

## **Public Sector Equality Duty** **Aims update 2024**

As part of our Equality Duty as a school we are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove particular inequalities or disadvantages. This information is reviewed and updated annually.  
We plan to do this by publishing on the school's website -[trimley.net](http://trimley.net)

**The Equality Act 2010** provides protection from discrimination. It consolidates and replaces previous equality laws and confirms and extends certain types of unlawful discriminatory behaviour based on aspects of a person's identity known as 'protected characteristics'

*(Protected characteristic is used as a convenient term to refer to the categories to which the law applies. – There are 9 protected categories, disability, race, religion, sex, sexual orientation, age, gender re-assignment, marriage & civil partnership, pregnancy & maternity.)*

The Act covers all aspects of school life in relation to pupils, members of staff and all other stakeholders.

*(Please refer to our Equality Information and Objectives Policy with an Action Plan which sets out how we as a school meet our obligations This single policy replaces separate policies the school had on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010)*

Trimley St. Mary Primary School welcomes its responsibilities under recent legislation to promote equality of opportunity and outcomes for different groups of people. We are committed to ensuring equality of education and opportunity for all our pupils, their parents/carers, staff and for all those receiving services from the school, irrespective of their gender, disability, ethnic background, or other characteristics. We believe that diversity is a strength for our school We will work pro-actively to address inequality and foster positive attitudes to diversity so that all those who learn, teach, and visit here are respected and valued.

The equality duty supports good education and improves pupil outcomes. It helps us as a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring us to collate evidence, look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps us to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

### **The Equality Act 2010 places general duties/aims on schools to: -**

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics; between people who share a protected characteristic and people who do not share.

### **There are specific duties for schools:**

*(Specific Duties and Public Authorities) Regulations 2017.*

1. To collect, analyse and publish information about progress towards meeting the three general duties above.
2. To publish specific and measurable objectives Towards meeting the three aims.

Publishing and reporting annually thereafter on the Progress towards meeting these aims.

The process must be repeated within at least four years.

## Previous Equality Aims for 2023

**As the current year 6 has a large number of children deemed disadvantaged our aims this year concentrate on improving the outcomes for this group.**

1. By the end of KS2 close the gap for disadvantaged pupils against non-disadvantaged with a focus on:
  - (a) improving attainment outcomes for girls with high prior attainment in reading.
  - (b) Improving those (boys and girls) with lower prior attainment in maths to at least the National Average.
2. In year 1, increase the number of children achieving National Average phonics score.
3. To promote spiritual, moral, social and cultural opportunities through all appropriate curricular subjects with particular references to issues of equality and diversity. Throughout their time at Trimley St. Mary Primary children learn that they are unique, they will acquire an age-appropriate knowledge of those with protected characteristics and learn to accept difference.
4. Pupils feel safe and happy to return to school, are able to engage and interact positively with others.

Equality permeates all school activities, and this equality update should be read in conjunction with: -

**Equality Information (plus action plan), Accessibility Plan, Special Educational Needs (SENs) Policy, School Curriculum, Entitlement policy and Behaviour Policy.**

These policies ensure all those in our school community are able to access all that school has to offer. They are available to view on the school website [trimley.net](http://trimley.net)

## Update 2024

### The 2024 January school census/school profile

Total Number of children on school roll	Number that are girls	Children that qualify for free school meals	Children on Special Educational Needs register	Children with An Educational Health Care Plan	Pupils on roll by ethnic group	Children with English as an additional language
386	(50.3%)	(20.7%)	(13.7%)	(0.8%)	White English (92%) White Irish (>1%) Black & any other ethnic group (>1%) Black European (>1%) Indian (>1%) Other black African (>1%) Portuguese (>1%) White & any other Asian (1%) Asian & any other ethnic group (>1%) White & Black African (1.5%) White & Black Caribbean (1.1%) White European (1.2%) White Eastern European (>1%) White & any other ethnic group (>1%) White other (>1%) Refused (>1%)	(2.1%)
Gender reassignment		Sexual Orientation		Religion		
<i>(Includes those pupils questioning their gender identity, trans, non-binary or gender non-conforming)</i> <i>(Data in this category may be sensitive)</i>		<i>(Data in this category may be sensitive and, in some cases, unknown).</i>		(72.2%) No religion (26.4%) Christian (1%) Did not respond. (0.4%) Other religion		

**Staff-** with a staff of less than 150 employees there is no need to publish equality data-the school has a mix of female and male staff from varying age groups. Employment descriptions include full time, part time, job share, maternity leave/cover.

Annual Report on Progress of our aims

Now that children have settled back into school, all have undergone assessments. Prior to end of key stage 2 SATs children undertook termly standardised assessments in Reading and Maths. Those scores demonstrated that the gap between those deemed disadvantage and those who are not, remains the same, it is not widening, it remains as before with all children reported to be making progress from their starting point. We now have a consistent approach across the school with Maths Mastery and The Write Stuff initiatives. It is hoped over time to see further progress in children's skills in maths and writing that will become evident as they progress through the school.

**Social, Emotion and Mental Health. (SEMH target):**

An increase in children's anxiety and lack of resilience remains an issue. To support children and staff to help them gain the strategies they require we now have a trained Senior Mental Health Lead. A new Social, Emotional and Mental Health Policy is now in action. In addition to this the school has 4 trained Emotional Literacy Support Assistants and 2 Mental Health first aiders who liaise with Senior Mental Health Lead, class teachers, and home-school liaison officer. There has been an increase in Learning Outside the classroom, popular with all children and staff alike, as activities completed help to build teamwork, communication skills and resilience.

Our Home-School liaison Officer has regular contact with persistent non-attenders, helping to break down barriers, find solutions and assist families to attend school regularly.

Our above national attendance figures of 95.2% demonstrate children are in the main happy to come to school. We aim for 96%.

Signed by:

Headteacher                      Date:

\_\_\_\_\_

Chair of governors              Date:

\_\_\_\_\_

**(If you require any school policies or newsletters in a different format, please contact the school office)**