adults or pupils in the Academy; and that positive role models and a wider perspective will strengthen the Academy.
- Reporting, responding to and monitoring all incidents of prejudice related incidents related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. However, instances of bullying, including for example, cyber-bullying and prejudice-based bullying, within the Academy are extremely rare.
- Having clear procedures for dealing with any incidents of inappropriate behaviour including prejudice-related bullying. The Academy behaviour and anti-bullying policies outline our expectations for both pupils and staff in their interaction with each other and our commitment to anti-bullying. Pupils and staff are respectful of each other and this includes behaviour that does not disrupt the learning of others.

- Having clear policies that outline the provision the trust and academies makes for pupils with special educational needs
- Ensuring safer recruitment practices are adhered to safeguard and protect our pupils.
- Having procedures for addressing staff discipline, conduct and grievances
- Ensuring teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

## **General Duty 2: Advancing Equal Opportunity Between People**

As set out in the DfE guidance on the Equality act, all staff, trustees and local governors aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- Taking appropriate and reasonable steps to meet the needs of people who have a particular characteristic.eg. enabling pupils with disabilities full access to the curriculum.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. ensuring academy activities are accessible to all pupils).

In fulfilling this aspect of the duty, the Academy

- Provide good access to high quality education and promote achievement and attainment for all pupils - Relationships between staff and pupils are positive and builds motivation. Adults have high expectations and have raised standards in presentation.
- Publish attainment data each year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response, where appropriate, and publish this information.
- Review other data, such as participation in extra-curricular clubs, prejudice-related incidents, attendance, suspensions and exclusions to monitor the effectiveness of our policies and to identify any trends where further action would be appropriate.
- Use the information we gather to identify underachieving groups or individuals and plan targeted intervention. Academy tracking system provide accurate information about learner's progress. Coordinated meetings are planned to analyse data and discuss plans resulting from it. Improving the quality of teaching and the provision in class, has a seen a positive impact on pupils' behaviour and attitudes to learning leading to the children understanding their progress towards their learning objective.
- Support disabled staff and pupils by meeting their individual needs. Where possible, reasonable adjustments are made to ensure they are not put at a disadvantage compared to others in the Academy.
- Build effective partnerships with parents / carers. The positive benefits of an effective partnership on pupils are recognised by the Academy and strategies are in place in to engage parents in their child's education at the Academy. These include regular parents evenings and one planning meetings for children with SEND, parent lunches and open door policy.
- Listen to parents/carers - the Academy has developed an 'open door' policy where parents feel able to approach the Academy with any concerns knowing they will be

dealt with quickly. This also enables parents to find support with sensitive issues they may need support with.

- Listen to pupils – Pupil Forums, School Council and Pupil voice through subject monitoring allows the Academy to hear opinions and ideas and feed these back through the curriculum changes. The Academy values what children think and hears the 'pupil's voice' through the Trust Pupil Forums and through our school council, school prefects, buddying system and class forums.

### **General Duty 3: Fostering Good Relations**

The Academy aims to foster good relations between those who share a protective characteristic and those that do not by:

- Ensuring that Bocking Primary School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum

We fulfil this aspect of the duty by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teachings in RE, PSHE education. Our PSHE scheme of work ensures that: our children know the features of different types of relationships, genders, cultures, ethnicities, religions, ages, disabilities. Understand that everyone is different and may have different preferences and opinions to themselves. Ask questions, express opinions and feel empowered to make their own choices. Understand that certain behaviours are not to be tolerated such as bullying and discrimination.
- Working with our local communities. This includes inviting local businesses and agencies into the Academy, including local authors, police and dental practitioners. The choir attend the local Care Homes each year and have fostered good relations. The Academy also has an active and well supported PTSA which brings together the Academy and wider community through a variety of social and fund raising events.
- Holding assemblies dealing with relevant issues. Assemblies are themed on diversity in the workplace, different music genres and inclusion.
- Working with our local communities. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips based around the local community. The Academy also has an active and well supported PTA which brings together the Academy and wider community through a variety of social and fundraising events
- Seeking opportunities for children to be involved in local events
- Encouraging and implementing initiatives to foster relationships between different groups of pupils within the Academy. For example, the school council has representatives from different year groups and formed of pupils from a range of backgrounds. All pupils are encouraged to participate in academy activities, such as extra curriculum clubs.

