

**Essendon C of E (VC) Primary School**

***Let us consider how to stir up one another to love and good works***

***Hebrews 10:24***

**Equality Information and Objectives**

(Updated and reviewed September 2019)

Equality Act 2010 (the "Act")

At Essendon, we strive to be an inclusive environment. We want all members of our community, pupils, staff, volunteers and visitors to feel welcome and respected. We take seriously our duty to provide equal opportunities for everyone, regardless of his or her background or family circumstances. Reasonable adjustments are made for pupils and, where appropriate, staff. Any allegation of bullying, harassment or discrimination is taken very seriously and all our policies and procedures make it clear that any form of discrimination or inequality is unacceptable.

**What does the Act require?**

**A: The General Equality Duty**

The General Equality Duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

1. Eliminate discrimination, harassment and victimisation or any other conduct prohibited by the Act in relation to the protected characteristics;
2. Advance equality of opportunity between all persons; and
3. Foster good relations between groups of people sharing a protected characteristic and those that do not.

**B: The Specific Duties**

1. To publish information to show their compliance with the General Equality Duty, at least annually; and
2. To set and publish equality objectives, at least every four years.

**How do we comply with our Duties?**

**A: Staff**

Our recruitment process (including advertisements and our policy) make it clear that applicants from all groups are welcomed at our school. Our Headteacher and Governors have worked in close partnership to ensure that staff members belonging to a Protected Characteristic group are not disadvantaged. For example, we pride ourselves on our flexible working arrangements for staff.

**B: Pupils**

Every term, a rigorous Pupil Progress procedure ensures that the progress of all our pupils is closely monitored. Pupils with protected characteristics are compared with their peers to ensure that no one group is disadvantaged either academically or otherwise (eg. bullying, harassment, emotional wellbeing). Where any one group is identified as not thriving to the same extent as peers not in that group, measures are put into place to redress this.

Following analysis of our end of year data in August 2019, the only discrepancy in performance between pupils with a protected characteristic and those without is in relation to race where many of our pupils who are in the “not White British” group are not progressing in line with their peers (see analysis below).

**Protected Characteristics Analysis, 2019**

Pupils within each of the nine protected groups were compared against their peers.

**Age:**

Whole School Progress report demonstrates that progress for each year is comparable and no year group is disadvantaged.

**Disability:**

*(Definition in the Act: a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.)* Two pupils are recorded as having a disability. It would not be appropriate to comment on their progress in this document. However, progress of these pupil is, as outlined above, closely monitored as it is for every other pupil.

**Gender reassignment:**N/A

**Marriage and civil partnership:**N/A

**Pregnancy and maternity:**N/A

**Race:**

|  |  |  |
| --- | --- | --- |
| **Ethnicity** |  | **Comments** |
| **White British** | 70.1% | *Pupil Progress minutes track all pupils and where pupils from this group are not making progress in line with their peers due to varying needs, support is detailed both on provision maps and pupil progress minutes. These are monitored regularly and reviewed at pupil progress.* |
| **Not White British** | 29.9% |  |
| Gypsy/Roma | 17.2% | *Pupil Progress minutes track the progress of pupils from the travelling community (whether Gypsy/Roma or Travellers of Irish Heritage) as a group because they make up the vast majority of our pupils who are not White British).* Pupil progress minutes demonstrate that the pupils in this group is variable, although some children are making good or better progress, there is a high percentage that are not making progress in line with their peers. Although we have seen a significant improvement of attendance detailed in reports to Governors, many of this group have attendance which is lower than their peers. **(See our Pupil Premium strategy for the proposals to close this gap)** |
| Traveller of Irish Heritage | 1.1% |
| White and Asian | 1.1% | All pupils making good progress |
| Any Other Asian Background | 2.3% | All pupils making good progress |
| White - Irish | 1.1% | All pupils making good or better progress |
| White Other | 5.7% | All pupils making good or better progress |
| Turkish Cypriot | 1.1% | All pupils are making progress |

**Religion or belief:**

|  |  |  |
| --- | --- | --- |
| **Religion** |  | **Comments** |
| Christian | 68% | All pupils in this category are making good or better progress except 3 pupils. Pupil progress minutes detail the support in place for this pupil. Several pupils are making better progress which is detailed in pupil progress minutes. |
| No Religion | 21.8% | All pupils in this category are making good or better progress except two pupils. Pupil progress minutes detail the support in place for this pupil. Several pupils are making better progress which is detailed in pupil progress minutes. |
| Buddhist | 2.3% | All pupils making good progress |
| Hindu | 1.1% | All pupils making good progress |
| Muslim | 1.1% | All pupils making good progress and better in reading |
| Other religion (not specified) | 2.3% | All pupils making good or better progress across all subjects |
| Refused Data | 3.4% | All pupils making good progress |

**Sex:**

**Male** – 51.4% of the school population

**Female** – 48.6% of the whole school population

Whole School Progress report demonstrates that progress for boys and girls taking into account those who were working below, at or exceeding age related expectations is comparable in all year groups.

**Sexual orientation:**

N/A at this time. No pupils on roll have currently expressed any views on their sexual orientation

**What are our Equality Objectives?**

Our pupils in the Gypsy/Roma or Irish of Traveller Heritage group coincide heavily with our pupils eligible for the pupil premium grant and with our pupils who have low attendance rates and high persistence absence rates. In addition to this, several White-British pupils who are also vulnerable learners have been identified as not making progress in line with their peers.

Accordingly, the Senior Leadership Team and Governors have agreed that our Equality Objectives should be:

1. Attendance for all pupils will be 90% or more by July 2020.
2. Pupils eligible for the pupil premium grant or with the Ethnicity code, Gypsy/Roma or Traveller of Irish Heritage will make progress in line with their peers by July 2020.
3. To raise levels of progress in oral literacy for vulnerable learners by July 2021.

**Pupils with Special Educational Needs:** 19.5%

**Pupils eligible for the Pupil Premium Grant:** 21.8%

**Pupils eligible for Free School Meals:** 16.1%