Avondale Primary School

Public Sector Equality Duty

This policy was reviewed by: Stacey Duckett
This policy was adopted by the Governing Body in January 2026
It will be reviewed January 2027

"For learning, smiling and remembering"

Introduction

This policy provides information on how Avondale Primary School ensures that it meets its statutory requirements

Specific Equality Duties.

Schools are required by the Public Sector Equality Duty to publish information about Equalities.

The policy outlines the commitment of the staff, pupils and governors of Avondale Primary School to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the equal opportunity, achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- Governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

Statement of Principles

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Avondale Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination (Single Equalities Act 2010).

At Avondale Primary School our admissions arrangements are fair and transparent. We aim to provide all our pupils with the opportunity to succeed and reach their full potential. The achievement of pupils will be monitored by the Head teacher/SLT where appropriate - in light of the protected characteristics outlined in the Equality Act 2010. This data will be used to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We will endeavour to ensure that when we buy services from another organisation that will help us provide high quality education, that organisation will comply with equality legislation. This will be a significant factor in any tendering process.

This policy outlines the commitment of the staff and Governors to promote equality by providing a working environment free from discrimination, bullying, harassment and victimisation.

Statutory Requirements

The Equality Duty has two parts – the general duty and the specific duties. The general duty requires us to consider how our policies, practices and day-to-day activities impact on students and staff.
The information required to be published and analysed must be linked to the three aims (General Duties) of the Public Sector Equality Duty and are as follows;

- To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- To advance equality of opportunity between people who share a protected characteristics and those who do not.
- To foster good relations between people who share a protected characteristics and those who do not.

The **specific duties**, which will help us to fulfil our obligations under the general duty, require us to:

- **Publish information to demonstrate how we are complying with the Public Sector Equality Duty;**
- **Prepare and publish equality objectives**

In light of the specific duties the school will publish and review annually appropriate information. We will also prepare and publish equality objectives that will be outcome focused.

The Equality Act 2010 identifies the following areas as protected characteristics:

- *Age*
- *Disabilities*
- *Gender reassignment*
- *Marriage and Civil Partnerships (but only in request of eliminating unlawful discrimination.)*
- *Pregnancy and Maternity.*
- *Race (including ethnic or national origins, colour and nationality.*
- *Religion and belief.*
- *Sex.*
- *Sexual Orientation.*

School in Context

Avondale Primary School is a larger than average two form entry primary school with 403 pupils on role in January 2026. Pupils come from a range of socio-economic backgrounds. The achievement of pupils is monitored by race, gender and disability and the data will be used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and create an environment that embraces respect for all.
Presently there is no significant difference between the percentages of ethnic minority children eligible for free school meals (or the pupil premium grant) compared with those who have English as their first language. A higher than national percentage of pupils are identified as having SEND and the school's deprivation indicator is significantly lower than national. Stability, that is the number of children moving from and to school, is high (there is little movement).

AVONDALE SCHOOL % OF BOYS TO GIRLS				
Gender	2021-2022	2022-2023	2023-2024	**2024-2025**
Girls	51	51%	51%	**46.9**
Boys	49	49%	49%	**53.1**
AVONDALE SCHOOL % OF ETHNIC BACKGROUNDS				
Ethnicity	2021-2022	2022-2023	2023-2024	**2024-2025**
Any other Asian background	1.2	1.2%	2.3%	**1.7%**
Any other Black background	0.1	0%	0.2%	**0.3%**
Any other White background	1.2	1.7%	1.8%	**1.7%**
Any other ethnic group	0.5	0.5%	1.4%	**1.2%**
Any other mixed background	0.2	0.5%	1.4%	**0.6%**

