

## EQUALITY DUTIES FOR SCHOOLS



The Equality Act 2010 replaces all previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.

Under this Act, schools have two duties:

**Schools have a general duty to**

- a) **eliminate** discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) **advance** equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between people who share a relevant protected characteristic and persons who do not share it.

**They also have a specific duty**

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

**The following are protected characteristics**

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

# **Boutcher CE Primary School Statement on Equality**

**Boutcher CE Primary School** is committed to equality both as an employer and a service-provider. 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 are committed to**

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, creating a positive school culture and working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which 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.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

## **Part 1: Information**

**Pupil population:** 203 Children

Boys- 93

Girls- 110

**Prejudice related incidents and bullying:** 0

**Exclusions:** one half-day exclusion (2025)

## **Part 2: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships**

The information and data provided shows that we consider advancing equality in everything that we do and the steps we are taking to eliminate discrimination,

harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

### **Training**

Every September, on the first INSET day staff have training on KCSiE (parts 1 and 2), safeguarding procedures, whistleblowing, behaviour expectations and SEND practice.

### **Record keeping and monitoring**

We keep accurate records, where possible and appropriate, of the protected characteristics of our children and employees.

We keep a record on children's protected characteristics.

We keep a record of behaviour incidences.

We keep a record of prejudice related incidents and bullying.

We keep a record of exclusions.

### **Policies which particularly contribute to the promotion of equality**

Behaviour Policy

Anti-bullying Policy (this includes cyber-bullying and prejudice-based bullying)

Special Educational Needs and Disability (SEND) Policy

SEND Information Report

Whistleblowing Policy

Complaints Policy

Staff Grievance Policy

Online Safety Policy

AI Use Policy

Curriculum Intent

PHSE and RSE Policy

Mental Health and Wellbeing Policy

### **Curriculum**

- Our curriculum is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- It includes a broad range of areas of study within PSHE and Wellbeing Education, to eliminate discrimination, harassment and victimisation.
- Our curriculum encourages children to think about the world in which they live and to broaden their understanding of others' beliefs, cultures and faiths.
- Promotes British Values, including democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is evidenced by the work in books and the discussions in and out of class.
- Makes use of resources which challenge stereotypes. Examples include carefully chosen books by the librarian & Reading Ambassadors.
- Carefully planned Collective Worship to support spiritual development and the understanding of others in our community and wider world.

### **Engagement/consultation**

- We have a vibrant School Council which represents the profile of our school population and ensures that our children have a direct voice to discuss matters that relate to their concerns and overall wellbeing.

- We work at engaging with our parents and carers, including those who might traditionally find working with the school difficult. This is evidenced by staff being available at the end of every day & through Google Classroom.

## All Data of Progress and Achievement is for the academic year - 2024-2025

### **Disability**

We are committed to working for the equality of people with disabilities.

There are a wide range of interventions to close the gap for children with disabilities and additional needs such as through mentoring, emotional support through the whole school approach of zones of regulation, literacy and maths interventions.

There is speech and language support through a specialist therapist and HLTA interventions. There is access to professional services such as through the community paediatrician, OT, CAMHS, school nurse, autism support, our SEND consultant, a teacher of the deaf, Southwark Educational Psychology service and different outreach services such as Cherry Garden.

Learners with disabilities are supported by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

Children with disabilities are supported and enabled to take part in school events, trips and sports days.

Assemblies and curriculum resources are used to provide positive images and perceptions of people with disabilities. Any maintenance in the school considers general adjustments which meets the needs of all learners.

Please see Accessibility Plan, SEN Information statement and policy for supporting children with medical needs.

### **Summary data on achievement at EYFS, KS1 and KS2 of pupils with SEN**

#### **EYFS - Early Learning Goal Met**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Whole Class</b>	<b>90%</b>	<b>80%</b>	<b>83%</b>
<b>SEN</b>	<b>75%</b>	<b>25%</b>	<b>25%</b>

#### **End of Key Stage 1**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	<b>EXP+</b>	<b>EXP+</b>	<b>EXP+</b>
<b>Whole Class</b>	72%	64%	68%
<b>SEN</b>	60%	40%	20%

## End of Key Stage 2

	Reading	Writing	Maths
	EXP+	EXP+	EXP+
Whole Class	100%	91%	94%
SEN	100%	67%	67%

### Summary data on progress for the whole school and SEN students

Data shows the percentage of children that made expected or greater than expected progress across the school year in reading, writing and maths.

