



**Statement of Compliance with the Public  
Sector Equalities Duty  
(PSED)  
Eggescliffe School**

**VERSION**

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## Introduction

The single Public Sector Equality Duty (PSED) requires public bodies to promote equality. It has three main elements that requires us 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.

The purpose of this document is to present how our school is meeting the Public Sector Equalities Duty and to set out our Equalities Objectives based on the characteristics of our school population.

## Policy Statement on Equality and Community Cohesion

Our school is committed to equality both as an employer and a service-provider:

- ✳ We try to ensure that everyone is treated fairly and with respect
  - ✳ We want to make sure that our school is a safe, secure and stimulating place for everyone
  - ✳ We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
- We recognise that for some pupils extra support is needed to help them to achieve and be successful
- ✳ We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council
  - ✳ We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- ✳ Sex
- ✳ Race/ethnic backgrounds
- ✳ Religion/faith
- ✳ Disability
- ✳ SEND needs
- ✳ Disadvantaged backgrounds

## Information on pupils by protected characteristics

Number of pupils on roll at the school (including Sixth Form): **1532 (September 21)**

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

### 3.1 Disability, Special Educational & Medical Needs

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

Number of pupils with disabilities:

There are pupils at our school with different types of special educational needs, social and emotional needs as follows:

SEN Provision	Number of pupils	Boys	Girls	% School
SEN Provision - Education, health and care plan (code E)	28	18	10	1.83%
SEN Provision - SEN support (code K)	164	106	58	10.7%
Total number of pupils with SEN (codes E, S and K)	192	124	68	12.53%
Total pupils on roll	1532	771	761	

There are pupils at our school who are supported with a range of medical needs including asthma, epilepsy, diabetes, eczema and allergies as follows:

Pupils with medical needs	Number of pupils	Boys	Girls	% School
Pupils with medical needs	353	197	156	23.04%

## 1.2 Ethnicity & Race

Description	Number of Pupils	Boys	Girls	% School
Any other Asian background	16	11	5	1.04%
Any other Black background	4	0	4	0.26%
Arab	4	2	2	0.26%
Asian and any other ethnic group	6	4	2	0.39%
Asian and Chinese	2	2	0	0.13%
Black – African	22	11	11	1.43%
Black and any other ethnic group	2	2	0	0.13%
Black Caribbean	3	2	1	0.2%
Chinese	9	4	5	0.59%
Chinese and any other ethnic group	1	1	0	0.07%
Egyptian	3	1	2	0.2%
Indian	21	10	11	1.37%
Information Not Yet Obtained	1	0	1	0.07%
Iranian	1	0	1	0.07%
Malay	1	0	1	0.07%
Other ethnic group	4	0	1	0.26%
Other mixed background	13	8	5	0.85%
Pakistani	44	21	23	2.87%
Refused	56	24	32	3.66%
Thai	2	0	2	0.13%
Vietnamese	1	1	0	0.07%
White – British	1162	586	576	75.85%
White - Other	151	79	72	9.86%

## 3.4 Religion & Belief

Religion & Belief	Number of pupils	Boys	Girls	% School
Anglican	3	2	1	0.2%
Baptist	4	2	2	0.26%
Buddhist	1	0	1	0.07%

Christian	266	124	142	17.36%
Church of England	422	222	200	27.55%
Hindu	6	2	4	0.39%
Methodist	7	3	4	0.46%
Muslim	76	40	36	4.96%
No Religion	453	244	209	29.57%
Other Christian	3	2	1	0.2%
Other Religion	25	9	16	1.63%
Refused	37	14	23	2.42%
Roman Catholic	92	42	50	6.01%
Sikh	7	4	3	0.46%
United Reform Church	1	0	1	0.07%

