



ENDEAVOUR SCHOOLS PUBLIC SECTOR EQUALITY DUTY

Endeavour Multi Academy Trust

DOCUMENT CONTROL		
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Spring Term 2025	V1.0	New policy drafting to be used by all Endeavour MAT schools

A full review of this policy took place by the Trust's Audit and Risk Committee in Autumn 2023. The next full review will take place in Autumn 2025

Our schools are committed to equality both as employers and as service providers:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our schools are safe, secure and stimulating places for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, governors, staff and through each School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity; national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 is to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our schools' population to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the OFSTED framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds.
- Pupils who belong to low-income households and pupils known to be eligible for free school meals.
- Pupils who are disabled.
- Pupils who have special educational needs.
- Pupils who have English as an additional language.
- Pupils who are in Local Authority Care.

The schools have a series of policies that support this Equality Statement. The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.
- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

We are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010. We have a series of policies and procedures in place to support us with this. These include:

- Behaviour Policy
- Anti-bullying Policy
- Accessibility Plan
- Safeguarding Policy
- Child on Child Abuse Policy (Including Sexual Violence and Sexual Harassment between children)
- Code of Conduct
- Online Safety (including Social Media)

These policies are available on our school websites.

The termly Headteacher's report to the Local Governing Board includes an update on the number of exclusions that may have occurred and the number of children currently on roll. All staff are given copies of relevant policies as part of their induction. Policies are reviewed regularly as recommended by the Department for Education.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

At our schools, careful analysis of performance/attainment data is used to identify different groups within our school communities. We are able to make comparisons and identify any group/individual that may be achieving less well than others. We build in strategies to address such issues and these are included in both individual Pupil Progress Reviews, assessment and the School Development Plans (SDP). The SDP is reviewed annually and action plans developed accordingly. At our schools we monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils.

- Foster good relations between people who share a protected characteristic and people who do not share it.

Everyone in the school community is treated with respect and kindness. This is extended to our parents, the local community and any visitors.

- We offer a broad and balanced curriculum which reflects our own community and has a more global perspective.
- Strong Citizenship and PSHE Curriculum.
- School and class assemblies.
- Strong links with the local community.
- Strong links with other local schools.
- Strong commitment to SMSC and promotion of British Values.

Appendix 1 – Cherry Trees Primary School

OUR SCHOOL COMMUNITY

There are currently 58 pupils on roll 69% are female and 31% male

Ethnicity

The main ethnic groups at Cherry Trees Primary School are as follows;

	%
White British	<u>72.4</u>
Other White	<u>3.4</u>
Black/White Caribbean	<u>0</u>
Any other ethnic group	<u>8.6</u> <u>(Indian/Pakistani)</u>
Chinese	<u>0</u>
White/Black African	<u>1.7</u>
White / Asian	<u>3.4</u>
Any other mixed background	<u>5.2</u>
Black Caribbean	<u>1.7</u>
Black African	<u>1.7</u>
Any other black	<u>0</u>
Any other Asian	<u>1.7</u>

Learners with Special Educational Needs

100% of our pupils have an EHC Plan for SEND

Entitlement to Pupil Premium Funding

48.3% (28 of 58) of our pupils are entitled to Pupil Premium Funding

Disability

The range of needs within the school is wide and varied.

Pupils are recorded as having one or multiple areas of need and this is how the population is represented by primary area of need:

- Autism Spectrum Condition 11
- Moderate learning Difficulty 2
- Physical Difficulty 1
- Profound and Multiple Learning Difficulty 2
- Speech and Language Communication Difficulty 36
- Severe Learning Difficulty 0
- Social, Emotional Mental health Difficulty 2
- Specific Learning Difficulty 3
- Multi-sensory impairment 0
- Other Difficulty 1
- HI 0
- VI 0

Local Authority Care

We have 0 pupils under the care of the LA.

In addition:

We have 0 pupil who have left care through special guardianship

We have 2 pupils who are adopted

PUBLIC SECTOR EQUALITY DUTY OBJECTIVE

The main area of focus will be SMSC where the priority will be to provide a broad and balanced curriculum which supports opportunities for the pupils' Spiritual, Moral, Social and Cultural development. An audit will be conducted to identify key areas for development.

Appendix 2 – Two Rivers High School

OUR SCHOOL COMMUNITY

There are currently 273 pupils on roll 31% are female and 69% male

Ethnicity

The main ethnic groups at Two Rivers High School are as follows;

	%
White British	<u>92</u>
Other White	<u>0</u>
Black/White Caribbean	<u>1.8</u>
Any other ethnic group	<u>1.8</u>
Chinese	<u>0.7</u>
White/Black African	<u>0.7</u>
White / Asian	<u>0.7</u>
Any other mixed background	<u>0</u>
Black Caribbean	<u>0.3</u>
Black African	<u>0</u>
Any other black	<u>0</u>
Any other Asian	<u>0.3</u>
<u>Any other White</u>	<u>0.7</u>
<u>Indian</u>	<u>0.3</u>
<u>Pakistani</u>	<u>0.7</u>

Learners with Special Educational Needs

100% of our pupils have an EHC Plan for SEND

Entitlement to Pupil Premium Funding

40% (108 of 273) of our pupils are entitled to Pupil Premium Funding

Disability

The range of needs within the school is wide and varied.

