

Meeting the Duties of the Equality Act 2010: Equalities Information and Analysis

Supporting document

The purpose of this document is to aid schools in meeting its statutory duties within the Equality Act 2010 and to support school's self-evaluation to enable effective and appropriate equality objective(s) to be published, in order to ensure a growing culture of equality within Suffolk schools. CEOs, School leaders, Governors may choose to use it to add to their existing processes if it would be helpful to ensure the school is meeting its duties.

Schools are required to adhere to the following three aspects of the General Duty within the Equality Act 2010

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

To help schools in England meet the General Equality Duty, there are two specific duties that they are required to carry out. These are:

- to publish information to demonstrate how they are complying with the equality duty (including publishing their school composition in terms of protected characteristics)
- to prepare and publish one or more specific and measurable equality objective

School Composition

Much of this pupil information is available on the School Improvement Summary (SIS) sheet on [Perspective Lite](#) . Please contact an LA officer if you need support to access this.

Schools only need to share composition of staff if they have more than 150 employees.

		Number	% of cohort	Comments
Gender	Male	179	45.66	

	Female	213	54.34	
Gender reassignment	Includes those pupils questioning their gender identity, trans, non-binary or gender non-conforming	-	-	
Ethnicity	Asian or Asian British: Indian	11	2.8	
	Any other Asian background	9	2.3	
	Black or Black British: African	3	0.8	
	Mixed: White and Asian	1	0.3	
	White: British	302	77	
	Irish Traveller	2	0.5	
	Gypsy and traveller	1	0.3	
	Any other white background	54	13.7	
	Other	4	1	
	Not obtained	5	1.3	
SEND	EHCP	13	3.3	
	SEN Support	88	22.4	
	No SEN	291	74.2	
Primary need	Cognition and Learning (including specific learning difficulties)	19	4.8	
	Communication and interaction (including speech language communication needs, ASD)	40	10.2	
	Social, Emotional & Mental Health	35	8.9	
	Physical	5	1.3	
	Sensory	0	0	
	Medical	2	0.5	
	Moderate learning difficulties	0	0	
	Severe learning difficulties	0	0	
	Profound multiple learning difficulties	0	0	
	Other	0	0	
Religion or belief	No religion	219	55.9	
	Baha'i	-	-	
	Buddhist	0	0	
	Christian	109	27.8	

	Hindu	7	1.8	
	Jain	-	-	
	Jewish	0	0	
	Muslim	2	0.5	
	Sikh	0	0	
	Other	12	3.1	
	Refused/Did not answer	45	11.5	
Pregnancy and maternity		-	-	Data in this category may be sensitive and, in some cases, unknown. Despite this consideration must be given to pupils who are pregnant or recently given birth
Sexual Orientation		-	-	Data in this category may be sensitive and, in some cases, unknown. Despite this, consideration must be given to the needs of pupils with regards to sexual orientation

NB It may be helpful for schools to consider applying their own knowledge of pupils/families when categorising pupils if it is not straightforward.

Advance the equality of opportunity for people with protected characteristics

As with all aspects of their work to analyse and evaluate the impact of their work / provision; School leaders will use an appropriate range of data / information / evidence for their setting to analyse and ensure they are taking steps to meet differing needs of their cohort.

Questions to consider:

What does the **progress data/information** for your school or setting indicate about trends for any identified group within the protected characteristics?

Attendance for children with SEND is lower than their average cohort which has an impact on their progress. 77% of pupils with an EHCP are boys and 65% of our SEN pupils are boys. However, despite this, pupils with SEND do make good progress from their starting points.

Pupils who are EAL have higher than average attendance and perform in line with or better than their peers and participate more fully in school based interventions than their peers. Girls continue to perform slightly better than boys in non-EAL groups.

What does the **attainment /outcome** data for your school or setting indicate for any identified group within the protected characteristics?

Whilst pupils with SEND do not always reach ARE outcomes they do make good progress from their starting points. Children who are EAL perform in line with or better than their peers. Girls continue to perform slightly better than boys in non-EAL groups.

What is the demographic of the pupils attending **extra-curricular activities**? What is the representation of protected groups attending these activities?

All pupils are invited to attend a wide range of extra-curricular opportunities. Bespoke support is offered to children as required in order for them to access this provision. Children with SEND or EAL or most vulnerable are more likely to attend than their peers. We proactively invite families who would benefit from this type of activity.

What is the demographic of **excluded pupils** (FTE/PEX)? Are there any trends amongst pupils with protected characteristics?

2 pupils with SEND needs have had a FTE this year. 4 non-SEND pupils, who are boys (White British) have received FTEs.

What are the trends within the protected groups in **attendance**?

Attendance for children with SEND is lower than their average cohort which has an impact on their progress. Pupils with SEMH as a primary need have a higher incidence of absence. Ongoing, multi-agency support is offered to these families.

Do records of **prejudice related incidents** highlight trends for pupils with protected characteristics?

Record of PRIs are very rare and do not highlight any significant trends.

What demographic of the parent cohort regularly attend **school events** such as parents evening? Are there any trends identified within protected groups?

