

Public Sector Equality Duty **Aims update 2022-23**

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](https://www.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 2020-21

As the current year 6 has 30 % 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 Policy (*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

Annual Report 2021

With the pandemic and lockdowns 2020-21 has been an extraordinary year for all.

Our school has been monitoring closely those learning at home whilst making sure they access the same curriculum as those key worker/vulnerable children in school. Using age-appropriate internet platforms such as Purple Mash, Seesaw and White Rose Maths has allowed teachers to monitor learning, feedback and give next step advice.

Pupils appear to be progressing from their starting point and although the previous year 6 have moved on, the school profile remains similar with a similar percentage deemed disadvantaged hence, equality aims above remain our focus.

Taking the last year and its unknown impact on our children we have added a **fourth aim, under Social, Emotion and Mental Health, (SEMH):** -

Pupils feel safe and happy to return to school, are able to engage and interact positively with others.

When children return to school full time initially their emotional health and well-being will be forefront and monitored closely, consideration will be given to rebuilding relationships both with their peers and staff.

Staff underwent a training programme - Early Mind Emotional Awareness and Resilience Learnt Young - in September '20. In addition, Early Mind ran workshops for all children in years 1 to 6.

It is hoped both children and staff will have been able to draw on this as we move forward.

Update 2022-23

The 2022 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
373	(48.7%)	(14.4%)	(13.9%)	(0.8%)	White English (94%) Black & any other ethnic group (>1%) Black European (>1%) Other black African (>1%) Latin/South/Central American (>1%) White & any other Asian (1%) White & Black African (1.8%) White & Black Caribbean (1.1%) White European (>1%) Refused (>1%)	(0.8%)

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>	(66%) No religion (31%) Christian (2.7%) Did not respond. (0.3%) 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 2022

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, is not widening, it remains as before with all children reported to be making progress from their starting point. We await the formal results of the recent SATs.

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

One of the effects the pandemic has had on our children is increasing levels of anxiety due to a lack of resilience. Across the school we had noticed how some of our children were unwilling to try, even the simplest of things, out of fear of making mistakes.

The PSHE lead set each phase different tasks that involved children working collaboratively.

Through discussion and encouragement, we wanted to enable our children to experience perseverance in a fun way, so they can look back on and apply what they have learnt to different tasks, thus increasing their resilience. The PSHE policy has been updated to reflect this.

To assist children who may require extra support the school now has: -

Four trained Emotional Literacy Support Assistants,

Two Mental health first aiders

Referrals to a range of outside agencies including the wellbeing hub and school nurse

Advice is gained from the primary mental health worker.

There is now an SEMH specialist service available following the graduated response.

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

Updated September 2022

Mrs Lloyd Acting Headteacher
Mr R Patteson, Chair of Governors
Mrs H. Mackie Equality Governor