

Public Sector Equality Duty

Last reviewed: November 2022

This document applies to operations of Larkmead School.

Related documents:- The Equality Policy

Document Control			
Review period	12 Months	Next review	November 2023
Owner	Larkmead SLT	Approver	Teaching and Learning Committee
Category	Larkmead Procedure	Type	Internal

Public Sector Equality Duty

Equality Statement

This statement provides information about how our school ensures it meets its Specific Equalities Duties. The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account as they have protected characteristics.

- age (for employees, not for service provision)
- disability
- gender reassignment
- marriage and civil partnership (for employees)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Refer to our [Equality Policy](#) for definitions of these protected characteristics.

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

This policy applies to both students and adults and its principles and values apply equally to everyone.

General Duties

The three aims of the Public Sector Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty. They are to:

1. publish information to demonstrate how the school is complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic
2. prepare and publish equality objectives.

Principles and values

We will collect and use equality information to help us to:

1. identify key issues
2. understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby, plan them more effectively
3. assess whether we are discriminating unlawfully when carrying out any of our functions
4. identify what the key equality issues are for our organisation
5. publish information to demonstrate how our school is complying with the PSED
6. prepare and publish objectives to meet our PSED.

Contents

Appendix 1 provides information about our school

Appendix 2 outlines the equality objectives for our school

Appendix 3 gives the Public sector equality duty as it appears in the Equality Act 2010

Appendix 1

Recent school data is available from internal data for the most recent academic year. The School Performance Summary Document (available through ASP) gives validated school and national data but this is only available in the middle of the following year. It therefore may only have been given for the previous completed academic year.

Basic characteristics trends (incl. 6th form)

	2021-22 National	2020-21 Larkmead	2021-22 Larkmead	Current Larkmead
Number on roll	1042	811	825	865
Male %	50.3 %	47.6 % (386)	48.2 % (398)	49.1% (425)
Female %	49.7 %	52.4 % (425)	51.8 % (427)	50.8% (440)
Ever 6 FSM %	26.9 %	20.4 % (165)	19.4 % (158)	17.4% (151)
Minority ethnic groups %	34.7 %	19.1 % (155)	21.9 % (181)	24.0 % (208)
SEN with statement or EHC plan %	2.2 %	0.7 % (6)	1.8 % (15)	2.9% (25)
SEN support %	11.9 %	15.3 % (124)	15.5 % (128)	15.1% (131)
English additional language %	17.6 %	9.5 % (77)	10.4 % (86)	12.8% (111)

Source: Internal school records for current academic year.
"Basic characteristics trends" report from ASP.

Suspensions (as a percentage of the pupil group)

	2020-21 National	2020-21 Larkmead	2021-22 Larkmead
All pupils	8.48 %	11.98 % (101)	11.4 % (94)
Male	11.33 %	16.79 % (68)	19.6 % (78)
Female	5.61 %	7.53 % (33)	3.7 % (16)
Ever 6 FSM	20.59 %	25.37 % (34)	29.1 % (46)
Minority ethnic groups	--	--	--
SEN with statement or EHC plan	27.16 %	0.00 % (0)	20.0 % (3)
SEN support	22.83 %	18.46 % (24)	22.7 % (29)
English additional language	5.04 %	3.88 % (4)	7.0 % (6)

Sources: Internal school records for previous academic year.
"School level exclusions" report from ASP for historic national data.

Permanent Exclusions

	2020-21 National	2020-21 Larkmead	2021-22 Larkmead
All pupils	0.10 %	0.00 % (0)	0.0 % (0)
Male	0.15 %	0.00 % (0)	0.0 % (0)
Female	0.05 %	0.00 % (0)	0.0 % (0)
Ever 6 FSM	0.24 %	0.00 % (0)	0.0 % (0)
Minority ethnic groups	--	--	0.0 % (0)
SEN with statement or EHC plan	0.17 %	0.00 % (0)	0.0 % (0)
SEN support	0.31 %	0.00 % (0)	0.0 % (0)
English additional language	0.06 %	0.00 % (0)	0.0 % (0)

Sources: *Internal school records for previous academic year.*
"School level exclusions" report from ASP for historic national data.