	Reading	Writing	Maths
Whole School	90%	82%	87%
SEN	59%	45%	55%

### Data on participation in after school clubs

Percentage of children that attended Homework Club and those that attended at least one Extra-Curricular Club

	Whole School	SEN
Extra-Curricular Clubs	77%	86%
Homework Club	48%	52%

### What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- We are committed to quality first teaching and using adaptive teaching to ensure all pupils can access the curriculum so that teaching meets the diverse needs and enable all pupils to achieve.
- We are training a staff member in Makaton and inclusive practices to support communication needs.
- We allocate expertise strategically to provide targeted support including deploying skilled staff where the need is greatest (e.g. Speech and Language Specialist HLTA in Reception)
- Our SENDCo plans and collaboratively delivers whole-school INSET, including an annual SEND-focused training day with input from specialists that work with the SEND children in our school.
- We are training staff in ELSA to support emotional wellbeing and readiness to learn.
- Our Mental Health and Wellbeing Coordinator support pupils' and staff's social and emotional needs and development.

- We provide time for staff to collaborate so they can share best practice, resources and to ensure for consistency in practice.
- We ensure that the whole staff team build strong partnerships with parents through regular communication and involvement through scheduled meetings and through staff and the SENDCo being available at the start and end of the day.
- We are developing the use of branch maps to ensure that we can track and celebrate the progress of children with SEND as well as to further their learning.

## Ethnicity and Race

We are committed to working for the equality of people from different ethnic and racial backgrounds by promoting an inclusive environment where all individuals feel respected, valued, and represented.

We actively challenge discrimination and celebrate diversity ensuring that pupils are exposed to a wide range of cultures, perspectives, and experiences.

Staff are supported through training to recognise and address bias, and we monitor outcomes to ensure that no group is disadvantaged.

We also work in partnership with families and the wider community to foster understanding, respect, and positive relationships between different ethnic and racial groups.

## Summary data on achievement at EYFS, KS1 and KS2 of pupils by ethnic group

### End Of EYFS Achievement

	Reading	Writing	Maths
Ethnic Group	EXP+	EXP+	EXP+
<b>Whole Class</b>	<b>72%</b>	<b>64%</b>	<b>68%</b>
Black	<b>88%</b>	<b>75%</b>	<b>63%</b>
Other	<b>66%</b>	<b>55%</b>	<b>77%</b>
White British	<b>63%</b>	<b>63%</b>	<b>63%</b>

### End Of Key Stage One Achievement

	Reading	Writing	Maths
<b>Ethnic Group</b>	<b>EXP+</b>	<b>EXP+</b>	<b>EXP+</b>
<b>Whole Class</b>	<b>72%</b>	<b>64%</b>	<b>68%</b>
<b>Black</b>	<b>88%</b>	<b>75%</b>	<b>63%</b>
<b>Other</b>	<b>66%</b>	<b>55%</b>	<b>77%</b>
<b>White British</b>	<b>63%</b>	<b>63%</b>	<b>63%</b>

## End Of Key Stage Two Achievement

	Reading	Writing	Maths
Ethnic Group	EXP+	EXP+	EXP+
Whole Class	100%	91%	94%
Asian	100%	100%	100%
Black	100%	82%	91%
Other	100%	86%	86%
White British	100%	100%	100%

## Whole school summary data on progress at EYFS, KS1 and KS2 of pupils by ethnic group

	Reading	Writing	Maths
	EXPECTED PROGRESS +	EXPECTED PROGRESS +	EXPECTED PROGRESS +
WHOLE SCHOOL	90%	82%	87%
ASIAN	86%	86%	91%
BLACK OTHER	80%	60%	74%
BLACK WEST AFRICAN	83%	64%	70%
MIXED WHITE AND ASIAN	78%	77%	100%
MIXED WHITE AND BLACK AFRICAN	100%	89%	89%
MIXED WHITE AND BLACK CARIBBEAN	86%	73%	72%
OTHER	95%	100%	95%
WHITE BRITISH	93%	81%	91%
WHITE OTHER	93%	100%	93%

## Data on participation in after school clubs by ethnic group

	Attendance at Homework Club	Attendance at Extra-curricular Clubs
Whole School (Rec – Y6)	48%	77%
Asian	43%	67%
Black Other	50%	92%
Black West African	48%	100%
Mixed White and Asian	100%	22%
Mixed White and Black African	38%	88%
Mixed White and Caribbean	58%	84%
Other	84%	58%
White British	53%	78%
White Other	53%	80%

## What are we doing to eliminate discrimination, promote equality of opportunity and to foster good relationships

- We actively identify achievement gaps and ensure that steps are taken to address barriers to learning.
- Details of special events, international days, class and school productions and sports days which help to promote community cohesion and pupil's understanding of different cultures and ethnic backgrounds.