Bangladeshi	1	1%	0.7%	**0.6%**
Black-African	1	1%	1.6%	**2%**
Chinese	0.7	0.7%	0.4%	**0.6%**
Information Not Yet Obtained	0.5	0%	0.0%	**0%**
Pakistani	2.2%	2.2%	0.4%	**3.8%**
Refused	0.5	0.5%	0.4%	**0.6%**
White - British	88%	87.5%	83%	**83.4%**
White and Asian	2	2.%	2.3%	**1.5%**
White and Black African	0.7	0.7%	0.7%	**0.9%**
White and Black Caribbean	0.2	0.2%	0.2%	**0.6%**
AVONDALE SCHOOL % OF SEND NEEDS				
SEN Need	2021-2022	2022-2023	2023-2024	**2024-2025**
EHCP	2%	1.7%	2.3%	**3.5%**
No SEN Need	83%	82.3%	83.6%	**80.8**
SEN Support	15%	15.9%	14%	**15.7%**
AVONDALE SCHOOL % SEND CATEGORIES				
SEN Category	2021-2022	2022-2023	2023-2024	**2024-2025**
Autistic Spectrum Disorder	0.4%	1.2%	0.2%	**2.6%**
Hearing Impairment	0%	0%	0%	**0.6%**
Moderate Learning Difficulty	8.5%	5.6%	1.9%	**1.7%**
Other Difficulty/Disability	0%	0.5%	0.2%	**0.3**
Physical Disability	0.9%	1%	0.7%	**0.9%**
Social, Emotional and Mental Health	7%	5.6%	3.7%	**4.7%**
Specific Learning Difficulty	0.2%	0.2%	1.2%	**0.3%**
Speech, Language or Communication Need	6.8%	11.%	9.4%	**11.1%**
Visual Impairment	0	0%	0%	**0.3%**
Multi-sensory impairment	0	0.2%	0%	**0%**
AVONDALE SCHOOL % ATTENDANCE				
Attendance Type	2021-2022	2022-2023	2023-2024	**2024-2025**
Authorised absence as a percentage of total sessions possible	4.6%	3.9%	3.4%	**3.1%**
Unauthorised absence as a percentage of total sessions possible	0.9%	0.9%	1.2%	**1.1%**
Overall absence as a percentage of total sessions possible	5.5%	4.9%	4.7%	**4.2%**

How Avondale Primary School Meets the General Duties

To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

At Avondale Primary School, implementation of our Public Sector Equality Duty with regards to discrimination, harassment and victimisation:

Governors are responsible for:

- Ensuring the school adopts and reflects the relevant equality legislation
- Ensuring that the school Public Sector Equality Duty and its procedures are followed

The Head Teacher is responsible for:

- Ensuring the Public Sector Equality Duty and its procedures are followed
- Ensuring the Public Sector Equality Duty is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the School Equality Objectives and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination against members of any protected group

All staff are responsible for:

- Racist, homophobic and other hate-incidents
- The recognition and tackling of bias and stereotyping
- The promotion of equal opportunities
- The avoidance of discrimination against anyone and, in particular, members of protected groups.
- The need for keeping up to date with the law on discrimination
- The opportunity for taking up training and learning opportunities

All students are treated as individuals throughout the year. At the point of induction, parents are free to discuss any specific requirements their child may have with regards to any of the relevant protected characteristics and support plans will be put in place.

Equality considerations are built into our admissions policies which are fair and transparent and do not discriminate on the grounds of any of the protected characteristics. We ensure that children with an EHCP have priority.

Bespoke attainment targets are set for every student that recognise their starting points and help stretch them to maximise their full potential. Every students' performance is reviewed regularly as part of our monitoring procedures. The school leadership team keep an overview of performance to ensure every child's progress is maintained. The attainment and progress of children sharing a protected characteristic is then compared with those that do not – this is monitored by the SLT as part of pupil progress meetings.

Attitudes that promote discrimination are challenged and staff seek to achieve this with all stakeholders including pupils by both example and active promotion. Examples of this are the teaching of issues surrounding bullying, nurturing groups, use of outside agencies such as Blackburn Rovers Community Trust and one to one sessions with PWBC/other specialist teachers.

The school deals with discriminatory incidents seriously and parents are informed of the action taken. Incidents are shared with all staff who are involved with the pupils and in some cases this leads to a referral to the PWBCo or SEND team. Any racist incidents. are recorded in line with the Blackburn with Darwen Council guidelines.

To advance equality of opportunity between people who share a protected characteristic and those who do not

Avondale Primary School is an inclusive school and we provide excellent access to education with the achievement and attainment of all pupils being promoted. The SENCO, pupil well-being coordinator and phase leaders work closely with staff in each phase to ensure equality of opportunity for all protected groups. The school strives to improve equal opportunities. Examples of this work can be seen in the 'School Development Plan', regular monitoring of teaching and learning, individual education plans, staff training and in planning.