### **Progress on Equality Objectives**

#### **Promoting tolerance and positive relationships between learners:**

Bocking Primary School sees an inclusive and respectful school community where learners understand and appreciate different backgrounds. Positive relationships have been strengthened, leading to a more harmonious and welcoming environment for all. This is evidenced by the following:

Year 6 and EYFS buddy system/Playleaders at lunchtimes/Life Skills curriculum/School Council/Class Learning Forums/Multi Schools Council workshops and assemblies/School values threaded throughout the curriculum incl. PSHE/RSE/RE.

## Strategies are defined to ensure equality and inclusion of all learners and groups of learners

Bocking Primary School is continuing to develop an inclusive and supportive environment where all learners feel safe, valued, and respected. Students have equal opportunities to succeed academically and socially, with enhanced relationships and a deeper understanding of diversity. This is evidenced by the following:

providing targeted support for learners with specific needs, such as additional resources or interventions/providing targeted support for learners with specific needs incl. 1-1 support/all staff trained on behaviour system and continued support from Behaviour

Consultant/Individual behaviour plans/Adaptive teaching strategies implemented/school trips accessible for all learners.

## To develop the reading texts across the school to enrich the curriculum and drive personal development

Bocking Primary School is developing an inclusive and culturally rich curriculum that celebrates diversity, promotes empathy, and fosters understanding among students. Students feel represented in their learning materials, leading to increased engagement, respect for different cultures, and enhanced knowledge of global perspectives. This is evidenced by the following:

SAT RE Scheme explores Religious Education through three distinct lenses; theology, philosophy, human and social science lens/ quality diverse texts used in writing units/ introduction of diverse reading texts into the school library/ themed assemblies on Black and British authors/ BBC newsbeat discussions

Objectives have remained the same for the current year 2023/24

## Equality Outcomes

### 1. Equality Outcomes for Pupils

#### 1.1 Pupil Characteristic Data

The pupil characteristic data for pupils in the academic year 2022/2023 is shown in the table below. This data was used to monitor and analyse the impact indicators in Section 1.2 below to ensure we do not disadvantage anyone in our Academy and that any areas for improvement for pupils with protected characteristics are identified.

	Characteristics of Our Academy	2022/2023	National Data for 2022/2023*
	Number on roll on Census Day (19 January 2023)	190	
Gender	Girls	46.3%	48.90%
	Boys	53.7%	51.10%
Ethnicity (CSA) (if given)%	White		
	White British	87.9%	62.60%
	Irish/Traveller of Irish Heritage	4.25%	0.30%
	White Other	4.7%	7.20%
	Romany or gypsy	1.6%	0.30%
	Mixed		
	White & Black Caribbean	0.00%	1.60%
	White & Black African	0.00%	0.90%
	White & Asian	0.53%	1.60%
White & any other ethnic group	0.53%		

	Any other mixed background	0.53%	2.70%
	Asian or Asian British		
	Indian	0.00%	3.70%
	Pakistani	1.05%	4.50%
	Bangladeshi	0.00%	1.80%
	Chinese	0.00%	0.70%
	Any other Asian background	0.00%	2.10%
	Black or Black British		
	Caribbean	0.53%	0.90%
	African	0.00%	4.30%
	Any other black background	0.00%	0.80%
	Any other ethnic group	1.05%	2.30%
	Unknown / unclassified	0.53%	1.70%
	Ethnic Minority <sup>1</sup>	11.58%	35.70% (36.10% <sup>**</sup> )
First Language (CSA)	English	94.74%	79.30% (77.70% <sup>**</sup> )
	Other	4.74%	20.20% (22.00% <sup>**</sup> )
Eligible for Free School Meals	Not Eligible	75.26%	76.20% (76.00% <sup>**</sup> )
	Eligible	24.74%	23.80% (24.00% <sup>**</sup> )
Special Educational Need (SEN)	No Special educational Needs	77.89%	82.70% (84.00% <sup>**</sup> )
	Statement or Education, Health and Care (EHC) Plan (E)	1.58%	4.30% (2.50% <sup>**</sup> )
	Pupils with SEN without statements or EHC Plans (K)	20.53%	13.00% (13.50% <sup>**</sup> )
	Total SEN	22.11%	17.30% (16.00% <sup>**</sup> )
<b>SEN Register</b>			
Profile of Primary Need for SEN Pupils (Number of pupils with SEN Support (Code K)/SEN Provision (Code E)/Statement of SEN Primary Needs)	Specific Learning Difficulty	7.14% (1.58% <sup>#</sup> )	11.70%
	Moderate Learning Difficulty	21.43 (4.74% <sup>#</sup> )	15.29%
	Severe learning Difficulty	0.00%	2.31%
	Profound & Multiple Learning Difficulty	0.00%	0.75%
	Social, Emotional & Mental Health	14.29% (3.16% <sup>#</sup> )	19.56%
	Speech Language & Communication Need	42.96% (9.47% <sup>#</sup> )	23.73%
	Multisensory Impairment	2.38% (0.53% <sup>#</sup> )	0.31%
	Hearing Impairment	2.38% (0.53% <sup>#</sup> )	1.60%
	Visual Impairment	0.00%	0.94%
	Physical Disability	2.38% (0.53% <sup>#</sup> )	2.53%
	Autistic Spectrum Disorder	7.14% (1.58% <sup>#</sup> )	14.22%
	SEN support but no specialist assessment of type of need	0.00%	3.35%
	Other Difficulty/Disability	0.00%	3.61%