### 3.5 Information on Other Groups of Pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

#### 3.5.1 English as an additional language

Description	Number of Pupils	Boys	Girls	% School
Arabic	4	0	4	0.26%
Bengali	1	1	0	0.07%
Chinese	3	1	2	0.2%
Chinese (Cantonese)	3	2	1	0.2%
Other than English	4	2	2	0.26%
Panjabi	2	2	0	0.13%
Persian/Farsi	1	1	0	0.07%
Romanian	3	1	2	0.2%
Russian	1	0	1	0.07%

Spanish	1	0	1	0.07%
Tamil	1	0	1	0.07%
Urdu	7	4	3	0.46%
Yoruba	1	0	1	0.07%

### 3.5.2 Other Pupil Characteristics

Pupils on roll:	Number of pupils	Boys	Girls	% School
Service children	8			0.52%
Pupils for whom the school receives top-up funding	29	19	10	1.9%
Post looked after arrangements - includes children ceased to be looked after through adoption, special guardianship, residence order or child arrangement order	11	2	9	0.72%
Eligible for free school meals	111	61	50	7.25%

## Our Main Equality Challenges

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

- \* Achievement for disadvantaged pupils from low income families
- \* Creating a climate of understanding and acceptance by all pupils of those with differences – special educational needs, emotional needs, range of backgrounds and family circumstances
- \* Provision for pupils for whom English is an additional language Training for staff and governors on Equality and Diversity.

## How we have due Regard for Equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

### 5.1 Due regard to the need to eliminate discrimination, harassment and victimisation

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- \* We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage
- \* We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees
- \* We have a school behaviour policy that treats all children fairly and takes into account their many differences, including culture, ethnicity and ability
- \* We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents
- \* We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs
- \* We have an accessibility plan that supports all members of our school community to reach their potential through full access to all areas of school life
- \* Our complaints procedure sets out how we deal with any complaints relating to the school
- \* We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- \* We have procedures for addressing staff discipline, conduct and grievances
- \* We have a staff code of conduct that states clearly that discrimination or prejudice of any kind will not be tolerated.

## **5.2 Due regard to the need to advance equality of opportunity and foster good relations**

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

### **5.2.1 Disability (including pupils with Special Educational, social, emotional and medical needs)**

We are committed to working for the equality of people with and without disabilities.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

See appendix 1

- \* There are no significant inequalities, including those in relation to attainment and access to learning and facilities

- ✳ The relationships between disabled pupils and others is very good.

#### **How we advance equality of opportunity:**

- ✳ We support disabled learners and staff by meeting their individual needs
- ✳ We make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils
- ✳ We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them
- ✳ We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils
- ✳ We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity
- ✳ We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience
- ✳ We promote the understanding of difference and of disability and special educational needs through circle times, PSHE and assemblies
- ✳ We tackle prejudice and any incidents of bullying based on disability
- ✳ We have no recorded instances of bullying or prejudice based on special educational needs or disability
- ✳ Pupils treat each other with understanding, care and consideration, taking due account of each individual's differences
- ✳ We annually review our disability & accessibility action plan to ensure that all physical barriers to learning are removed
- ✳ Our staff receive regular health and mental health training to understand needs medically and mentally
- ✳ Counselling support is used in school for mental health, social and emotional support We
- ✳ are committed to working for the equality of people with and without disabilities.

#### **5.2.2 Ethnicity and race (including EAL learners)**

We are committed to working for the equality of all ethnic groups.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils):

- ✳ See Appendix 1
- ✳ There are no significant inequalities from different ethnic groups  
Performance is measured against national and local benchmarks, some ethnic groups may underperform, where this is highlighted practice within school is reviewed to address any needs
- ✳ We involve and consult pupils, families and communities from different ethnic and cultural backgrounds on issues that might affect pupil achievement or wellbeing.



