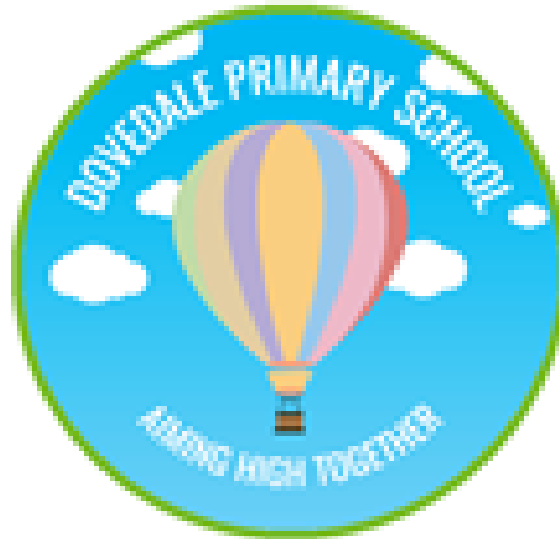


# Dovedale Primary School



## Equality Duty Information Report

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<b>VERSION CONTROL</b>			
<b>VERSION</b>	<b>DATE</b>	<b>AUTHOR</b>	<b>CHANGES</b>
DRAFT V0.1	Nov 19	DD	
DRAFT v0.2	Nov 19	DD	Revised following discussion with JH
DRAFT v0.3	Dec 19	DD	Revised following review and input from Exec Team. Approved by directors in principle (Feb 20). Headteachers to populate with required information.
V1	Oct 20	DD	Updated with information from schools
v2	June 21	DD	Updated with information from schools on progress against objectives and the protected characteristics. No change to objectives.
DRAFT v3	April 2022	DD/Headteachers	Circulated for headteachers to update Appendices.
v3	Sept 22	DD	Updated with information from schools on progress against objectives and the protected characteristics. No change to objectives.
V4	Dec23	SH	Edited to be adopted as an individual school / academy document following Trust Merger
V5	February 24	SH	Checked and revised where appropriate
V6	February 25	SH	Update of school information

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## Appendices

Appendix 1 - Protected Characteristics (Current Year)

Appendix 2 - Progress & Achievements against Objectives (Previous Year)

Appendix 3 - Current Equality Objectives and Action Plan

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## Associated Documents

- Equality & Diversity Policy
- Equality & Diversity Objectives/Action Plans
- School Improvement Plan
- Accessibility Policy & Accessibility Plan
- School Anti-bullying Policy
- School Behaviour Policy

## 1. The Public Sector Equality Duty

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1.1 The Public Sector Equality Duty is set out in Section 149 of the Equality Act 2010. The 'Duty', as it is known, requires schools to pay due regard to the following, when exercising their public functions:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act<sup>i</sup>
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it<sup>ii</sup>
- Foster good relations between people who share a relevant protected characteristic and people who do not share it<sup>iii</sup>.

1.2 The full Act is available [here](#).

1.3 The Equality Act 2010 requires schools to publish information to demonstrate compliance with the aims of the Public Sector Equality Duty.

1.4 Schools have to update the published information at least annually and to publish objectives at least once every four years.

1.5 Published information includes:

- Information about how the school is performing in relation to the three aims of the Equality Duty:
  - Eliminate unlawful discrimination, harassment and victimisation.
  - Advance equality of opportunity.
  - Foster good relations.
- Information about the diversity of the school population, relating to persons who share a relevant protected characteristic. This includes:
  - Pupils (see Appendix 1: Protected Characteristics for the Current Year)
  - Employees (if the school employs 150 staff or more<sup>1</sup>).

1.6 Schools must ensure that individuals are not able to be identified through the publication of data. In line with DfE guidance, Dovedale Primary School does not publish data that relates to fewer than 3 people (staff or pupils). We will not publish any information that can specifically identify any child.

1.7 The information published in this document is our response to the Public Sector Equality Duty.

<sup>1</sup> Listed bodies with fewer than 150 employees are not required to publish information relating to their employees (but they can choose to do so if they wish). They will still need to ensure, however, that they collect and use enough workforce information to effectively meet the general equality duty.

## **2 How does Dovedale Primary School comply with the Act?**

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2.1 Dovedale Primary School acts to address barriers faced by pupils, parents, volunteers, visitors, trustees and governors with protected characteristics. We are also working hard to be a good employer of people with protected characteristics.

### **Setting equality objectives**

2.2 Our aim is that all our pupils, staff and other members of the school community are enabled to achieve to the best of their abilities as part of the Dovedale Primary School community.

2.3 Dovedale Primary School takes full account of equality and accessibility in day-to-day policy, decision-making and practice. Dovedale Primary School's Equality & Diversity Policy sets

out our commitment to equality and diversity and how we address the principles of the Public Sector Equality Duty (the Equality Plan).

