

**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) . 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 |  |  |  |
| Female |  |  |  |
| **Gender reassignment** | Includes those pupils questioning their gender identity, trans, non-binary or gender non-conforming |  |  | Data in this category will be sensitive and, in some cases, unknown. Despite this, consideration must be given to this cohort of pupils |
| **Ethnicity** | Asian or Asian British: Indian |  |  |  |
| Asian or Asian British: Pakistani |  |  |  |
| Asian or Asian British: Bangladeshi |  |  |  |
| Any other Asian background  |  |  |  |
| Black or Black British: Caribbean |  |  |  |
| Black or Black British: African |  |  |  |
| Any other Black background  |  |  |  |
| Chinese |  |  |  |
| Mixed: White and Black Caribbean |  |  |  |
| Mixed: White and Black African |  |  |  |
| Mixed: White and Asian |  |  |  |
| Any other Mixed background  |  |  |  |
| White: British |  |  |  |
| White: Irish |  |  |  |
| Irish Traveller |  |  |  |
| Gypsy and traveller |  |  |  |
| Any other white background |  |  |  |
| Roma |  |  |  |
| Other |  |  |  |
| Not obtained |  |  |  |
| **SEND** | EHCP |  |  |  |
| SEN Support |  |  |  |
| No SEN |  |  |  |
| **Primary need** | Cognition and Learning (including specific learning difficulties) |  |  |  |
| Communication and interaction (including speech language communication needs, ASD) |  |  |  |
| Social, Emotional & Mental Health |  |  |  |
| Physical |  |  |  |
| Sensory |  |  |  |
| Medical |  |  |  |
| Moderate learning difficulties |  |  |  |
| Severe learning difficulties |  |  |  |
| Profound multiple learning difficulties |  |  |  |
| Other |  |  |  |
| **Religion or belief** | No religion |  |  | Data in this category may be sensitive and, in some cases, unknown. Despite this consideration must be given to religion within the school |
| Baha'i |  |  |
| Buddhist |  |  |
| Christian |  |  |
| Hindu |  |  |
| Jain |  |  |
| Jewish |  |  |
| Muslim |  |  |
| Sikh |  |  |
| Other |  |  |
| **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? |
| What does the **attainment /outcome** data for your school or setting indicate for any identified group within the protected characteristics? |
| What does the **destination data/information** highlight for any identified group within the protected characteristics? |
| What is the demographic of the pupils attending **extra-curricular activities**? What is the representation of protected groups attending these activities? |
| What is the demographic of **excluded pupils** (FTE/PEX)? Are there any trends amongst pupils with protected characteristics? |
| What are the trends within the protected groups in **attendance**?  |
| Do records of **prejudice related incidents** highlight trends for pupils with protected characteristics?  |
| What demographic of the parent cohort regularly attend **school events** such as parents evening? Are there any trends identified within protected groups? |

**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. |

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

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

**Previous Equality Objectives**

**Impact statement from previous objective/s**

|  |
| --- |
| How has your school met the previous Equality Objectives?*Please note progress achieved alongside the previous equality objective/s* |

**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.

2.

3.

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?** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Monitoring arrangements**Who was involved in developing and setting the equality objectives: (such as senior leaders, teachers, staff, governors, parents/community, pupils):Date:Who is involved in reviewing and monitoring: Review dates: |

**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. **is working towards one or more specific and measurable equality objective**