\*National data from January 2023 census and SEN in England 2022/2023 National tables

\*\*State primary school data; #as a percentage of the total academy population or the total national school population

<sup>1</sup>For the purpose of this report ethnic minority is defined as any pupil not identified as white British.

The pupil characteristic data shows that

- There were more boy on roll than girls

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- The pupils at the Academy are predominantly from a White British background (87.9% cf. 62.6% for all schools nationally).
- The majority of pupils spoke English as their first language (94.7% cf. 79.3% for all schools nationally, 77.7% for state-funded primary schools).
- 22.1% of all pupils are on the SEN Register compared to 17.3% nationally for all schools (16.0% state-funded primary schools). This is reduced from the 7.95% of school pupils in the 2021/22 data.
  - SEN Pupils with EHCP: 1.6% Bocking cf. nationally 2.5% (state-funded primary) and 4.3% (all schools)
  - SEN Pupils without EHCP: 20.5% Bocking cf. nationally 13.5% (state-funded primary) and 13.0% (all schools).

The most common primary need identified was speech, language and communication (43.0%) followed by moderate learning difficulty (21.4%) then social, emotional and mental health (14.3%). This follows the trend observed in 2021/22 for the Academy and nationally.

- The area from which the Academy draws its pupils is generally socially and economically advantaged however it does include some 'pockets of deprivation.'
- 25.1% of all pupils were eligible for pupil premium funding, with 24.7% of all pupils eligible for free school meals compared to 23.8% nationally for all schools (23.1% for state-funded primary). This is the additional funding given to schools so that they can
  - support their disadvantaged pupils and close the attainment gap between them and their peers
  - support pupils with parents in the regular armed forces

## 1.2 Impact Indicators

### 1.2.1 Attendance

Central to raising standards in education and ensuring all pupils can fulfil their potential is a commitment to attendance. Pupils need to attend the Academy regularly. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less well.

Attendance data for the autumn term in the academic year 2022/2023 are shown in the table below alongside the comparative national figures for the autumn term. The data for the entire 2022/2023 academic year and the national combined 2022/2023 are also included. Comparative data for the academic year 2021/2022 is also included.

	Autumn 2022 Data		Academic Year 2022/2023		Academic Year 2021/2022
	National Data*	Data	National Data*	Academy Data	Academy Data
Attendance	92.5% (cf. 93.70%#)	93.53%	92.5% (94.0%#)	91.64%	91.47%
Overall Absence	7.5% (6.3%#)	8.77%	7.5% (6.0%#)	8.36%	8.53%
Authorised Absence	5.4% (4.9%#)	6.82%	5.0% (4.0%#)	6.66%	6.74%
Unauthorised Absence	2.1% (1.4%#)	1.95%	2.5% (2.0%#)	1.70%	1.79%
Persistent Absence (below 90%)	24.2% (20.90%#)	30.00%	22.3% (17.2%#)	21.58%	23.88%

(\*[Pupil absence in school in England for the Academic Year 2022/23](#); [Pupil Absence in Schools in England for the Autumn Term 2022](#); #Primary school data)

The overall absences, including persistent absences, at the Academy for both the autumn term and the whole academic year are higher than the national overall absences for all schools and state primary schools. However, academy attendance and absence data for the academic year 2022/2023 had improved slightly compared to the academic year 2021/2022.

Bocking Primary School has embedded principles of good practice by the following: Improving relationships with parents and pupils. Staff model respectful relationships to build a positive relationship between home and school so that it that can be the foundation of good attendance. Where a pupil or family needs support with attendance, Bocking Primary School facilitates support through TAF meetings and home school support to identify barriers and finding solutions. Support can look like: One Plans, Individualised behaviour plans, intervention though therapies such as Drawing 4 Talking and Nurture Group. Adult support with the school Mental Health Champion.

