



**Endeavour**  
Multi-Academy Trust



# Equality Information and Objectives Policy

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### 1. Aims

Our schools aim to meet their obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our schools aim to promote respect for difference and diversity in accordance with our values, which are underpinned by the Nolan Principles of Public Life.

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The trustees and local governing boards will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

Our headteachers will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

Our schools are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff, trustees and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our schools aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, our schools will:

- Analyse in-school data to determine strengths and areas for improvement, and implement actions in response to this
- Make evidence available identifying improvements for specific groups, where relevant

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a Trust, we will publish information to show:

- Gender pay-gap reporting and other pay equality issues
- Information from staff surveys

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## 6. Fostering good relations

Our schools aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school councils have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## 7. Equality considerations in decision-making

Our schools ensure they have due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives

Our schools are required to publish equality information every year:

- We must report pay gap information by 30 March each year (done by the Trust's CFOO)
- We must report on at least 1 equality objective once every 4 years – we've chosen 31<sup>st</sup> January 2026 to be our deadline for this.

### Objective

The Endeavour Schools will enhance awareness, understanding, and respect for the nine protected characteristics (as defined in the Equality Act 2010) among pupils and staff by embedding inclusive practices into the school's library resources, assembly planning, and wider curriculum.

Why we have chosen this objective: [It aligns with the Trust's values.](#)

To achieve this objective, we plan to:

- increase pupil engagement and understanding as measured through surveys and pupil voice.
- increase staff confidence in delivering inclusive content.
- provide evidence of representation and inclusion in curriculum planning and library audits.

## 9. Monitoring arrangements

The Trust's Policy Support Administrator will update the equality information we publish, at least every year.

The Trust-wide equality objective will be reviewed by the Trust's Executive Board at least every year.

This policy will be reviewed by the Trust's Executive Board annually, to ensure continued compliance with the PSED.

This policy will be approved by the Trust Board.

## 10. Links with other policies

This document links to the following policies/documents:

- Accessibility plan
- Risk Assessment
- Code of Conduct
- Equality Policy
- Harassment & Bullying Policy
- Whistleblowing Policy
- Wellbeing at Work Guidance

**CHERRY TREES SCHOOL - OUR SCHOOL COMMUNITY**

There are currently 67 pupils on roll 28% are female and 72% male

**Ethnicity**

The main ethnic groups are as follows (taken from School's Enrolment Statistics Report extracted from Arbor):

	<b>% of Total</b>	<b>Actual Number</b>
White British	76.1	51
Black Caribbean	3.0	2
Indian	3.0	2
White – Irish	3.0	2
Pakistani	3.0	2
Any Other Asian Background	1.5	1
Any Other Mixed Background	1.5	1
Black - African	1.5	1
Other Mixed Background	1.5	1
White - English	1.5	1
White and Black African	1.5	1
White Other	1.5	1

**Learners with Special Educational Needs**

100% of our pupils have an EHC Plan for SEND

**Entitlement to Pupil Premium Funding**

47.8% (32 of 67) 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:

<b>SEN Need</b>	<b>No of Students</b>
Autism Spectrum Condition	6
Moderate Learning Difficulty	2
Physical Difficulty	1
Profound and Multiple Learning Difficulty	2
Speech and Language Communication Difficulty	49
Severe Learning Difficulty	1

Social, Emotional Mental health Difficulty	2
Specific Learning Difficulty	2
Other difficulty	2

### **Local Authority Care**

We have 1 pupil 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

## CHRIST CHURCH PRIMARY SCHOOL - OUR SCHOOL COMMUNITY

There are currently 353 pupils on roll 52% are female and 48% male.

### Ethnicity

The main ethnic groups are as follows (taken from School's Enrolment Statistics Report extracted from Arbor):

	<b>% of Total</b>	<b>Actual Number</b>
Pakistani	36	127
Any Other White Background	21	74
White – British	10.8	38
Black African	4.0	14
White Eastern European	4.0	14
Any Other Asian Background	2.5	9
Any Other Ethnic Group	2.5	9
White European	2.5	9
Indian	2.0	7
Other White British	2.0	7
White and Asian	1.7	6
Any Other Mixed Background	1.1	4
Chinese	1.1	4
Iraqi	1.1	4
Asian British	0.8	3
Kashmiri – Pakistani	0.8	3
Kurdish	0.8	3
Arab Other	0.6	2
Any Other Black Background	0.6	2
Black Caribbean	0.6	2
White and Black Caribbean	0.6	2
White and Pakistani	0.6	2
African Asian	0.3	1
Bangladeshi	0.3	1
Black – Nigerian	0.3	1
Black and Any Other Ethnic Group	0.3	1
Mirpuri Pakistani	0.3	1
Roma	0.3	1
White – English	0.3	1
White – Other	0.3	1

### Learners with Special Educational Needs

1.4% of our pupils have an EHC Plan for SEND

### **Entitlement to Pupil Premium Funding**

20.68% (73 of 353) 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:

<b>SEN Need</b>	<b>No of Students</b>
Speech, Language and Communication Needs	25
Moderate Learning Difficulty	10
Physical Disability	6
Hearing Impairment	5
Social, Emotional & Mental Health	4
SEN Support, No Specialist Assessment	3
Autistic Spectrum Disorder	3
Vision Impairment	2
Specific Learning Difficulty	1

### **Local Authority Care**

We have 1 pupil under the care of the LA.