- Promote understanding of different cultures and beliefs through curriculum learning, visits, and local places of worship
- Details of visits to local places of interest and worship.
- The curriculum is carefully designed to support all pupils to understand, respect and value difference and diversity and ensure that the curriculum challenges racism and stereotypes.
- Celebrate diversity through events, international days, performances, and whole-school activities.
- Encourage staff collaboration and sharing of inclusive practice.
- Build strong partnerships with parents and the wider community to support inclusion and mutual respect.

## Gender

We are committed to promoting equality of opportunity for all genders by ensuring that all pupils feel valued, respected, and able to achieve their full potential.

We actively challenge gender stereotypes through our curriculum, teaching, and wider school environment, encouraging pupils to explore a full range of interests, subjects, and aspirations.

We monitor participation and outcomes to ensure no group is disadvantaged and take steps to address any imbalances.

Through inclusive practices and positive role modelling, we foster a culture where all genders are treated fairly and with respect, and where diversity is celebrated.

## Summary data on achievement at KS2 of pupils and gender

### EYFS - Early Learning Goal Met

	Reading	Writing	Maths
<b>Whole Class</b>	90%	80%	83%
<b>Boys</b>	82%	76%	88%
<b>Girls</b>	100%	85%	77%

### End Of Key Stage One Achievement

	Reading	Writing	Maths
	EXP+	EXP+	EXP+
<b>Whole Class</b>	72%	64%	68%
<b>Boys</b>	60%	50%	70%
<b>Girls</b>	80%	80%	67%

### End Of Key Stage Two Achievement

	Reading	Writing	Maths
	EXP+	EXP+	EXP+
<b>Whole Class</b>	100%	91%	94%
<b>Boys</b>	100%	83%	92%
<b>Girls</b>	100%	95%	95%

## Summary data on progress at KS2 of pupils and gender

### Progress for the Whole School

	Reading	Writing	Maths
<b>Whole School</b>	<b>90%</b>	<b>82%</b>	<b>87%</b>
<b>Boys</b>	<b>87%</b>	<b>75%</b>	<b>86%</b>
<b>Girls</b>	<b>91%</b>	<b>87%</b>	<b>87%</b>

## Data on participation in after school clubs

	Whole School	Girls	Boys
<b>Extra-Curricular</b>	<b>77%</b>	<b>79%</b>	<b>75%</b>
<b>Homework Club</b>	<b>48%</b>	<b>45%</b>	<b>53%</b>

## What are we doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- Set and review targets to improve attainment and progress for identified groups of boys and girls
- Steps taken to address barriers to the participation of boys and girls in activities through considering ways in which we have ensured the curriculum interests both boys and girls.
- Monitoring participation in learning and enrichment activities, addressing any gender imbalances, including at playtimes and lunchtime.
- We have carefully designed a broad, inclusive curriculum that engages all pupils and challenges gender stereotypes
- We ensure a wide choice of books that reflect fair and balanced representation, including diverse characters and authors for whole class learning and through provision in the school library.
- Promote positive, non-stereotypical images of men and women through teaching, assemblies, visits, and visitors.
- Through providing a range of role models to challenge traditional gender roles and raise aspirations.
- Encouraging involvement from dads and male carers through targeted events and communication.
- Building strong partnerships with families to support inclusion and engagement.
- Maintaining an inclusive, flexible uniform policy that is not gender restrictive
- Promote respect and positive relationships between genders, and challenge discriminatory language or behaviour consistently.

## Sexual Identity and Orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

We foster an inclusive and respectful environment where all pupils and families feel safe, valued, and represented.

We actively challenge stereotypes, prejudice, and any discriminatory language or behaviour.

Staff are supported through training to deliver inclusive practice, and we ensure that resources, including books, provide fair and diverse representation.

