Essendon C of E (VC) Primary School
Encouraging everyone's light to shine (Matthew 5:16)

Equality Information and Objectives
(Updated and reviewed April 2021)

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 their 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;
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;
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.

Protected Characteristics Analysis

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.) Currently no pupils are registered disabled. Progress of disabled pupils 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	71.6%	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	28.4%	
Gypsy/Roma	10.5%	Pupil Progress minutes track the progress of pupils from the travelling community. Pupil progress minutes demonstrate that the progress in this group is variable, and pupils often do not progress in line with their peers. Although we have seen a significant improvement of attendance, attendance and engagement continue to present barriers to learning.
White Irish	1.1%	Pupils make progress in line with their peers
White and Asian	2.1%	Pupils make progress in line with their peers
White and Black Caribbean	1.1%	Pupils make progress in line with their peers
White Other	8.4%	Pupils make progress in line with their peers
No answer given	1.1%	Pupils make progress in line with their peers

Religion or belief

Religion		Comments

Christian	64.2%	Pupils in this category typically make good or better progress. Pupil progress minutes detail the support in place for any individuals falling behind.
Buddhist	2.1%	Pupils make progress in line with their peers
Hindu	1.1%	Pupils make progress in line with their peers
Muslim	1.1%	Pupils make progress in line with their peers
No religion	28.4%	Pupils make progress in line with their peers
No answer given	3.2%	Pupils make progress in line with their peers

Sex
Male –61.1% of pupils
Female – 38.9% of pupils
Whole School progress demonstrates that progress for boys and girls 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.

Vulnerable groups

Pupils with Special Educational Needs: 17.9%
Pupils eligible for the Pupil Premium Grant: 24.2%
Pupils eligible for Free School Meals (Ever 6): 24.2%

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 persistent absence rates. In addition to this, some 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.   To progressively improve the attendance of pupils with Gypsy/Roma background.
2.   To improve accessibility to the school site for disabled service users.
3.   To develop programmes of CPD to increase staff awareness of Equality legislation and issues pertaining to inclusion of service users with protected characteristics.
4.   To raise levels of progress in literacy for vulnerable learners.
5.   To reduce school drop-out rates among pupils with Gypsy/Roma background.