In addition:

We have 0 pupil who have left care through special guardianship

We have 1 pupil who is adopted

## TWO RIVERS HIGH SCHOOL - OUR SCHOOL COMMUNITY

There are currently 287 pupils on roll 30% are female and 70% male

### Ethnicity

The main ethnic groups are as follows (taken from School's Enrolment Statistics Report extracted from Arbor):

Actual Number		% of Total
Any other Asian Background	2	0.7%
Any other ethnic group	3	1%
Asian Mixed background	1	0.3%
Other White background	3	1%
Black African	1	0.3%
Black Caribbean	1	0.3%
Chinese	1	0.3%
Indian	1	0.3%
Pakistani	1	0.3%
White British	265	92.3%
White and Asian	1	0.3%
White and Black Caribbean	6	2.1%

### Learners with Special Educational Needs

100% of our pupils have an EHC Plan for SEND

### Entitlement to Pupil Premium Funding

51% (145 of 287) 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:

SEN Need	No of Students
Autism Spectrum Condition	81
Moderate Learning Difficulty	53
Physical Difficulty	5
Profound and Multiple Learning Difficulty	1
Speech and Language Communication Difficulty	65
Severe Learning Difficulty	44
Social, Emotional Mental health Difficulty	22
Specific Learning Difficulty	9

Other difficulty	3
HI	1
Multi-sensory impairment	1

### **Local Authority Care**

We have 11 pupils under the care of the LA.

In addition:

We have 6 pupil who have left care through special guardianship

We have 13 pupils who are adopted

We have 2 pupils who have left care through child arrangement orders

## TWO RIVERS PRIMARY SCHOOL - OUR SCHOOL COMMUNITY

There are currently 135 pupils on roll 29.6% are female and 70.4% male

### Ethnicity

The main ethnic groups are as follows (taken from School's Enrolment Statistics Report extracted from Arbor):

<b>Ethnicity</b>	<b>Actual Number</b>	<b>% of Total</b>
White British	110	81.5%
Any other Black Background	1	0.8%
Any other mixed background	2	1.5%
Any other white background	3	2.2%
Black African	2	1.5%
Indian	1	0.8%
White English	2	1.5%
White Irish	4	3%
White Welsh	1	0.8%
White and Asian	3	2.2%
White and Black African	1	0.8%
White and Black Caribbean	7	5.2%
White European	1	0.8%

### Learners with Special Educational Needs

100% of our pupils have an EHC Plan for SEND

### Entitlement to Pupil Premium Funding

37.8% (51 of 135) 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:

<b>SEN Need</b>	<b>No of Students</b>
Autism Spectrum Condition	33
Moderate Learning Difficulty	2
Physical Difficulty	1
Profound and Multiple Learning Difficulty	1
Speech and Language Communication Difficulty	66
Severe Learning Difficulty	21
Social, Emotional Mental health Difficulty	7

Specific Learning Difficulty	0
Multi-sensory impairment	1
Down Syndrome	0
HI	0
VI	0

### **Local Authority Care**

We have 2 pupils under the care of the LA.

In addition:

We have 1 pupil who have left care through special guardianship

We have 3 pupils who are adopted

## TOWER VIEW PRIMARY - OUR SCHOOL COMMUNITY

There are currently 321 pupils on roll 48.92% are female and 51.08% male

### Ethnicity

The main ethnic groups are as follows (taken from School's Enrolment Statistics Report extracted from Arbor):

<b>Ethnicity</b>	<b>Actual Number</b>	<b>% of Total</b>
White – British	228	70.2
Any Other White Background	30	9.2
White and Black Caribbean	15	4.6

### Learners with Special Educational Needs

30% of our pupils have an EHC Plan for SEND

### Entitlement to Pupil Premium Funding

2.8% (9 out of 321) 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:

<b>SEN Need</b>	<b>No of Students</b>
Autism Spectrum Condition	7
Moderate Learning Difficulty	28
Physical Difficulty	1
Profound and Multiple Learning Difficulty/ Speech and Language Communication Difficulty	32
Severe Learning Difficulty/ Social, Emotional Mental health Difficulty	19
Specific Learning Difficulty	5
Multi-sensory impairment/Other Difficulty	1
HI	4

## Local Authority Care

We have 9 pupils under the care of the LA.