2.4 Equality objectives are addressed through the School Improvement Plan, Equality Action Plan and Accessibility Plan as appropriate.

2.5 We involve and consult staff, pupils, governors, parents and carers, trust central staff and directors as appropriate when setting and reviewing our objectives.

2.6 Our equality objectives are based on our analysis of data and other evidence. They focus on those areas where we have identified actions we can take to improve equality and tackle disadvantages. We regularly review the progress we are making to meet our equality objectives.

## **Addressing our responsibilities**

2.7 We address our responsibilities as follows:

- Through our admission procedures and continuous review, we identify children who have specific needs and work in partnership with parents and carers to address these in the most appropriate way
- We collect data and monitor the progress and outcomes of different groups of pupils and use this data to support school improvement. We act to close any gaps, for example, for those making slower progress in acquiring appropriate literacy and numeracy skills.
- We use a range of teaching strategies to ensure we meet the needs of all pupils. We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We take opportunities to reduce and remove inequalities and barriers that may already exist between, for example:
  - disabled and non-disabled people
  - people of different ethnic, cultural and religious backgrounds – girls and boys
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where required.

## **Positive action**

- We take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics (e.g. targeted support).

## **Fostering good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

### **Other ways we address equality issues**

- We ensure all staff and volunteers understand their responsibilities through induction training and training, briefings and discussions throughout the year. We maintain records of all staff and volunteer training relating to equality & diversity
- We consider equality and diversity implications when reviewing existing policies and procedures and introducing new policies and practices
- Governors review equality and diversity issues regularly at governing body meetings. The board of directors and each academy governing body has an individual nominated to monitor equality and diversity issues, objectives, progress and achievement.
- We seek and review feedback from parent questionnaires, parents' evenings, focus meetings and other opportunities to engage with parents, carers and the wider community as they arise.
- We seek and review feedback from staff surveys, staff meetings and training events
- We review feedback and responses from the school council and PSHE lessons
- We consider issues raised in annual reviews or reviews of progress on individual education plans/ personalised provision maps, mentoring and support.

### **Monitoring and reviewing objectives**

- We review progress against our equality objectives every year and publish a report annually on progress towards achieving them.

## **2. Our progress and achievements**

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2.1 Please see Appendix 2: Progress & Achievements for some examples of what we have done and our most recent annual review

## **3. Our current objectives**

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3.1 Please see **Appendix 3: Current Equality Objectives and Action Plan** for our current objectives and action plan for this 3-year period.

3.2 Each year, we will work together with our school community to deliver our equality objectives.

- 3.3 We will report annually (as a minimum) to show evidence of the steps being taken and progress made towards meeting our equality objectives.

## Public Sector Equality Duty – Protected Characteristics

The information below shows the makeup of our pupils in relation to the protected characteristics. National figures have been included where possible. The data is for the academic year 24/25 and is taken from the school information system.

<b>Pupils with Protected Characteristics</b>	<b>Current Year: (2024-25)</b>
<b>Gender</b>	
No on roll	403
Boys	207
Girls	196
<b>National Curriculum Year Groups</b>	
R	51
1	58
2	59
3	60
4	61
5	62
6	52
<b>SEND</b>	
No SEND Provision	347
SEN Provision – EHCP (E)	16
SEND Provision – Support (K)	40
<b>Total SEND – E &amp; K</b>	<b>56</b>
<i>ASD Autistic Spectrum Disorder</i>	16
<i>BESD/Mental Health Behaviour, Emotional, Social</i>	2
<i>Hearing Impairment</i>	2
<i>MLD Moderate Learning Difficulty</i>	11
<i>Multisensory Impairment</i>	2
<i>Physical Disability</i>	1
<i>Profound &amp; Multiple Learning Difficulty</i>	2
<i>Speech, Language and Communication Need</i>	11
<i>Specific Learning Difficulty</i>	2
<i>Severe Learning Difficulty</i>	0
<i>Other Difficulty / Disability</i>	0
<i>SEN Support but no specialist assessment of type of need</i>	0
<i>Visual Impairment</i>	0
<b>Pupils in Care</b>	
Pupils in Care	<b>0</b>

<b>Low Income Backgrounds</b>	
Pupils eligible for FSM	65
Pupils NOT eligible for FSM	338
Pupils in receipt of PPG	67
<b>EAL</b>	
English as an Additional Language	13
<b>Ethnicity %</b>	
Any Other Asian Background	5
Any Other Black Background	
Any Other Ethnic Group	7
Any Other Mixed Background	2
Any Other White Background	12
Bangladeshi	
Black - African	3
Black - Caribbean	
Chinese	5
Gypsy/Roma	
Indian	2
Not Obtained/Specified Sri Lankan	1
Pakistani	1
Traveller of Irish Heritage	
White - British	343
White – Irish	
White & Asian	3
White & Black African	3
White & Black Caribbean	16
<b>Religion %</b>	
Buddhist	2
Catholic	
Christian	71
Hindu	2
Jehovah's Witness	
Jewish	
Muslim	3
No Religion <i>Includes none/not specified</i>	308
Other	17
Roman Catholic	
Sikh	