Identification is seen as a key element to ensuring equality of opportunity. Regular analysis of data in undertaken from the earliest stages of education. Screening for common specific learning difficulties, parental and child concerns and the opinions of staff at all levels are the main strategies in the identification of special educational needs.

Intervention is targeted in response to the identification. The SEND team liaise closely with class teachers. This allows for flexible planning that can respond quickly to changes in the pupil's needs.

Some examples of the above in practice at Avondale:

- Student leadership levels in school accessible to all pupils e.g. School Councillors, Eco-Councillors, House Captains, Seeds and Gardeners.
- Enrichment clubs accessible to all pupils – this is monitored and specific children targeted where necessary.
- Lunchtime adjustment for children with additional needs e.g. behavioural, medical.
- Additional parent meetings organised with SENCO/PWB co-ordinator for children with SEND.
- Specialist equipment for those needing assistance – aim is to enhance their ability to be independent.
- Transition meetings with nursery and secondary providers.
- Specific support for pupils and their families regarding gender support.
- Positive role models welcomed into school to support children and families
- Jigsaw PSHE scheme of work used to deliver PSHE lessons
- 'Picture News', used weekly detailing a weekly news story and highlighting a particular protected characteristic
- 'Equality, Diversity, Inclusion' training for staff, which has allowed them to develop a better understanding around legislation, the protected characteristics and unconscious biases.

To foster good relations between people who share a protected characteristic and those who do not

The school fosters good relations between pupils through its collective worship, RE curriculum, PSHE curriculum and pastoral provision. The school has developed strong links with the local community. The school seeks to involve parents and families from the start of their connection with the school and this work is continued throughout their Avondale Adventure. Events are held throughout the year that reflect the cultures of various communities as well as those that reflect British culture. We also provide termly parent/teacher evenings and several parental workshops.

Some examples of the above in practice:

- Assemblies delivered on British Values by outside agencies e.g. Tolerance Assembly, Citizenship Workshop with Blackburn Rovers, Extremism.
- A range of displays around the school building including anti-bullying, tolerance, women who changed the world, successful celebrities with disabilities.
- Anti-bullying Week
- Interfaith events - pupils visiting places of worship of differing faiths, visits and speakers from a variety of faiths, genders, ages, races and ethnicities.
- Ensuring Avondale is seen as an active school within our community: singing events - Carols in the Woods, Friends of Sunnyhurst Community, Elderly residents sing - a – long, Darwen Market sing-a-long, participation in sporting events including those for children with disabilities, visits to local secondary schools, planting of trees on school field.
- Eco Award
- Our RE curriculum celebrates diversity and respects for all faiths
- Promotion of our school values
- Linking Schools initiative – Year 3 children collaboratively working with different socio economic and faith backgrounds to ensure the fostering of good relationships.
- School council initiatives e.g. charity donations/events – red nose day, MacMillan Coffee morning, donations to foodbank
- Support for local foodbank including fundraising to supply goods.

- Year 6 attendance at the Remembrance Service at Darwen Cemetery.
- Competition against other schools e.g. sporting, debating.
- An updated revised curriculum for 'Relationships, Health and sex Education' (RHSE) including LGBTQ – September 2020.
- Staff always available to discuss any concerns/queries with parents/pupils either before school or after school.
- Head teacher, Assistant head teachers, Pupil Wellbeing Co-ordinator available to communicate with/support families on the playground before and after school
- 'Equality, Diversity, Inclusion' training for staff, which has allowed them to develop improved understanding around legislation, the protected characteristics and unconscious biases.

Participation, Engagement and Satisfaction with our Equalities Practices

We have involved a range of stakeholders to develop our Public Sector Equality Duty and objectives which include pupils, parents, staff and governors. School has sought parents' and pupils' aspirations and opinions about their pupil progress, as well as using responses collected from questionnaires given to a sample group of parents and pupils. The Public Sector Equality Duty has been presented to the Senior Leadership Team and the Governing Body.

Workforce, staffing and training

Avondale has a diverse workforce. Information on the school's employees can be found in the 'Workforce Census'. This information is produced annually. The school provides CPD for staff at all levels that will equip them to support children, when dealing with equality issues.

Last reviewed January 2026