**Herbert Thompson Primary School**

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**Annual Equality Report**

**April 2019**

**Report Aims**

This report is to describe the work that has been undertaken in our school to promote equality and tackle discrimination over the *previous* academic year. Due to academic years running differently to standard business/financial reporting periods we are unable to report on the current academic year – to do so would mean reporting on only four months’ progress. Therefore, this report contains information relating to the 2017-18 academic period. The only exception to this is the final section, a staff data report which is based on the most up to date staff data available.

We have mindful of both the General and Specific Duties of the Equality Act but have also worked with the spirit of the Act. As a school we are committed to the principles of Equality for All and the need to promote equality by planning to make equality happen over and above tackling discrimination when it arises.

This report is just a small part of demonstrating our dedication to ensuring our services to pupils and parents are equitable and that our staff are treated equally as well as working to promote equality themselves.

Over the coming pages we have attempted to report how we as a school have planned to

* 1. Tackle discrimination, harassment and victimisation against people from different protected characteristics
  2. Promote equality of opportunity and outcome between people of different protected characteristics
  3. Foster good relations between people of different protected characteristics

Our report also describes how we have used equality data and information in planning our equality objectives and how we have used that data to assess the impact of our policies and practice. It contains progress updates for the equality objectives from our Strategic Equality Plan year relating to teaching pupils, managing the school and training staff during the 2017-18 academic year.

**Section 1 – Introduction and Background**

Our Strategic Equality Plan (SEP) for the 2017/18 period was based around a combination of analysis of data from our Self Evaluation Report and School Improvement Plan as they relate to attainment/attendance/exclusions and general awareness of requirements of the Equality Act. We plan to refine our SEP as we move forward so that is it more focussed on data, management and teaching/training.

In terms of data held within the school, our equality information was historically robust for some protected characteristics and progress has been made in terms of other protected characteristics. For example, we have always had lots of data relating to **pupils** Genders, Ethnicities and Disabilities collected through enrolment forms, but none as it applied to **parents** (but steps are in place to address this and allow parents to disclose elements of their diversity if they wish). We have now collected information relating to the protected characteristics as they apply to **staff** and put in place spreadsheets provided by an external equality consultant to be able to store and analyse this data as we move forward and have an admin system in place to manage this.

Our monitoring of incidents in schools had historically only been undertaken in terms of racist incidents but has now been extended to include all identity based incidents via the SLEUTH system. We have also carried out a twilight for all staff on how to recognise and respond to identity based incidents and our practice is developing in this area.

**Section 2 – Progress of Our Objectives for 2017-18 Period**

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**Completed**

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**In Progress**

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**Needs Attention**

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|  |

**Abandoned**

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|  |

**Amended**

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| --- | --- |
| ***Tasks*** | **Status** |
| The SLEUTH system has replaced the ‘racist monitoring system’ to recognise, report and deal with a full range of identity based incidents and bullying | Updating system to a more sustainable option SIMS |
| Every class teacher to be given year group specific targets to improve achievement of defined gender specific groups |  |
| Continue analysis of pupils who have shared protected characteristics for attainment and attendance. Continue to ensure data is analysed as part of Mini-Learning reviews to highlight any potential gender differences etc. |  |
| Pause for Thought weekly class sessions focus on building relationships and deal with issues such as bullying/racial incidents |  |
| Arrange the Equality Impact Assessment of three policies | Need to EIA every new policy |
| Modify the county enrolment form to begin to collect Equality Information on Parents |  |
| Carry out a retrospective exercise to update the equality information held on staff for all protected characteristics | Need to ensure we collect all new applicants data robustly |
| Untethered to provide Equality Themed Twilights |  |
| Head teacher to procure Equality coaching and mentoring service to further develop Equality policy and procedure across the school in line with statutory Duties in the Equality Act |  |

**Additional Information**

* Through learning reviews, all staff have monitored and analysed children’s attainment and progress by gender and ethnicity and have identified children who need additional support. These are evident in teacher progress and pupil progress action plans. Every class teacher has specific targets to improve achievement of gender groups.
* All parents/carers have a thorough meeting with the Inclusion leader/SLT at enrolment. We have very good relationships with our families and know their circumstances well. We have processes in place to monitor and record equality data on all staff and new applicants of posts and all SLT have been trained in Equality issues
* The use of the online behaviour tracker ‘SLEUTH’ shows a decrease in identity based incidents and bullying. If a racist/identity based incident occurs, pupils are involved in a Restorative discussion/conference which enables us to educate and engage with pupils as well as mending relationships. The online system enables the generation of termly reports which allows analysis which can be reported on regularly and allows the generation of equality objectives.
* A more sustainable option needs to be explored in future; particularly because the SLEUTH system is costly.

**Section 4 – Employment Information**

**Current**

**Gender** – 5% males and 95% females.

**Age Range**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **21-30** | **31-40** | **41-50** | **51-60** | **61+** |
| 15% | 35% | 35% | 15% |  |

**Ethnic Origin** – 96% White British (including Welsh and Irish) and 4% Mixed Race (White/South African).

**Disability** – 1.

**Sexual Orientation** – 97% Heterosexual, 3% prefer not to say.

**Religion/None Belief** – 61% Christian, 31% None and 8% Prefer not to say.

**Current Academic Year Applicants**

**We only have shortlisted candidate’s data available as follows;**

**Gender**- 18% Males and 82% Females.

**Ethnic Origin**- White British- 94%, 6% Mixed Race.

**Disability** - 0

**Sexual orientation**- 94% Heterosexual, 2% Bisexual and 4% prefer to not say

**Religion/Non Belief**- Christian 62%, 30% None, 4% Muslim, 4% Prefer not to say.

**New Appointments (not including agency staff)**

**Gender** – 100%

**Ethnic Origin** – White British- 100%

**Disability** – 0.

**Sexual Orientation** – 94% Heterosexual, 6% prefer not to say.

**Religion/Non Belief** – 66% Christian, 28% None, 6% Prefer not to say

**Pay bands of staff 2016/2017 Teaching**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | MPS | UPS1 | UPS2 | UPS3 | TLR 2 | TLR 1 | Leadership |
| Female | 20% | 2% | 7% | 55% | 5% | 2% | 7% |
| Male | 2% |  |  |  |  |  |  |