

BELTON CE PRIMARY SCHOOL PUBLIC SECTOR EQUALITY DUTY REPORT		
Status:	Statutory	
Dates covered:	2023/24 2024/25 2025/26	

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.

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	49.46%	59.46%	58.21%
% pupils female	50.54%	40.54%	41.79%
% SEND with EHCP	3.2%	5.4%	0%
% SEND support	12.9%	12.16%	10.45%
% with a physical disability	1.08%	0	0

	2023-24	2024-25	2025-26
Number of bullying or prejudice incidents related to disability	0	0	0

Number of bullying or prejudice incidents related to other SEN	0	0	0
Number of bullying or prejudice incidents related to a person's sex	0	0	0
Number of bullying or prejudice incidents related to a person's actual or alleged sexual orientation	0	0	0
Number of bullying or prejudice incidents related to gender reassignment	0	0	0

Commentary on Sex and Disability data:

The student population shows there are more males than females. The school has considered the impact of this trend, especially in relation to how pupils are grouped by ability during lessons. As a result, we have adopted a more flexible approach to ensure groupings are always mixed.

Pupils: Race and Ethnicity

You do not need to list all ethnicities present in the school. We suggest you list groups with 5% or more of the NOR here.

	2023-24	2024-25	2025-26
% White British	91.4%	90.6%	92.3%
%Other Background	8.6%	9.4%	7.7%
% whose first language is English	98.93%	98.7%	98.47%
% whose first language is not English	1.07%	1.3%	1.53%

	2023-24	2024-25	2025-26
Number of bullying or prejudice incidents related to race or ethnicity	1	0	0

Race and Ethnicity: commentary

The school community is not ethnically diverse. It is a large part of our ethos to recognise different ethnicities and race through out curriculum for example schools linking projects, trip to multi faith places of worship and celebrating multifaith week

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	0	0
Number of children who are withdrawn from RE and/or assembly	0	0	0

Religion and Belief: commentary

No such incidents were reported

Complaints:

This section is to record 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	0	0
Disability	1	0	0
Sex	0	0	0
Race/ethnicity	0	0	0
Religion/belief	0	0	0
Gender re-assignment	0	0	0
Sexual orientation	0	0	0

Complaints: commentary

No parents have raised any concerns regarding equality issues so far this school year.

Part 2: School Outcome data

	Are there any significant variations between different groups, and if so how are you responding?
Attendance:	Due to small numbers of children There are no significant variations between the different groups
Achievement:	Due to small numbers of children. There are no significant variations between the different groups
Behaviour: removal from lessons	There has been 2 instances of removal from lessons. These were male
Behaviour: suspensions	There were 3 exclusions over the last year for physical behaviour. These were male
Behaviour: exclusions	0
Participation in activities:	80% of all children attend an after school club

School Outcomes: commentary

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:	13
Male/female balance:	1:12
Main ethnic groups (10% or more):	White British
Staff with registered disability:	0
Staff pregnant or on maternity:	0

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

	2023-24	2024-25	2025-26
Number of complaints:	0	0	0
Protected characteristic(s) cited in the complaint:	0	0	0

Staff: commentary

No complaints made where prejudice was a factor

Part 4: Progress against our Equality Objectives

The time period covered by our current objectives is:	4 years - September 2023 - July 2027
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Obj	Nature of objective	Actions and Progress
1	To improve the progress and attainment of all disadvantaged and SEND pupils so that the difference between their outcomes and those of other pupils nationally decreases	The Pupil Premium strategy is produced each year which clearly states the rationale behind the use of the PPG funding and actions as a result. Annual attainment and progress data is collected for all disadvantaged and SEND pupils and analysed closely relative to individual starting points.
2	To address any gender differences identified in outcomes across the school	Attainment and progress data is collected and analysed termly / annually for each gender across all subjects. Where gaps are identified, targeted interventions, curriculum adaptations, and the introduction of relevant role models are implemented to address them.

3	To improve attendance of disadvantaged children	Attendance percentages are tracked termly, separately for disadvantaged pupils (e.g., those eligible for free school meals or Pupil Premium) and non-disadvantaged pupils each term. This data is shared with our attendance officer who supports and or intervenes where necessary to improve attendance of any identified individuals.
4	To ensure that materials used in school promote equality and diversity	Children's attitudes and actions reflect a tolerant view of those around them who they may perceive as 'different'. The school has embraced the 'Everyone's Welcome/No Outsiders' materials to support promotion of equality and diversity.
5	To increase the membership of disadvantaged pupils <i>and pupils with SEND</i> in out of school clubs and activities	Take up of clubs and extra-curricular experiences across all groups is broadly equal as clubs and activities are carefully selected to meet need. We still have a proportion of our disadvantaged students who do not update clubs. We are working with parents to encourage their uptake