



# Bocking Primary School

## Equality Duty Information Report

The Equality Act 2010 places a duty on the school to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Bocking Primary School, part of Attain Academy Partnership, 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.

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 2021 to 2022. The report outlines the impact that our decisions, policies and service delivery have had on people with characteristics protected under the act.

### Equality Information

#### 1. Pupil Information

##### 1.1 Pupil Characteristics

We use the following academy population information to help us ensure we do not disadvantage anyone in our academy.

	Characteristics of Our Academy	2021/2022	National Data for 2021/2022*
	Number on roll on Census Day (20 January 2022)	201	
Gender	Girls	46.77%	49% (49%**)
	Boy	53.23%	51% (51%**)
Ethnicity (CSA) (if given)%	White		
	White British	89.05%	63.9% (63.6%**)
	Irish/Traveller of Irish Heritage	1.96%	0.3% (0.3%**)
	White Other	3.98%	6.8% (7.2%**)
	Romany or gypsy	1.99%	0.3% (0.4%**)
	Mixed		
	White & Black Caribbean	0.00%	1.6% (1.6%**)
	White & Black African	0.00%	0.9% (0.9%**)

	White & Asian	0.50%	1.6% (1.7%**)
	White & any other ethnic group	0.50%	1.6% (1.7%**)
	Any other mixed background	0.50%	2.5% (2.6%**)
	Asian or Asian British		
	Indian	0.00%	3.4% (3.5%**)
	Pakistani	1.49%	4.5% (4.5%**)
	Bangladeshi	0.00%	1.8% (1.2%**)
	Chinese	0.00%	0.6% (0.6%**)
	Any other Asian background	0.00%	2.0% (2%**)
	Black or Black British		
	Caribbean	0.50%	1% (0.9%**)
	African	0.00%	4.0% (3.8%**)
	Any other black background	0.00%	0.8% (0.8%**)
	Any other ethnic group	0.50%	2.2% (2.2%**)
	Unknown / unclassified	0.50%	1.6% (1.6%**)
	Ethnic Minority <sup>1</sup>	10.45%	34.5% (34.8%**)
First Language (CSA)	English	95.52%	80.1% (78.5%**)
	Other	4.48%	19.5% (21.2%**)
Eligible for Free School Meals	Not Eligible	74.63%	77.5% (76.9%)
	Eligible	25.37%	22.5% (23.1%**)
Special Educational Need (SEN)	No Special educational Needs	79.60%	83.4% (84.7%**)
	Statement or Education, Health and Care (EHC) Plan (E)	2.49%	4% (2.3%**)
	Pupils with SEN without statements or EHC Plans (K)	17.91%	12.6% (13%**)
	Total SEN	20.40%	
		<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	7.32% (1.49%#)	11.86% (1.81%#)
	Moderate Learning Difficulty	4.88% (1.00%#)	16.69% (2.55%#)
	Severe learning Difficulty	0.00%	2.47% (0.38%#)
	Profound & Multiple Learning Difficulty	0.00%	0.79% (0.12%#)
	Social, Emotional & Mental Health	9.76% (1.99%#)	18.8% (2.87%#)
	Speech Language & Communication Need	0.00%	23.26% (3.55%#)
	Multisensory Impairment	0.00%	0.3% (0.05%#)
	Hearing Impairment	0.00%	1.66% (0.25%#)
	Visual Impairment	0.00%	0.99% (0.15%#)
	Physical Disability	0.00%	2.68% (0.41%#)
	Autistic Spectrum Disorder	2.44% (0.50%#)	13.27% (2.03%#)
	SEN support but no specialist assessment of type of need	0.00%	3.35% (0.51%#)
	Other Difficulty/Disability	0.00%	3.87% (0.59%#)

\* [National data from January 2022 census](#) and [SEN 2021/2022 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.

## 1.2 Analysis of the Academy Population

- The balance of boys was slightly higher than girls
- The pupils at the academy are predominantly from a White British background (89.05% cf. 63.6% for state-funded primary schools).
- The majority of pupils spoke English as their first language (95.5% cf. 78.5% for state-funded primary schools).
- 20.4% of all pupils are on the SEN Register compared to 16.6% nationally for all schools (15.3% state-funded primary schools). The percentages of SEN pupils with SEN Support was higher when compared to the national figures for all schools and for state-funded primary schools.
  - SEN Pupils with EHCP: 2.49% for Bocking cf. nationally 2.3% (state-funded primary) and 4% (all schools)
  - SEN Pupils without EHCP: 17.91% for Bocking cf. nationally 13% (state-funded primary) and 12.6% (all schools)
- The area from which the academy draws its pupils is generally socially and economically advantaged however, it does include some 'pockets of deprivation.'
- 26.4% of all pupils were eligible for pupil premium funding. 25.4% of all pupils are eligible for free school meals compared to 22.5% nationally for all schools and 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

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, 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.

## 2. 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 schools; 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.

