



# Equality Information

## Introduction

The public sector equality duty (s149 of the Equality Act 2010) states that:

All schools have a requirement to:

- **Eliminate discrimination, harassment, victimisation** and any other conduct that is prohibited by or under the Act.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

There are two specific duties placed on schools as part of this general duty. They are:

- To publish information which shows they have due regard for equalities, as defined by the Act
- To publish at least one equality objective.

Schools are expected to publish information every year, which shows that they are paying due regard to their duties to eliminate discrimination, advance equality of opportunity and foster good relations. Collecting this information is not only a way to demonstrate that the school takes equality seriously, but is also vital in order to be able to identify areas that we are doing well and to identify areas for improvement, which are used as evidence when setting equality objectives (see Equality Objectives 2022-2023: <https://docs.google.com/document/d/1Y45hHCwMbSBKx47RkvlwSmp2-IAOZY7S8-OcWicAxwk/>)

## What kind of information do we collect?

The government has stated that at a minimum, public bodies should provide demographic information about their service users and show that they are aware of different outcomes and inequalities amongst them.

We collect information broken down by race & ethnicity, religion or belief, sex, disability and age. We do not collect information based upon sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership, however, we ensure that those members of our school community who are gay, lesbian, bisexual and trans are represented positively across the curriculum and that there is a zero tolerance towards homophobic and biphobic language.

## Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we monitor the progress and involvement of the following groups of pupils as appropriate:

- Pupils with English as an Additional Language (EAL)
- Pupils from low income backgrounds (eligible for free school meals and Pupil Premium (Ever 6)).
- Looked after children
- Young Carers
- Other vulnerable groups e.g. family mental health, social care involvement



## Hillcross Primary School

This information is used to compare the attainment and progress of different groups and to monitor the way in which these groups access different aspects of school life. This enables us to take direct action and/or consult directly with specific groups that are under-represented in any given area in order to eliminate discrimination, to advance equality of opportunity and to foster good relations.

### **How do we collect it?**

As part of the school's admissions procedures, we collect data about children with reference to age, gender, ethnic origin, religion/belief and disability.

As part of the school's recruitment procedures, we collect data with reference to age, gender, ethnic origin, religion/belief, marital status and disability. Sharing of this information is optional and, if shared, it is kept confidentially by the Headteacher and School Business Manager for support and monitoring purposes.

Personal data is kept on SIMs, our information management platform, and in paper files, both of which can only be accessed by relevant members of staff for support and monitoring purposes.

Other information which helps us to evidence how the school is meeting its equality duties is collected in the following ways:

- Surveys of pupils, parents and carers and staff – specific equality questionnaires are used as well as questions relating to equality being included in all annual surveys.
- Focus groups and consultations with pupils, parents and carers and the wider community
- School admissions – termly reports to governors.
- Pupil attainment and progress – termly report to SLT and governors
- Prejudice-related incidents and Sanctions (including exclusion) – termly behaviour report to SLT and governors
- Staff recruitment and selection – records on applicants, shortlisted candidates and the successful person shared with the Personnel Committee.
- Attendance data – termly report to governors

Equality monitoring forms are also an important way of collecting information about parents. At Hillcross, these are sent out to parents/carers and staff every three years in line with our equality cycle. We recognise that people are often very sceptical about why this data is being collected. People are often worried that organisations are trying to label them, invade their privacy or plan to treat them badly depending on the information that they include. Therefore, when we send these out they are accompanied with an explanation of why the data is being collected, how it will be used and people are provided with an opportunity to talk to a member of the senior leadership team if they have concerns.

The requirements of the Data Protection Act 1998 still apply, so we do not publish information which enables individual pupils or members of staff to be identified.

### **How is the information used?**

At Hillcross Equality is embedded through all school systems and processes – it is not an add on. The information outlined here is collected termly or annually as appropriate and is analysed by senior leaders and governors through the school improvement cycle to identify successes and areas for improvement.