Nationally, overall absences were higher for boys (37% vs. 7.5% girls), FSM (11% vs. 6% without FSM) and SEN (EHCP 13%, SEN Support 11% vs. &% no SEN). Children from the Traveller of Irish heritage and Gypsy and Roma ethnic groups had the highest overall absence whilst children from the Chinese had the lowest overall absence.

Both boys and girls FSM absences are higher than national (16.4% and 12.89%) Boys SEN absences were in line with national at 11.8% whilst girls SEN was higher at 14.16%. White British boys were lower than national with 7.22% compared with girls at 9.86%. EHCP absences are lower than national at 11.9%. Boys ethnicity absence is slightly higher than girls at 10.25% compared to girls at 9.98%.

## 2.1.2 Suspensions and Permanent Exclusions

The suspension rate for Autumn 2022/2023 increased slightly compared to the rate for Autumn 2021/2022 (+16.8%). This followed national trends which also saw an increase in suspension rates of 35% for all schools and 23% for state primary schools. The suspension rate is based on the total number of suspensions recorded across the year and can be inflated by the inclusion of those pupils with more than one suspension.

	Number of suspensions*	Suspension Rate	National Suspension Rate	Permanent Exclusions*	Exclusion Rate
<b>Autumn 2022</b>	5	2.63	2.96 (0.58#)	0	0.04
<b>Academic Year 2022/2023</b>	6	3.16	Data unavailable		
<b>Autumn 2021</b>	4	1.99	2.21 (0.47#)	0	0
<b>Academic Year 2021-2022</b>	10	4.98	6.91	0	0

[National Autumn data: [Permanent exclusions and suspensions in England 2022/2023](#); #National State-Primary data; \*Academy Census data]

Nationally suspension rates tend to be higher for boys (3.78 cf. 2.09 girls), those eligible for FSM (7.05 cf. 1.71 not eligible), those with SEN (0.07 with EHCP and 8.16 with SEN support cf. 1.94 without SEN) and for the ethnic groups Gypsy Roma



(12.01), Travellers of Irish heritage (8.24) and mixed white and black Caribbean (5.48). Nationally permanent disruptive behaviour was the most common reason given for suspensions (55% all schools and 46% state primary schools), In state primary schools physical assault against adults (41%), physical assault against pupils (26%) and verbal abuse or threatening behaviour against an adult (18%) were also common.

The suspension rate at Bocking Primary School in autumn 2022 is in line with national at 2.63 compared to 2.96 nationally. There was a decrease in suspensions across the academic year of 2022/23 compared to the academic year 2021/22.

### 2.1.3 Prejudice-related incidents

There were 3 prejudice-related incident recorded during 2022/2023 related to victimisation or discrimination. Any reported incidents, including behaviour, bullying and racist behaviour are followed up and parents informed. Incidents are carefully monitored to prevent reoccurrence using the CPOMs reporting system.

### 2.1.4 Attainment

The Academy aims to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally. This is achieved through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities.

Data for the Key Stage 2 statutory assessment in 2022/2023 is shown in the table below, with comparative data national data. KS2 data for 2021/2022 has also been included for comparison.

	Achieving at the expected standard			Achieving the higher standard		
	2023 Data		2022 Data	2023 Data		2022 Data
	National	Academy	Academy	National	Academy	Academy
<b>Reading</b>	73%	82%	71%	29%	18%	19%
<b>Writing</b>	71%	75%	65%	13%	14	26%
<b>Grammar &amp; Spelling</b>	72%	68%	65%	30%	%	26%
<b>Maths</b>	73	75%	52%	24%	21%	3%
<b>Combined</b>	60	61%	48%	8%	7%	3%

The KS2 performance data was analysed for the protected characteristics - gender, SEN EHCP, SEN Support, EAL and PPG in Target Tracker and the results are shown in the table below. Comparative data for 2021/2022 is included.

KS2 Reading, Writing and Maths Combined by Pupil Group						
Group	Achieving at the expected standard			Achieving at a higher standard		
	National 2022/2023	Academy 2022/2023	Academy 2021/2022	National 2022/2023	Academy 2022/2023	Academy 2021/2022
All	60%	82%	48%	8%	7%	3%
Male	56%	64%	25%	7%	7%	0%

Female	63%	57%	63%	9%	7%	5%
SEN EHCP	8%	-	0%	1%	-	0%
SEN Support	24%	40%	0%	2%	0%	0%
EAL	60%		n/a	9%		n/a
PPG	44%	50%	33%	3%	0%	0%

Nationally, 24% of pupils with SEN and 44% of disadvantaged pupils met the expected standard in reading, writing and maths (combined). Attainment at the expected standard for ethnic minority pupils ranged between 15% and 74%, with attainment highest for Chinese pupils (70%) and Indian pupils (74%) and lowest for Gypsy/Roma (15%) and Traveller (16%) pupils compared to white British pupils (58%). The disadvantage gap index at key stage 2 for 2022/23 was 3.21 nationally.