In addition:

We have 2 pupil who have left care through special guardianship

We have 3 pupils who are adopted

## RIVER VIEW - OUR SCHOOL COMMUNITY

There are currently 418 pupils on roll 48.8% are female and 51.2% male

### Ethnicity

The main ethnic groups at River View Primary & Nursery School are as follows (taken from School's Enrolment Statistics Report extracted from Arbor):

<b>Ethnicity</b>	<b>Enrolment total</b>	<b>% of Total</b>
White - British	224	53.6%
Any Other White Background	68	16.3%
Pakistani	31	7.4%
White and Asian	15	3.6%
Black - African	11	2.6%
White and Black Caribbean	9	2.2%
White and Black African	7	1.7%
White Eastern European	6	1.4%
Any Other Mixed Background	5	1.2%
Black Caribbean	5	1.2%
Black - British	4	1.0%
White - English	4	1.0%
White - Irish	4	1.0%
Any Other Asian Background	3	0.7%
Indian	3	0.7%
Bangladeshi	2	0.5%
Information Not Yet Obtained	2	0.5%
White Other	2	0.5%
Afghan	1	0.2%
Any Other Black Background	1	0.2%
Black - Nigerian	1	0.2%
Chinese	1	0.2%
Kurdish	1	0.2%
Other Mixed Background	1	0.2%
Sri Lankan Other	1	0.2%
White - Irish Traveller	1	0.2%
White and Any Other Asian Background	1	0.2%
White and Pakistani	1	0.2%
White European	1	0.2%

### Learners with Special Educational Needs

7% of our pupils have an EHC Plan for SEND

## **Entitlement to Pupil Premium Funding**

43.3% (181 out of 418) 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:

<b>SEN Need</b>	<b>No of Students</b>
Autism Spectrum Condition	18
Moderate Learning Difficulty	6
Speech and Language Communication Difficulty	32
Social, Emotional Mental health Difficulty	27
Specific Learning Difficulty	23
VI	1

## **Local Authority Care**

We have 3 pupils under the care of the LA.

In addition:

We have 1 pupil who have left care through special guardianship

We have 0 pupils who are adopted

## WIGHTWICK HALL SCHOOL - OUR SCHOOL COMMUNITY

There are currently 120 pupils on roll 27.3% are female and 72.7% male

### Ethnicity

The main ethnic groups are as follows (taken from School's Enrolment Statistics Report extracted from Arbor):

	<b>% of Total</b>	<b>Actual Number</b>
White – British	69.8	120
White – English	7.6	13
White and Black Caribbean	3.5	6
Black – African	2.9	5
White and Asian	2.3	4
Any Other Asian Background	1.7	3
Any Other Mixed Background	1.7	3
Indian	1.7	3
Any Other White Background	1.2	2
Asian and Any Other Ethnic Group	1.2	2
White and Black African	1.2	2
Black Caribbean	0.58	1
Asian – British	0.58	1
Chinese	0.58	1
Gypsy/Roma	0.58	1
Other Black African	0.58	1
Other Mixed Background	0.58	1
White and Indian	0.58	1
Yemeni	0.58	1

### Learners with Special Educational Needs

100% of our pupils have an EHC Plan for SEND

### Entitlement to Pupil Premium Funding

41.3% (71 out of 172) 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:

<b>SEN Need</b>	<b>No of Students</b>	<b>% of Total</b>
Attention Deficit (Hyperactivity) Disorder	5	2.73
Auditory processing disorder	1	0.55
Autistic Spectrum Disorder	50	27.32
Global developmental delay	1	0.55
Moderate Learning Difficulty	30	16.39
Other Difficulty/Disability	1	0.55
Physical Disability	7	3.83
Prada-Willi syndrome	1	0.55
Profound & Multiple Learning Difficulty	1	0.55
Profound complex disabilities	1	0.55
Severe Learning Difficulty	6	3.28
Social	36	19.67
Specific Learning Difficulty	12	6.56
Speech	31	16.94

### **Local Authority Care**

We have 7 pupils under the care of the LA.

In addition:

We have 0 pupil who have left care through special guardianship

We have 0 pupils who are adopted.

## **PUBLIC SECTOR EQUALITY DUTY OBJECTIVE**

### **Objective Statement:**

The Endeavour Schools will enhance awareness, understanding, and respect for the nine protected characteristics (as defined in the Equality Act 2010) among pupils and staff by embedding inclusive practices into the school's library resources, assembly planning, and wider curriculum.

### **Key Actions:**

#### **1. Library Development:**

- Audit current texts to assess representation of protected characteristics.
- Curate and expand the library collection to include diverse authors, characters, and themes reflecting all nine characteristics.
- Promote inclusive reading through themed book weeks and reading challenges.

#### **2. Assembly Planning:**

- Develop a yearly assembly calendar that explicitly includes themes related to each protected characteristic.
- Invite guest speakers and use pupil-led presentations to foster engagement and reflection.
- Link assemblies to national awareness days (e.g., Disability Awareness Day, LGBTQ+ History Month).

#### **3. Curriculum Integration:**

- Review schemes of work to identify opportunities to embed equality themes.
- Provide staff CPD on inclusive curriculum planning and unconscious bias.
- Create cross-curricular projects that explore identity, diversity, and equality.

### **Success Measures:**

- Increased pupil engagement and understanding as measured through surveys and pupil voice.
- Staff confidence in delivering inclusive content.
- Evidence of representation and inclusion in curriculum planning and library audits.