<b>Attendance</b>	
<b>Overall Attendance %</b>	96.43
<b>Authorised Absence %</b>	3.04
<b>Unauthorised Absence %</b>	0.53
<b>No of Persistent Absentees</b>	36
<b>DIS Attendance %</b>	93.07
<b>DIS Authorised Absence %</b>	5.04
<b>DIS Unauthorised Absence %</b>	1.90
<b>No of DIS Persistent Absentees</b>	17

## Appendix 2 – Equality Objectives & Action Plan

<b>Dovedale Primary School</b>				
<b>Equality Objectives &amp; Actions: 4 Year Plan (2023-26)</b>				
Objective	Headline	Rationale	Proposed Actions	Outcome Targets
<b>Eliminate discrimination, harassment, victimisation</b>				
Objective One	<b>To improve understanding of equality and diversity principles and raise the profile of core values for all members of the school community</b>	To broaden awareness of a wider and more diverse community than currently represented in school and increase understanding of the principles of equality and diversity.	<ul style="list-style-type: none"> <li>Develop support materials to raise the profile of Core British Values</li> <li>Create equality and diversity pledge poster and link to <u>Respect</u> behaviour superheroes</li> </ul>	Children are able to join in with discussions around key principles and demonstrate understanding of equality, diversity and values. Staff make explicit links across the curriculum
Objective Two	<b>To promote representation and celebration of diversity to educate against discrimination and/or prejudice.</b>	To ensure our diverse society is well represented in the school environment, curriculum and school ethos and prejudicial behaviour is addressed	<ul style="list-style-type: none"> <li>Equality and Diversity online training for staff</li> <li>Equality and diversity training courses for leaders/link governor</li> </ul>	Staff are clear how they can promote equality and diversity in school and tackle discriminatory behaviour Learning environment is inclusive for all
<b>Advance equality of opportunity between people</b>				
Objective Three	<b>To analyse protected characteristics for employee data and evaluate staff wellbeing to advance equality of opportunity for all.</b>	To ensure we provide equality of opportunity for all employees, improve employee well-being and ensure staff are supported fully in their roles	<ul style="list-style-type: none"> <li>Introduce staff supervision meetings</li> <li>Review teacher appraisal processes</li> <li>Workload review</li> <li>Analyse workforce groups - protected characteristics</li> </ul>	Underrepresented groups are identified and considered during recruitment Staff wellbeing and personal / professional development show positive trends
Objective Four	<b>To ensure curriculum provision and environment meets the needs of all children including disadvantaged pupils and those with SEND.</b>	To identify and respond to the unique needs of our school community and reflect sensitively on effectiveness of provision for individuals and groups	<ul style="list-style-type: none"> <li>Review and develop individual and group provision for learning, behaviour and accessibility needs.</li> <li>Evaluate impact of provision</li> </ul>	Outcomes for identified groups are positive compared to prior attainment and peer comparison.
<b>Foster good relations across all characteristics</b>				
Objective Five	<b>To review policies and practices to ensure ongoing compliance</b>	To embed equality and diversity into every part of the life and work of the	<ul style="list-style-type: none"> <li>Introduce Equality Impact Assessments for policy and procedure reviews</li> </ul>	Staff and governors are actively evaluating the impact of provision on groups and can

	<b>with the Equality Act 2010 and eliminate potential discrimination.</b>	school and minimize opportunity for unconscious discrimination or bias.	<ul style="list-style-type: none"> <li>• Include in staff training and induction materials</li> </ul>	evidence consultation, compliance access and positive impact of reviews.
Objective Six	<b>To increase engagement with pupils and families eligible for disadvantaged funding to strengthen provision and narrow attainment gaps.</b>	To raise engagement and achievement to narrow the attainment gap for disadvantaged pupils across all characteristics	Review and further develop mechanisms to engage families in learning links between home and school Increase knowledge of personal interests and participation in extra curricula and learning support activities	Increased engagement with home school learning and after school clubs. Good school attendance for pupils Parents attending workshops events. Positive attainment and progress data

## Notes

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### i Prohibited conduct:

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic.

Indirect discrimination occurs when a condition, rule, policy or practice in your school that applies to everyone disadvantages people who share a protected characteristic.

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.

ii The Act specifies that having due regard to the need to advance equality of opportunity might mean:

- Removing or minimizing disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of others;
- Encouraging people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

iii Having due regard to the need to foster good relations between people and communities involves having due regard, in particular, to the need to (a) tackle prejudice, and (b) promote understanding.