We work in partnership with parents and the wider community to promote respect, understanding, and acceptance for all.

#### What we are doing to eliminate discrimination, promote equality or opportunity and foster good relationships

- Use teaching and learning resources to provide positive representations of diverse family setups (e.g., same-sex parents), sexual orientations, and gender identities.
- Deliver a curriculum, including diversity and identity education, that helps all pupils understand, respect, and value differences in sexual orientation, gender identity, and non-traditional families.
- Challenge stereotypes and discrimination through lessons, assemblies, and school activities.
- Take active steps to eliminate homophobic, bi-phobic, and transphobic bullying, harassment, or name-calling.
- Provide support arrangements for pupils with gender identity issues, including access to appropriate pastoral care and guidance.
- Put in place support for pupils undertaking gender reassignment, ensuring inclusion, safety, and dignity.
- Maintain a non-gender-specific uniform policy to ensure all pupils feel comfortable and included.
- Foster a school culture of respect, acceptance, and positive relationships among all pupils, staff, and families.

#### Religion and Belief

At Boutcher School we are committed to promoting equality for all people regardless of their religion, belief, or non-belief.

We respect the religious beliefs and practices of all staff, pupils, and parents, and we make reasonable adjustments to accommodate religious observance, dress, or dietary requirements.

Our curriculum and assemblies provide opportunities for pupils to learn about a range of religions and worldviews, helping them to understand, respect, and value diversity.

We actively challenge stereotypes and misconceptions, and any incidents of religiously motivated bullying, harassment, or discriminatory language are addressed promptly and consistently.

We celebrate religious and cultural festivals as part of school life to foster understanding, tolerance, and community cohesion.

By working closely with families and the wider community, we strive to ensure that pupils from all religious backgrounds feel included, respected, and able to participate fully in all aspects of school life, while promoting positive relationships between people of different faiths and beliefs.

#### What we are doing to eliminate discrimination, promote equality or opportunity and foster good relationships

- We respect the religious beliefs and practices of all staff, pupils, and parents, and accommodate reasonable requests for observance, dress, or dietary requirements.
- The curriculum is designed to support pupils to build their sense of identity and belonging, which helps them to flourish within their communities as citizens in a diverse society. We provide positive representations of various faiths and beliefs across lessons, assemblies, and school resources.
- We promote inclusion for all of our faith groups in all parts of the curriculum.
- We ensure that our RE provision is thorough and comprehensive and complemented by each class visiting a local place of worship providing opportunities to engage with different religions and spiritual communities around us.
- We aim to participate in inter-faith week each year and encourage families to share their faith with the school community.
- We encourage the involvement of parents and families in celebrations based on the different religions. These have included special assemblies, displays, talks and sharing experiences and customs around significant festivals.
- We challenge stereotypes, prejudice, and misconceptions related to religion and belief through teaching and school culture. If required, we would take prompt and consistent action against religiously motivated bullying, harassment, or discriminatory language.
- We support pupils from all religious backgrounds to participate fully in school life while feeling respected and included
- We promote a school culture of mutual respect, inclusion, and understanding through the British Values that strengthens relationships between pupils of different religions and beliefs.

### **Part 3: Our equality objectives**

The Equality Act 2010 requires us to publish specific, achievable 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.

#### **Equality Objective 1: Close the attainment gap between black African and black Caribbean pupils in line with other pupils in writing across the school**

##### Success Criteria:

Teachers will target these children within English lessons and provide pre-teaching or interventions where appropriate.

Teachers will moderate the work of these children as a priority at staff moderation meetings.

These children will read to an adult more regularly.

Children will make more than expected progress in writing across the school.

### **Equality Objective 2: Close the attainment gap between boys and girls in writing at the end of KS2**

#### Success Criteria:

Ensure that the reading and writing texts are representative of boys.

Teachers will moderate the work of a sample of boys as a priority.

Boys will achieve in line with girls at the end of KS2.

### **Equality Objective 3: To improve systems to monitor the progress of children with SEND**

#### Success Criteria:

We recognise that our SEND KS1 achievement data is currently lower than we would like; however, by the end of KS2 this improves significantly.

We are developing our use of branch maps to celebrate and track all-round progress.

Targets will be shared more widely with adults working with the children to ensure maximum progress is achieved.

We continue to ensure that these children are regularly discussed with the class team and the SENDCo.