Pupils are recorded as having one or multiple areas of need and this is how the population is represented by primary area of need:

- Autism Spectrum Condition 80
- Moderate learning Difficulty 52
- Physical Difficulty 4
- Profound and Multiple Learning Difficulty 2
- Speech and Language Communication Difficulty 53
- Severe Learning Difficulty 42
- Social, Emotional Mental health Difficulty 22
- Specific Learning Difficulty 8
- Multi-sensory impairment 1
- Other Difficulty 3

- HI 2
- VI 1

Local Authority Care

We have 11 pupils under the care of the LA.

In addition:

We have 4 pupil who have left care through special guardianship

We have 8 pupils who are adopted

PUBLIC SECTOR EQUALITY DUTY OBJECTIVE

The main area of focus will be SMSC where the priority will be to provide a broad and balanced curriculum which supports opportunities for the pupils' Spiritual, Moral, Social and Cultural development. An audit will be conducted to identify key areas for development.

Appendix 3 – Two Rivers Primary School

OUR SCHOOL COMMUNITY

There are currently 132 pupils on roll 27% are female and 73% male

Ethnicity

The main ethnic groups at Two Rivers Primary School are as follows;

	%
White British	<u>82.9</u>
Other White	<u>3.3</u>
Black/White Caribbean	<u>5.3</u>
Any other ethnic group	<u>0.7</u>
Chinese	<u>0</u>
White/Black African	<u>0.7</u>
White / Asian	<u>2.0</u>
Any other mixed background	<u>1.3</u>
Black Caribbean	<u>0</u>
Black African	<u>1.3</u>
Any other black	<u>0.7</u>
Any other Asian	<u>0</u>

Learners with Special Educational Needs

100% of our pupils have an EHC Plan for SEND

Entitlement to Pupil Premium Funding

38% (51 of 132) of our pupils are entitled to Pupil Premium Funding

Disability

The range of needs within the school is wide and varied.

Pupils are recorded as having one or multiple areas of need and this is how the population is represented by primary area of need:

- Autism Spectrum Condition 40
- Moderate learning Difficulty 3
- Physical Difficulty 1
- Profound and Multiple Learning Difficulty 1
- Speech and Language Communication Difficulty 44
- Severe Learning Difficulty 27
- Social, Emotional Mental health Difficulty 10
- Specific Learning Difficulty 1
- Multi-sensory impairment 1
- Other Difficulty 0
- HI 0
- VI 0

Local Authority Care

We have 3 pupils under the care of the LA.

In addition:

We have 2 pupil who have left care through special guardianship

We have 2 pupils who are adopted

PUBLIC SECTOR EQUALITY DUTY OBJECTIVE

The main area of focus will be SMSC where the priority will be to provide a broad and balanced curriculum which supports opportunities for the pupils' Spiritual, Moral, Social and Cultural development. An audit will be conducted to identify key areas for development.

Appendix 4 – Wightwick Hall School

OUR SCHOOL COMMUNITY

There are currently 164 pupils on roll 30.5% are female and 69.5% male

Ethnicity

The main ethnic groups at Wightwick Hall School are as follows;

	%
White British	<u>76.8</u>
Other White	<u>1.8</u>
Black/White Caribbean	<u>4.9</u>
Any other ethnic group	<u>1.2</u>
Chinese	<u>0.6</u>
White/Black African	<u>0.6</u>
White / Asian	<u>2.4</u>
Any other mixed background	<u>1.8</u>
Black Caribbean	<u>0.6</u>
Black African	<u>3.6</u>
Any other black	<u>1.2</u>
Any other Asian	<u>3.6</u>

Learners with Special Educational Needs

100% of our pupils have an EHC Plan for SEND

Entitlement to Pupil Premium Funding

35% (57 of 164) of our pupils are entitled to Pupil Premium Funding

Disability

The range of needs within the school is wide and varied.

Pupils are recorded as having one or multiple areas of need and this is how the population is represented by primary area of need:

- Autism Spectrum Condition 32.32%
- Moderate learning Difficulty 23.78%
- Physical Difficulty 6.1%
- Profound and Multiple Learning Difficulty 0.61%
- Speech and Language Communication Difficulty 28.05%
- Severe Learning Difficulty 10.98%
- Social, Emotional Mental health Difficulty 23.78%
- Specific Learning Difficulty 10.98%
- Multi-sensory impairment 0%
- Other Difficulty 1.83%
- HI 0.61%
- VI 0.61%

Local Authority Care

| We have 4 pupils under the care of the LA.

In addition:

| We have 0 pupil who have left care through special guardianship

| We have 4 pupils who are adopted

PUBLIC SECTOR EQUALITY DUTY OBJECTIVE

The main area of focus will be SMSC where the priority will be to provide a broad and balanced curriculum which supports opportunities for the pupils' Spiritual, Moral, Social and Cultural development. An audit will be conducted to identify key areas for development.