

Equalities Information (Updated March 2021)

The purpose of this document is to meet the statutory duty within the Equality Act 2010 and to support the school's self-evaluation to enable effective and appropriate equality objective(s) to be published, in order to ensure a culture of equality.

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 school composition in terms of protected characteristics);
- To prepare and publish one or more specific and measurable equality objective(s).

The trust and school equality objectives can be found in the Equality Implementation Plan (Appendix C of the School Implementation Plan).



School Composition

Protected Characteristics		Number	% of cohort	Comments
Gender	Male	119	46.67	
	Female	136	53.33	
Gender reassignment	Includes those pupils questioning their gender identity, trans, non-binary or gender non-conforming	0	0	
Ethnicity	Asian or Asian British: Indian	6	2.35	
	Asian or Asian British: Pakistani	9	3.53	
	Asian or Asian British: Bangladeshi	x	x	This data has been suppressed due to low numbers which could lead to individual pupils being identified.
	Any other Asian background	x	x	This data has been suppressed due to low numbers which could lead to individual pupils being identified.
	Black or Black British: Caribbean	0	0	
	Black or Black British: African	0	0	
	Any other Black background	6	2.35	
	Chinese	x	x	This data has been suppressed due to low numbers which could lead to individual pupils being identified.
	Mixed: White and Black Caribbean	4	1.57	
	Mixed: White and Black African	5	1.96	
	Mixed: White and Asian	x	x	This data has been suppressed due to low numbers which could lead to individual pupils being identified.
	Any other Mixed background	5	1.96	
	White: British	135	52.94	
	White: Irish	x	x	This data has been suppressed due to low numbers which could lead to individual pupils being identified.
	Irish Traveller	0	0	
	Gypsy and traveller	0	0	
	Any other white background	74	29.02	
	Roma	x	x	This data has been suppressed due to low numbers which could lead to individual pupils being identified.
Other	4	1.57		
Not obtained	0	0		

SEND	EHCP	4	1.57	
	SEN Support	18	7.06	
	No SEN	233	91.37	
Primary need	Cognition and Learning (including specific learning difficulties)	8	3.14	
	Communication and interaction (including speech language communication needs, ASD)	11	4.31	
	Social, Emotional & Mental Health	x	x	This data has been suppressed due to low numbers which could lead to individual pupils being identified.
	Physical	x	x	This data has been suppressed due to low numbers which could lead to individual pupils being identified.
	Sensory	0	0	
	Medical	0	0	
	Moderate learning difficulties	0	0	
	Severe learning difficulties	0	0	
	Profound multiple learning difficulties	0	0	
	Other	0	0	
Religion or belief	No religion	153	60.00	
	Baha'i	0	0	
	Buddhist	x	x	This data has been suppressed due to low numbers which could lead to individual pupils being identified.
	Christian	46	18.04	
	Hindu	3	1.78	
	Jain	0	0	
	Jewish	0	0	
	Muslim	11	4.31	
	Sikh	0	0	
Other	41	16.08		
Pregnancy and maternity		0	0	
Sexual Orientation		Data in this category is unknown; despite this, consideration is given to the needs of pupils with regards to sexual orientation		