## 2.1 Impact Indicators

### 2.1.1 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.

The academy attendance figures for the 2021 autumn term in the academic year 2021/2022 are shown in the table below alongside the comparative national figures for the 2021 autumn term. The data for the entire 2021/22 academic year and the national combined 2021/2022 autumn/spring are also included.

	<b>Academy data 2021/22 Academic Year</b>	<b>National data Combined Autumn 2021/Spring 2022</b>	<b>Academy Data Autumn Term 2021</b>	<b>National Data Autumn 2021 *</b>
Attendance	91.47%	92.6%	93.35%	93.1% (cf. 94.2%#)
Overall Absence	8.53%	7.4%	6.65%	6.9% (5.8%#)
Authorised Absence	6.74%	5.7%	5.16%	5.3% (4.6%#)
Unauthorised Absence	1.79%	1.7%	1.49%	1.6% (1.2%#)
Persistent Absence (below 90%)	23.88%	22.3% (18.2%#)	21.26%	23.5% (19.5%#)

(\*[Pupil absence in school in England](#) for the Autumn and Spring term 2021/22; [Pupil Absence in Schools in England](#) for the Autumn Term; #Primary school data)

Attendance at the academy during the autumn term was comparable to the national autumn data for all schools and slightly lower than the national data for state-funded primary schools.

As observed with the national data, the overall absence rate increased over the academic year and by the end of the academic year it was higher than both the

combined national data for autumn 2021/spring 2022 for all schools and the spring 2022 national overall absence data for state-funded primary schools (6.7%).

The academy encourages a high level of attendance and punctuality. Parents are encouraged not to take children out of school during term time but it is understood why this is sometimes necessary.

Persistent absence at the academy is higher than the published autumn 2021 national data for state-funded primary schools but slightly lower than the national autumn data for all schools. Persistent absence for the academy was higher in 2021/22 compared to the data for 2020/21 (autumn term: 21.3% vs 12.1%). The academy continues to work with parents of pupils where persistent absenteeism is an issue.

The analysis of the national overall absence data for all schools by gender, Free School Meals (FSM), Special Educational Needs (SEN), and ethnicity showed that absence rates were typically higher for pupils with SEN and FSM but comparable between boys and girls. Nationally Travellers of Irish Heritage and Gypsy/Roma had the highest overall absence whilst Chinese and Black African had the lowest rates of absences (including persistent absence data).

The results from the analysis of the academy's 2021/22 overall absence data were similar to those observed nationally, with higher absences for FSM, SEN and pupil premium, irrespective of gender. The data appears to indicate that there were differences in absence rates between the genders within each group.

	Girls (%)	Boys (%)
FSM	11.99	14.37
No FSM	7.18	6.73
EHCP*	9.25	16.27
SEN Support	12.61	9.62
No SEN status	7.76	7.75
Pupil Premium	11.87	14.09
No Pupil Premium	7.19	6.73

(\*Caution is required for this subset due to the small cohort sizes)

The analysis of the absence rate by ethnicity did indicate certain ethnic groups with higher overall absences compared to non-ethnic pupils, in common with national data. However, the results need to be treated with caution due to the small cohort size of each ethnic group, which could cause the data to be artificially inflated.

## **2.1.2 Suspensions and Permanent Exclusions**

In 2021/22 the number of suspensions was low, with 4 suspensions in the autumn term (suspension rate 1.99 cf. 0.47 nationally for state-funded primary schools and 2.2 nationally for all schools) and 10 suspensions over the academic year (suspension rate: 4.98%). There is no comparative national data yet for the entire academic year. 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. When these pupils are taken into account, the academy's suspension rate for pupils with 1 or more suspensions decreased to 0.5 for the autumn term and 2.99 % for the academic year 2021/2022. Although there is no published comparative national data yet for the whole school year, the national

suspension rate in the autumn term decreased to 1.33 for all schools and 0.29 for state-funded primary schools.

	Number of Suspensions	Permanent Exclusions
Autumn 22 (Spring Census)	4	0
2021-2022	10	0

[For 2021/2022 Autumn data visit: [Permanent exclusions and suspensions in England](#). National data for the academic year is due to be published July 2023]

Nationally suspensions tend to be higher for boys (2.93 cf. 1.47 girls), those eligible for FSM (5.23 cf. 1.36 not eligible), those with SEN (6.37 with EHCP and 6.31 with SEN support cf. 1.44 without SEN) and for the ethnic groups Gypsy Roma (9.17), Travellers of Irish heritage (7.76) and mixed white and black Caribbean (4.48) [\[2021/2022 autumn data\]](#). Caution is needed when comparing national data with the academy data due the low sample set for each protected characteristic for the academy. However, analysis of the academy's suspension data does not appear to indicate there is an unfavourable bias towards any particular equality group.

### 2.1.3 Prejudice-related incidents

There were 3 prejudice-related incident recorded during 2021/2022 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.