### **How we advance equality of opportunity:**

- \* We monitor the attainment and progress of all our pupils by ethnicity
- \* We set targets to improve the attainment and progression rates of particular groups of pupils where necessary
- \* We identify and address barriers to the participation of particular groups in learning and other activities
- \* We develop particular initiatives to tackle the motivation and engagement in learning of particular groups as required
- \* We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups
- \* We link with groups, organisations and projects in the local community
- \* We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity
- \* We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- \* We ensure that the curriculum challenges racism and stereotypes
- \* The curriculum is supported by resources that reflect the diverse communities of modern Britain
- \* The school is quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity and culture, involving parents and keeping a record in order to inform the governing body
- \* We have no major incidents of bullying or harassment on the basis of race, ethnicity or culture
- \* Review our procedures for newly arrived learners – including a welcome pack and initial assessment.

### **5.2.3 Gender**

We are committed to working for the equality of women and men.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- \* See Appendix 1
- \* Performance against national and local benchmarks is at or above average for all sexes
- \* We consult all students on issues that might affect their achievement and well-being.

### **How we advance equality of opportunity:**

- \* We monitor the attainment of all our pupils by sex
- \* Neither sex are treated as homogeneous groups
- \* We set targets to improve the attainment and rates of progress of particular groups of students
- \* We are identifying and addressing barriers to the participation of all cohorts in activities
- \* Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress, for example parents are invited to come and talk about their work as part of the curriculum
- \* We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment
- \* The school promotes the spiritual, moral, social and cultural development of all pupils through assemblies, PSHE lessons and the general curriculum

- ✳ We ensure we respond to any sexist bullying or sexual harassment in line with the school policies
  - ✳ We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes
  - ✳ Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
  - ✳ There are no significant gaps in attainment or inequalities between sexes at the school **(in line with national data)**
- We will continue to be committed to equality of opportunity for all.

#### **5.2.4 Religion and Belief**

We are committed to working for equality for people based on their religion, belief and non- belief.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- ✳ We have a wide diversity of faith backgrounds in the school, including Christian, Hindu and Muslim.
- ✳ The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice
- ✳ We have no issues in relation to the needs of groups of pupils with particular faith backgrounds
- ✳ There are good relations between pupils who share a religious faith and others

#### **How we advance equality of opportunity:**

- ✳ We tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life
- ✳ We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- ✳ Through assemblies, PSHE lessons the school actively promotes the spiritual, moral, social and cultural development of all pupils
- ✳ Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values
- ✳ The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination
- ✳ There are daily assemblies that give opportunities to celebrate a variety of faiths and beliefs
- ✳ Children have the opportunity to visit local places of worship representing a variety of faith communities
- ✳ If they arose we would tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-semitism and Islamophobia
- ✳ We aim to continue our spiritual, moral, social and cultural development policies and to promote equality based on religion belief and non-belief.

## **Our Equality Objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

### **6.1 Equality objective 1: Provide training for all staff and governors on equality and diversity**

**Progress we are making on this objective:**

Through the INSET timetable there are opportunities as they arise to provide training on equality and diversity. This will take place through the areas of safeguarding, anti-bullying and EAL. Governors will attend Trustwide training as and when available.

### **6.2 Equality objective 2: Monitor the achievement of pupils from low income and disadvantaged families (FSM)**

**Progress we are making on this objective:**

During progress meetings with senior leaders and class teachers, the progress of children from low and disadvantage families is discussed as a school priority. Progress is monitored to ensure that they are working at least at age related expectations to ensure the gap is narrowed in comparison to other pupils. Support and interventions are set up to help the progress of all pupils receiving this funding regardless of level.

### **6.3 Equality objective 3: Promote understanding and respect for differences**

**Progress we are making on this objective:**

The school ethos and curriculum promotes respect for the differences of the school community. Issues are covered through lessons, assemblies and staff training. The school encourages the promotion of British Values as well as valuing the cultural and religious identities of the school.