Bullying incidents

Few bullying incidents were recorded during the periods below. This may have been as a result of Covid-19 and the lockdown in 2020-21 but also reflects a change of culture, where instances of name-calling and physical violence are more easily identified and dealt with before becoming persistent in nature. Nationally, bullying most commonly is now online and occurs outside of school.

Of the recorded bullying incidents during the period, the victims had protected characteristic as follows:

	2020-21 Larkmead	2021-22 Larkmead
All pupils	2	5
Male	0	2
Female	2	3
Ever 6 FSM	0	0
Minority ethnic groups	0	0
SEN with statement or EHC plan	0	0
SEN support	0	1
English additional language	0	1

Source: *Internal school records (CPOMS).*

Progress 8

Due to Covid 19, and the reliance on CAGs and TAGs for assigning grades to students, Progress 8 data is not available for 2020-21. Data from the previous two years has been reported here.

	2020-21		2021-22	
	National	Larkmead	National	Larkmead
All pupils	-0.03	-0.26 (-0.220) ¹	-0.03	-0.40 (-0.25 ₅) ¹
Male	-0.27	-0.46 (-0.420) ¹	N/A	-0.72 (-0.60 ₂) ¹
Female	+0.22	-0.03 (+0.010) ¹	N/A	-0.16 (+0.01 ₃) ¹
Ever 6 FSM %	+0.12 (-0.44) ²	-0.67 (-0.342) ¹	N/A	-0.98 (-0.70 ₂) ¹
Minority ethnic groups %	N/A	N/A	N/A	N/A
SEN with statement or EHC plan %	--	+0.00 (+0.110) ¹	N/A	-3.10 (-1) ¹
SEN support %	--	-0.48 (-0.151) ¹	N/A	-1.18 (-0.85 ₂) ¹
English additional language %	--	+0.60	N/A	N/A

¹ Best entry, outliers removed (number removed shown as subscript).

² Like-for-like figure from ASP

Sources: "Progress 8 by Pupil Group" report from ASP.
Internal school records for best entry data¹.

School Workforce

	Sept 2021 Larkmead	Sept 2022 Larkmead
Teaching workforce	59	59
Male	18	21
Female	41	38
Support/site staff workforce	49	48
Male	12	13
Female	37	35

Source: Internal school records.

Appendix 2

Equality objectives

- To build the learning capacities of all students and develop self-confidence, aspiration and resilience.
- To increase the students' understanding and respect for all diversity, including religious, cultural, ethnic and sexual diversity, through the Personal Development Curriculum.
- To reduce the occurrence of all behavioural incidents by actively promoting tolerance and respect across the curriculum and instilling an ethos of reflection and restoration following any incidents.
- To track progress and predicted attainment of all students and ensure that those with a protected characteristic achieve a positive Progress 8 measure.
[In particular, to narrow the gap between disadvantaged students and their peers in all subjects.]
- To reduce the number of exclusions for all students, including those that share a protected characteristic.

These objectives are described in more detail in the school development and improvement plan. Progress towards achieving these objectives is under constant review and is reported to governors at every local governing body meeting.

Appendix 3

Equality Act 2010

UK Public General Acts → 2010 c. 15 → Part 11 → Chapter 1 → Section 149

149 Public sector equality duty

(1) A public authority must, in the exercise of its functions, have due regard to the need to—

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- (a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- (c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- (a) tackle prejudice, and
- (b) promote understanding.

(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are—
age;
disability;
gender reassignment;
pregnancy and maternity;
race;
religion or belief;
sex;
sexual orientation.

(8) A reference to conduct that is prohibited by or under this Act includes a reference to—

- (a) a breach of an equality clause or rule;
- (b) a breach of a non-discrimination rule.

(9) Schedule 18 (exceptions) has effect.

<http://www.legislation.gov.uk/ukpga/2010/15/section/149>