Pupils and staff are respectful of each other and this includes behaviour that does not disrupt the learning of others. Pupils are recognised for positive behaviour choices through assemblies, stars of the week certificates and can earn tops time points and other rewards as part of the academy's overall behaviour management policy. We have a positive behaviour management approach and all staff give 'first attention to best conduct'

Messages around bullying are reinforced throughout the year. E-Safety Day is also celebrated each year to ensure safety in respect of internet technologies and electronic communications are promoted. The academy has also organised a number of online safety workshops for parents. Links to online safety are posted regularly on the academy website and through the weekly newsletter.

### 2.1.4 Attainment

Data for the Key Stage 2 statutory assessment in summer 2022 is shown in the table below, with comparative data national data (See [Key Stage 2 attainment for academic year 2021/22](#))

	Achieving at the expected standard		Achieving the higher standard	
	National	Academy	National	Academy
Reading	75%	71%	28%	19%
Writing (TA)	69%	65%	13%	26%
Maths	71%	52%	23%	3%
Combined	59%	48%	7%	

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:

KS2 Reading, Writing and Maths Combined by Pupil Group				
	Achieving at the expected standard		Achieving at a higher standard	
Group	Academy	National 2021/22	Academy	National 2021/22
All	48%	59%	3%	7%
Male	25%	55%	0%	6%
Female	63%	63%	5%	9%
SEN EHCP	0%	7%	0%	0%
SEN Report	0%	21%	0%	1%
EAL	n/a	61%	n/a	8%
PPG	33%	43%	0%	3%

Nationally, 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 2021/22 was 3.23 nationally

SEN remains a focus to close the gap between academy SEN and national SEN. The SIP objective to ensure classroom and pastoral provision meets the needs of SEN learners and enables them to make good progress, has ensured that this remains a focus into 2022/23. The impact of this is that SEN & EHCP are prioritised in planning and inclusion strategies are completed. Similarly the SIP objective to review the provision for Pupil Premium Pupils to meet their needs both academically and emotionally, and close the attainment gap, has ensured that quality first teaching and targeted interventions address gaps in learning and % of pupils achieving at or above ARE (Age related expectations) increases.

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.

### 3. Advancing Equal Opportunity between people

- As an academy we aim to advance equality of opportunity by providing good access to high quality education and promoting 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.
- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention - School tracking system provides 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 seen a positive impact on pupils' behaviour and attitudes to learning leading to the children understanding their progress towards their learning objective.
- Supporting 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 -

- Listening to parents/carers - the school has developed an 'open door' policy where parents feel able to approach the school 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.
- Listening to pupils – Pupil Forums, School Council and Pupil voice through subject monitoring allows the school 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.

The positive benefits of an effective partnership with parents 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.

Analysis of our academy's attainment data and other statistics, for example incidence of bullying and participation in after-school clubs, enables us to demonstrate the impact of our policies and to identify any areas where further action would be appropriate.

#### **4. Foster Good relations between people**

The academy fosters good relations by

- Ensuring that Bocking Primary School is seen as a community school within our local community- this includes inviting local businesses and agencies into the school, including local authors, police and dental practitioners. The choir attend the local Care Homes each year and have fostered good relations.
- Ensuring that equality and diversity are embedded in the curriculum – this goes beyond the classroom for example, assemblies are themed on diversity in the workplace, different music genres and inclusion.
- 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.

The academy has an active and well supported PTA which brings together the academy and wider community through a variety of social and fund raising events.

#### **5. Participation and Engagement**

The academy actively encourages high levels of participations in all aspects of academy life. Successful strategies for children include a buddying system to help the new pupils settle in, and assemblies. All children are actively encouraged to participate in charity and fundraising events.

Through class elections, the School Councillors from year 1 to 6 meet regularly. They understand their role and explain that they help to improve the school through pupil voice and raising money for equipment and extra resources

Adjustments are made to ensure all pupils have their needs met, whether physical, emotional, social or academic. This could be through Drawing for Talking therapy,

music therapy or through flexible timetabling or through a confidence and self-esteem programme.

Successful strategies are also in place for engaging with parents and carers, including those who might find working with the academy difficult. These include an open-door policy and the availability of regular meetings with parents to discuss ways in which they can support their child at the academy.

The curriculum is fully accessible to all pupils, with financial support or additional staffing available to enable a child to participate in an event or activity, for example a school trip. Please see the published information on how we spend our Pupil Premium and Sports Premium funding to raise the pupil attainment and participation at Bocking Primary School.

## **6. Staff Information – Overview**

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

### **6.1 Staff Characteristics**

This section refers to current Bocking Primary School staff as of the workforce census day (November 2022). This includes full-time, part-time and supply.

Number of Staff employed (full & part-time)	33
Gender/Gender Identity (if known)	Female: 90.9% Male: 9.1%
Race (if know)	White British: 97% Ethnic Minority*: 3%
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.

## **6.2 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 2022 gender pay gap report (v2023-1) for Attain Academy Partnership (v2023-1) 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, however the gap has decreased slightly compared to 2021. The mean gender pay gap difference 2022 was 19.69%% compared to 24% in 2021

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.