Males at Bocking Primary outperformed national with 64% making the expected standard compared to national at 56% in 2022/23. SEN support outperformed national with 40% making the expected standard compared to national at 24%. There were no children with EHCP needs in 2022/23. The % of pupils achieving expected standard has increased since 2021/22 with 40% at age related expectations in 2022/23. Higher than national average. Girls remain slightly lower than national at 57% compared to 63%. Issues and concerns regarding individuals and groups identified as having barriers to learning are discussed at Pupil Progress Meetings where interventions and support is planned and tracked.

The Academy will continue to use target tracker to provide a picture of subjects' progress and attainment across the Academy and plan interventions to support pupils where differences appear as early as possible.

## 2. Equality Outcomes for Staff

The Academy aims to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.

### 2.1 Staff Characteristics

This section refers to Academy staff on the day of the workforce census (November 2022). The census captures data for all staff based at the Academy staff, this includes full-time, part-time and supply.

Number of Staff employed (full & part-time)	31
Gender/Gender Identity (if known)	Female 90.3%, Male 9.7%
Race (if known)	White British: 96.8% Ethnic Minority*: 3.2%
Disability (if known)	0
Sexual Orientation (if known)	Not routinely collected
Religion or Belief (if known)	Not routinely collected

\*For the purpose of this report ethnic minority is defined as non-white British in order to protect the small number of individuals concerned

The Academy is an equal opportunities employer however as is common for the public sector and education, the Academy has a predominance of female employees in the work force.

The Academy does not routinely collect or hold information on religious beliefs, unless specifically requested by a member of staff. The trust's absence policy allows time-off with pay for major religious observance days for all faiths.

No data is collected or held by the Academy about the marital status of members of staff, apart from the titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.

The Academy operates trust policies for maternity leave, paternity leave and flexible working (reduced hours). These policies are based on model local authority policies and procedures. The Academy provides sensitive and appropriate support to any member of the academy community who is pregnant or who has recently had a baby including respecting confidentiality when appropriate. All pregnant staff have a meeting to assess their individual needs and steps are taken to ensure these are met.

All staff have access to CPD relevant to their role. There is no difference in the amount of time spent by staff on relevant training activities with regards to gender and ethnicity.

The Academy does not collect or retain data on job applicants for any purpose other than recruitment.

## 2.2 Staff Pay

Employers over 250 staff are required by law to carry out Gender Pay Gap Reporting in accordance with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. Bocking Primary School is part of Attain Academy Partnership, and as such, its staffing salary data is considered within the trust's analysis.

The 2023 gender pay gap report for Attain Academy Partnership can be found on the [Trust website](#). The report showed the Trust has a gender pay gap, with male staff paid on average slightly higher than female employees. Although this figure is slightly higher than the difference observed in 2022, it is still lower than the mean difference observed in 2021.

	Difference in mean hourly pay		
	2023	2022	2021
<b>All Staff</b>	19.89%	19.69%	24%
<b>Support</b>	4.69%	0.62%	Not recorded
<b>Teachers</b>	5.21%	6.40%	Not recorded

The majority of staff employed by the trust are female. The terms and conditions of employment for many roles tend to be family friendly and attract female applicants for roles such as midday supervisor, cleaners and administration for which the pay is lower.

The Trust operates nationally agreed pay scales for all staff. However, the actual leadership level paid is determined by the Teachers Pay and Conditions document and is related to the number pupil attending the academy.

Staff are paid in relation to job specification, number of days employment and level of responsibility and there is no significant difference in average pay between different ethnicities of staff.

### **3. Reference Sources**

The following sources of National data were used in this report:

[DfE Schools, pupils, and their characteristics 2022/2023 \(National statistics, January 2023 census\)](#)

[DfE SEN in England 2022/2023 National tables](#)

[DfE Pupil absence in school in England \(Autumn and Spring\)](#)

[DfE Pupil Absence in Schools in England \(Autumn Term\)](#)

[DfE Pupil Attendance in Schools 2022/2023](#)

[DfE National Key stage 2 Attainment 2022/2023](#)

[DfE Suspensions and permanent exclusions Autumn 2022/2023](#)

[DfE suspension and permanent exclusions 2021/2022](#)