



## 1. Aims

Our schools aim to meet their general duty under the public sector equality duty by having due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations across the schools

## 2. Legislation and guidance

This document meets the requirements under the Equality Act 2010, which requires schools to publish information to demonstrate annually how they are complying with the public sector equality duty and to publish one or more specific and measurable equality objectives at least every four years.

## 3. Equality information

- Diversity of the schools' populations

*Burley Primary School* is a smaller than average-sized junior school, the majority of the pupils are White British and the school is set within the village of Burley which is in the heart of the New Forest. The proportion of disabled pupils and those who have special educational needs is below the National average at 2.9% (National average 2019 12.6%). A below average proportion of disadvantaged pupils are eligible for the pupil premium (13%) (National 2019 23%). 8% of the school population have a background that is not White British, this 8% comprises of children whose ethnicity includes Bangladeshi, Asian and any other white British. The school's religious make up includes 41% Christians, 53% declaring no Religious beliefs and the remaining 6% made up from Buddhism and Muslim. 3% of the school population have English as an additional language, and these home languages include Bengali, French, and Chinese. The school currently has one Looked After child.

*Sopley Primary School* is a smaller than average-sized junior school, the majority of the pupils are White British and the school is set in the outskirts of the New Forest. The proportion of disabled pupils and those who have special educational needs is broadly in line with the National average at 10.5% (National average 2019 12.6%). An average proportion of disadvantaged pupils are eligible for the pupil premium (19%) (National 2019 23%). 8% of the school population have a background that is not White British, this 8% comprises of children whose ethnicity is recorded as any other White British. The school's religious make up includes 31% Christians, 68% declaring no Religious beliefs and the remaining 1% made up from Judaism. 6% of the school population have English as an additional language, and these home languages include Norwegian and Polish. The school currently has two Previously Looked After children and 1 Post Forces child.

## Pupil attainment 2019

%	Sopley					Burley				
	All	boy	girl	PP	SEND	All	boy	girl	PP	SEND
GLD	87	75	100			77	67	88		
Phonics	82					75				
R KS2 ARE	60	71	50	100	40	62	43	83	33	0
R KS2 GDS	20	0	38	0	0	31	14	50	0	0
W KS2 ARE	67	71	63	0	40	62	57	67	33	0
W KS2 GDS	20	0	38	0	0	8	0	17	0	0
M KS2 ARE	47	43	50	0	20	62	57	83	0	0
M KS2 GDS	7	0	13	7	0	15	14	17	0	0
R, W, M comb ARE	40	29	50	0	20	39	29	50	0	0
R, W, M comb GDS	7	0	13	0	0	8	0	17	0	0

- How we are performing in relation to the three aims of the equality duty (2019)

### *Eliminating unlawful discrimination, harassment and victimisation*

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September or as part of the regular induction of staff arriving at other times.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

### *Advancing equality of opportunity*

We remove or minimise disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

We take steps to meet the particular needs of people who have a particular characteristic as necessary.

We encourage people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

We publish attainment data each academic year showing how pupils with different characteristics are performing and analyse the data to determine strengths and areas for improvement, implement actions in response and publish this information

We make evidence available identifying improvements for specific groups (e.g. improvements in attendance or declines in incidents of homophobic or transphobic bullying).

We publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### *Fostering good relations across the schools*

We promote friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

We hold assemblies dealing with relevant issues. Pupils are encouraged to take a lead in such assemblies and we also invite external speakers to contribute as appropriate

We work with our local community, including inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.

We encourage and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

#### **4. Equality Objectives**

- To close the attainment gap between girls and boys by ensuring that, by the end of key stage 2:
  - at least 65% of boys reach the expected level in combined reading, writing and mathematics
  - at least 10% of boys reach the higher standard in combined reading, writing and mathematics.