

## PUBLIC SECTOR EQUALITY DUTY ANNUAL REPORT TO THE GOVERNING BODY

School:	Newton Burgoland Primary School
Dates covered:	2023/24

### Part 1: Our School and Its Population

#### Background:

A school is a public authority and therefore must comply with the Equality Act 2010. It must have due regard 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.

The protected characteristics within this are:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

Schools are required to publish details of how they comply with the public sector equality duty, updating this every year; and also, their equality objectives, updating these at least every 4 years.

**Where individuals maybe identified via this report, data is not included.**

#### Part 1: Pupils Contextual Data

The school only holds data on pupils regarding age, disability, race/ethnicity and sex. The data held is as follows:

	2023/24	2024/25	2025/26
% pupils male	40%		
% pupils female	60%		
% SEND with EHCP	1.2%		
% SEND support	21%		
% with a physical disability	0		

	2023/24	2024/25	2025/26
Number of bullying or prejudice incidents related to disability	0		
Number of bullying or prejudice incidents related to other SEN	0		
Number of bullying or prejudice incidents related to a person's sex	0		
Number of bullying or prejudice incidents related to a person's actual or alleged sexual orientation	0		
Number of bullying or prejudice incidents related to gender reassignment	0		

**Commentary on Sex and Disability data:**

The school population is increasingly female, especially in some classes. We adopt a random seating approach to ensure that groups are always mixed.

**Pupils: Race and Ethnicity**

*The majority of pupils are white British.*

	2023/24	2024/25	2025/26
Number of bullying or prejudice incidents related to race or ethnicity	2		

**Race and Ethnicity: commentary**

Although we do not have a diverse population the school works hard to ensure inclusion. Ofsted graded the school as outstanding for behaviour and personal development in 2024.

**The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Many high-quality displays around the school site capture the dedicated work of staff and pupils in celebrating what makes people unique, including different religious festivals and family relationships. The school ensures that all pupils benefit from enriching experiences, particularly those from disadvantaged backgrounds.**

**Context: Religion and Belief**

Schools will not normally hold data about the beliefs of children or their parents, nor should they attempt to make estimates (for, example, on the basis of ethnicity). However, schools may hold incidental data which sheds light on how well they are managing issues of equality in this regard.

	2023/24	2024/25	2025/26
Number of prejudice or bullying incidents relating to religion	0		
Number of children who are withdrawn from RE and/or assembly	0		

**Religion and Belief: commentary**

*Are there any patterns or trends with religion and belief that are significant? Are there any cultural barriers that affect your ability to meet the three duties outlined above?*

Ofsted graded the school as outstanding for behaviour and personal development in 2024. See commentary above.

**Complaints:**

*Any complaints made by parents, in line with your complaints policy, about issues specific to equalities characteristics where prejudice was suggested.*

	2023/24	2024/25	2025/26
Age	0		
Disability	0		
Sex	0		
Race/ethnicity	0		
Religion/belief	0		
Gender re-assignment	0		
Sexual orientation	0		

**Complaints: commentary**

*Are there any patterns or trends with parental complaints that are significant? Are there any issues that reflect on your ability to meet the three duties outlined above?*

There have been no complaints from parents about any equality issue this school year.

**Part 2: School Outcome data**

	<b>Are there any significant variations between different groups, and if so how are you responding?</b>
Attendance:	none
Achievement:	none
Behaviour: removal from lessons <sup>1</sup>	0
Behaviour: suspensions	0
Behaviour: exclusions	0
Participation in activities: <sup>2</sup>	0

<sup>1</sup> You may wish to amend this indicator, depending on how your behaviour system operates.

<sup>2</sup> By this we mean participation in extra activities such as sports teams, after school clubs, trips etc. For example, do girls and boys participate equally in extra-curricular activities? If not, why not?

**School Outcomes: commentary**

*Are there any patterns or trends in any area of your outcomes that are significant? For example, are there significant issues affecting the performance of any relevant group of pupils? Are there any barriers that affect your ability to meet the three duties outlined above?*

Groups are small and are not statistically significant. Al Newton Burgoland Primary school all pupils are individuals and are supported to achieve.

**Part 3: Staff**

Employers with over 250 staff are required to report on the gender pay gap. The school does not meet this level.

The school does not collect staff information about several aspects of the protected characteristics. Available information is as follows:

Number of staff employed:	15
Male/female balance:	1 male member of staff
Staff pregnant or on maternity:	1

Number of complaints made by staff where prejudice was a factor in the complaint:

	2024/25	2025/26	2026/27
Number of complaints:	0		
Protected characteristic(s) cited in the complaint:	0		

**Staff: commentary**

*Are there any patterns or trends regarding staff that are significant? Are there any issues that affect your ability to meet the three duties outlined above?*

We are aware that the staff is overwhelmingly female. We employ a coaching agency and a music teacher to give pupils male role models.

#### Part 4: Progress against our Equality Objectives

The time period covered by our current objectives is:	2022-2025
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*For each of your objectives, **briefly** summarise the actions you have taken and the progress you have made over the past year. Take account of any issues within your accessibility plan in terms of making the curriculum, buildings and information accessible to all.*

Obj	Nature of objective	Actions and Progress
1	<b>Achievement for all pupils at the school</b>	The school has been working with all staff to develop SEND provision and partnership with parents.
2	<b>Participation, Behaviour &amp; Attendance, promotion of British Values, tolerance and understanding.</b>	The school has achieved the Rainbow Flag award and is working with the Stephen Lawrence centre.  Site access remains a challenge for disabled users due to change of level and the age of the building.