## APPENDIX 1: SCHOOL PERFORMANCE DATA 2019

### Key stage 4 headline reports

#### Progress 8 by pupil group

Progress 8 by pupil group													
Breakdown	Cohort	Progress 8 adjusted score		Progress 8 unadjusted score		English element		Maths element		English Baccalaureate element		Open element	
		School	National	School	National	School	National	School	National	School	National	School	National
All pupils	229	0.09	-0.03	0.09	-0.03	0.02	-0.04	-0.09	-0.02	0.14	-0.03	0.21	-0.04
Male	125	-0.10	-0.27	-0.10	-0.28	-0.36	-0.45	0.00	-0.02	0.04	-0.20	-0.14	-0.42
Female	104	0.32	0.22	0.32	0.22	0.47	0.39	-0.20	-0.02	0.26	0.14	0.63	0.35
Disadvantaged	28	-0.42	0.13	-0.44	0.12	-0.33	0.11	-0.45	0.11	-0.44	0.14	-0.52	0.12
		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like	
			-0.45		-0.46		-0.44		-0.39		-0.50		-0.48
Ever 6 FSM	26	-0.28	0.12	-0.31	0.11	-0.22	0.10	-0.33	0.11	-0.28	0.13	-0.39	0.11
		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like	
			-0.44		-0.45		-0.43		-0.39		-0.49		-0.47
Children looked after	4	-1.64	-0.02	-1.83	-0.02	-2.09	-0.03	-1.23	-0.02	-1.81	-0.02	-2.06	-0.03
		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like	
			-1.11		-1.15		-1.18		-0.89		-1.18		-1.26
Other	201	0.16	0.13	0.16	0.12	0.07	0.11	-0.04	0.11	0.22	0.14	0.31	0.12
SEN EHCP	2	-1.13	-0.03	-1.13	-0.03	-1.51	-0.04	-1.24	-0.02	-1.48	-0.03	-0.45	-0.04
SEN support	16	-0.24	-0.03	-0.24	-0.03	-0.58	-0.04	0.24	-0.02	-0.29	-0.03	-0.27	-0.04
No SEN	211	0.13	0.07	0.13	0.07	0.08	0.08	-0.11	0.05	0.19	0.06	0.25	0.08
Non-mobile	224	0.08	0.00	0.08	-0.01	0.00	-0.01	-0.09	0.00	0.12	0.00	0.20	-0.01
English first language	224	0.10	-0.03	0.10	-0.03	0.04	-0.04	-0.10	-0.02	0.15	-0.03	0.23	-0.04
English additional language	4	-0.13	-0.03	-0.13	-0.03	-0.55	-0.04	0.25	-0.02	0.11	-0.03	-0.36	-0.04
<b>Prior attainment</b>													
Low overall	10	0.17	-0.22	0.17	-0.22	0.19	-0.26	0.24	-0.15	0.02	-0.20	0.27	-0.26
Middle overall	72	0.14	-0.02	0.14	-0.02	0.02	-0.02	-0.09	-0.01	0.21	-0.02	0.30	-0.02
High overall	147	0.06	0.01	0.06	0.00	0.01	0.00	-0.12	0.00	0.11	0.00	0.16	0.00
Reading low	9	0.11	-0.17	0.11	-0.17	0.15	-0.29	0.32	0.05	-0.07	-0.15	0.12	-0.27
Reading middle	76	0.26	-0.02	0.26	-0.02	-0.08	-0.09	0.24	0.09	0.39	-0.01	0.37	-0.05
Reading high	144	0.00	-0.01	0.00	-0.02	0.07	0.05	-0.29	-0.13	0.02	-0.02	0.13	0.02
Maths low	15	-0.13	-0.26	-0.13	-0.26	-0.23	-0.20	-0.32	-0.37	-0.22	-0.25	0.14	-0.24
Maths middle	75	0.24	0.00	0.23	-0.01	0.26	0.03	-0.12	-0.06	0.26	-0.01	0.42	0.01
Maths high	139	0.04	0.02	0.04	0.01	-0.08	-0.06	-0.06	0.12	0.11	0.02	0.10	-0.03