

# 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](https://www.ncer.org/Login.aspx?ReturnUrl=%2fHome.aspx) [.](https://www.ncer.org/Login.aspx?ReturnUrl=%2fHome.aspx) 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.

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| --- | --- | --- | --- | --- |
|  |  | **Number** | **% of cohort** | Comments |

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| --- | --- | --- | --- | --- |
| **Gender** | Male | 179 | 45.66 |  |

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| --- | --- | --- | --- | --- |
|  | 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 | 16 | 3.8 | We have a further 4 pupils that have been assessed and awaiting drafts and a further 10 pupils for whom we have started the EHCNA process |
| SEN Support | 100 | 23.8 |  |
| No SEN | 303 | 72.31 |  |
| **Primary need** | Cognition and Learning (including specific learning difficulties) | 14 | 12.0 |  |
| Communication and interaction (including speech language communication needs, ASD) | 65 | 57.0 |  |
| Social, Emotional & Mental Health | 27 | 23.2 |  |
| Physical | 4 | 3.4 |  |
| Sensory | 2 | 1.7 |  |
| Medical | 2 | 1.7 |  |
| Moderate learning difficulties | 2 | 0 |  |
| Severe learning difficulties | 0 | 0 |  |
| Profound multiple learning difficulties | 0 | 0 |  |

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| --- | --- | --- | --- | --- |
|  | 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 tosexual 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:

Attendance for children with SEND is lower than their average cohort which has an impact on their progress. 63.8% of pupils with SEN are boys. Of these pupils 42.5% are PP, 40.4%FSM, 14.89% EAL However, despite this, pupils with SEND do make good progress from their starting points.

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

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| 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. EAL has the largest group of persistent absentees. |
| 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 and in relation to their EHCp outcomes. Children who are EAL perform 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? In 2024-25 89% of suspensions (FTE) were for those with SEND need, 7.89% for those with an EHCp and 2.6% for those without SEND need. Of those suspensions 52.6% was for males, 47.3% for females. All had white British backgrounds. |
| 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. |

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| 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 withinprotected 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. |

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| 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 (SES , S&L, EH, EP) 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 PSHE program, CUSP curriculum, whole school promise and values are regularly reference and addressed in weekly class and whole school assemblies.*
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**Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act**

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| 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 (CUSP).*
* *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.*
* *IQM Centre of Excellence*
 |

**Foster Good relations between people with and without protected characteristics**

# 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:**

* To help members of our school community to understand others and value diversity, through the promotion of shared values and an awareness of human rights
* To follow policies and procedures that challenge and address any bullying and harassment based on race, gender, sexuality, disability or ethnicity
* To promote cultural development and understanding through a rich range of experiences, both in and beyond the school through our curriculum.

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)

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| --- | --- | --- | --- | --- |
| **Objective** | **Actions** | **By who?** | **Timescale** | **How will we measure****our success?** |
| * To help members of our school community to understand others and value diversity, through the promotion of shared values and an awareness of human rights
 | * School policies promote the sharing of values and awareness of diversity & Human rights – shared on school website
* School hosts diversity awareness days such as ‘Little People’
* Assemblies are held to promote understanding and value of diversity
* The staff community reflects the diverse community – increase in staff from a range of race, gender, sexual orientation, disability and ethnic profiles/ backgrounds that reflect the school community
* PSHE & RE lessons actively promote understand and diversity
* School actively promotes cultural celebrations and practices.
* School Council actively looks promotes Human values and democracy
 | SLT/School staff & GovernorsSchool communitySchool teaching staff/SLTSLT/GovernorsAbby O’Sullivan – PSHE LeadCUSP curriculumSLTToby Gooch - DHT | Jan 2026July 2026Jan 2026July 2026Jan 2026July 2026July 2026 | Policies on WebsiteSchool calenderClass dojo – school storyNewsletterRecord of Assembly themesStaff dataCurriculum Maps/lesson plansSchool calenderSchool Council agenda/minuites |
| * To follow policies and procedures that challenge and address any bullying and harassment based on race, gender, sexuality, disability or ethnicity
 | * CPOMS is used to record all incidents – DSL & SLT will monitor incidents to ensure that policies and procedures are followed and reported to the Trust and that outside agencies such as the police are informed where an incident of bullying or harassment is reported based on race, gender, sexuality, disability or ethnicity
 | DSL – Helen GameHeadteacher – Carly Moody | July 2026 | Reports to Governors will reflect recorded number of incidentsbullying and harassment based on race, gender, sexuality, disability or ethnicity |
| * To promote cultural development and understanding through a rich range of experiences, both in and beyond the school through our curriculum.
 | * Each Year group will have booked into the school calendar and school trip (off site) that directly relates to the curriculum learning and will provide pupils with opportunities to engage with learning outside of the school community, and will provide an enriching experience that will promote cultural capital.
* Year groups will aim to book a visitor/experiences to the school that will provide a ‘hook’ and enrichment of experiences alongside their curriculum topics such as ‘Egyptian Day’
* All pupils will have the opportunity to attend a residential trip in Yr6
* All pupils will have the opportunity to attend after school clubs run by school staff free to all pupils, on a range of evenings in a range of experiences eg. Clay club, gardening club.

Pupils also have the opportunity to attend a paying clubs before and after school run by Prestige sports – financial support is given to PP/PP+ pupils or those with a social worker | Year teamsYear TeamsYear 6 Team/SLTAll Staff | Jan 2026Jan 2026June 2026Jan 2026 | Each class will have a school trip booked in the diaryEach class will have a school trip booked in the diaryEach child will be invited and have the opportunity to attend. Flexible payments will be available and financial support offered to our vulnerable pupilsOur Clubs will have a diverse attendee list – this will be monitored by SLT |
|  |  |  |  |  |
| **Monitoring Arrangements:**Who was involved in developing and setting the equality objectives (such as SLT, teachers, staff, governors, parents/community. pupils): Alison Jones SENDCoDate: September 2025Who is reviewing and monitoring: Carly Moody Headteacher, SLT, Governing BodyReview Date: Autumn Term 2026 |

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

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