A high percentage of parents engage with school events including Celebration Assemblies, learning and sharing afternoons, workshops, parent forums and parent's evenings. Parents of EAL and SEND children are more likely to attend parent's evening sessions with class teachers.

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

Using your data (where possible) and examples to support, list actions your school has taken to meet this duty.

- *Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.*
- *New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.*
- *All staff receive Prevent training and refreshers annually.*
- *Outside agencies (CISS , S&L) regularly offer updates to staff on how best to support pupil's needs.*
- *Staff working alongside children with specific medical needs receive training from qualified medical professionals*
- *The school has a designated member of staff for monitoring equality issues, and an equality link governor and Trust advisor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.*
- *Staff are regularly offered supervision to support with their own wellbeing.*
- *Our JIGSAW PSHE program, curriculum trees, whole school promise and values are regularly reference and addressed in weekly class and whole school assemblies.*

Foster Good relations between people with and without protected characteristics

List steps, with examples, that your school has taken to meet this duty.

- *Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures (CLUSP).*
- *Facilitating assemblies dealing with relevant issues. Pupils will be encouraged to take part in these assemblies and we will also invite external speakers to contribute, as appropriate.*
- *Working with our local community. This includes inviting leaders of local faith groups, police, community organisations to speak at assemblies, and organising school trips and activities based around the local community, as appropriate.*
- *School council representing Years 1 – 6 consider pupil voice and support connections with our local community and governing body.*

Setting new Equality Objectives

Consider the information above (including previous equality objective/s).

From your analysis and information, what is the priority for your school, to focus on this year.

Ensure the objective/s are linked to your School Improvement Planning documentation. The objectives will help to meet the three arms of the general duties required in the Equality Act 2010:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

Equality objectives:

1. Continue to develop CLUSP and CUSP curriculum to ensure quality access of learning for all pupils using cooperative learning strategies and quality first teaching.
2. Continue to support increased attendance for SEND pupils
2. Engaging with professional services (CISS, SCH, SALT, SENDIAS, GPs) to meet the needs of all pupils.

Equalities information must be updated annually and progress towards objectives will be monitored and reviewed every year. In line with legislation, the objectives will be re-published formally, at least every 4 years.

Use the table below to support you with ensuring objective/s are SMART (specific, measureable, actionable, relevant and time bound)

Equality Objectives for period: (4 yearly cycle)

Objective	Actions	By who?	Timescale	How will we measure our success?
Continue to develop CLUSP and CUSP curriculum to ensure quality access of learning for all pupils using cooperative learning strategies and quality first teaching.	<p>Work with Unity Schools Partnership to develop and deliver high quality curriculum in RWM and the wider curriculum to ensure inclusion for all.</p> <p>Ensure quality CPD for all staff and monitor teaching and learning.</p> <p>Support staff with resources and strategies to engage all pupils in high quality teaching and learning.</p>	<p>Curriculum Lead</p> <p>Raising Standards Lead</p> <p>Headteacher</p> <p>SENCo</p>	Ongoing – new elements of CLUSP and CUSP April 2021/Sept 2021	Gaps in pupil attainment and progress will narrow for pupils with SEND/EAL to be in line with or better than peers.
Continue to support increased attendance for SEND pupils	<p>Work closely with families and Early Help services e.g. FSP, EWO to support families with attendance and engagement.</p> <p>Continue to identify and remove barriers for attendance</p> <p>Support children through Thrive with initiatives such as Quiet Start, wraparound care and bespoke interventions.</p>	<p>Headteacher</p> <p>SENCo</p> <p>Thrive Lead</p>	Ongoing	Pupils will have increased attendance in line with national average of 94% or better.
Engaging with professional services (CISS, SCH, SALT, SENDIAS, GPs) to meet the needs of all pupils.	Working closely with families and professionals to ensure pupils with additional needs access to the relevant support services in school and out of school and that we work in partnership to find solutions to meet the individual needs of all	<p>Headteacher</p> <p>SENCo</p> <p>Thrive Lead</p> <p>Class teachers</p>	Ongoing	Gaps in pupil attainment and progress will narrow for pupils with SEND/EAL to be in line with or better than peers.

	<p>pupils to enable them to be successful.</p> <p>Ensure provision for children with additional needs is regularly reviewed alongside the family and, as appropriate, services to continue to tailor provision.</p>			
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Monitoring arrangements
 Who was involved in developing and setting the equality objectives: (such as senior leaders, teachers, staff, governors, parents/community, pupils): Rosie Kerr, Assistant Headteacher & SENCo, Fiona-Catherine Thompson, Deputy Headteacher.

Date: 1st March 2021

Who is involved in reviewing and monitoring: Toni Kittle, Headteacher, Senior Leadership Team, Governing Body.

Review dates: April 2021

To meet the general duties school leaders must ensure information is published on the school’s website to demonstrate how the school is.

- i) complying with the equality duty (including publishing their school composition in terms of protected characteristics)**
- ii) is working towards one or more specific and measurable equality objective**