

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief).

We do not tolerate any form of prejudice-related behaviour and will treat any incident of deliberate (and direct or indirect) discrimination with the utmost severity. We will always investigate any reported concerns and ensure that these are addressed fairly and respectfully.

**Staff-related Data**

Responses from our staff survey (Jan 2022) revealed the following characteristics:

|                                  |  |                           |                                 |                                |                     |                |
|----------------------------------|--|---------------------------|---------------------------------|--------------------------------|---------------------|----------------|
| Gender                           | 6% Male                                      | 94% Female                | 0% Gender Re-assigned           |                                |                     |                |
| Age                              | 4% aged<br>18 - 25                           | 6% aged<br>26 - 30        | 21% aged<br>31 - 40             | 45% aged<br>41 - 50            | 17% aged<br>51 - 60 | 6% aged<br>60+ |
| Sexuality                        | 100% Heterosexual                            |                           | 0% Homosexual/Lesbian/Bi-sexual |                                |                     |                |
| Ethnicity                        | 100% White British                           |                           | 0% Other                        |                                |                     |                |
| Religion<br>(responses<br>given) | 38%<br>Church of<br>England                  | 22%<br>Christian          | 2%<br>Catholic                  | 38%<br>None                    |                     |                |
| Disability                       | 0% Registered Disabled                       |                           |                                 |                                |                     |                |
| Marital<br>Status                | 19%<br>Single                                | 4% Divorced/<br>Separated | 9%<br>Co-habiting               | 68% Married/ Civil Partnership |                     |                |
| Pregnancy                        | 0% Pregnant/Given birth in previous 26 weeks |                           |                                 |                                |                     |                |

**Pupil-related Data**

The pupil profile of Queen’s Inclosure:

| Category              | Current (Jan 2022)  | Previously (2019)  |
|-----------------------|---|--|
| NOR<br>% of F/M       | 418<br>48% girls and 52% boys   | 408<br>54% girls and 46% boys  |
| Intake from Catchment | Year F Cohort 2021-22 -<br>22/60 (37%) of children in<br>catchment and 38/60 (63%)<br>from outside the school’s<br>catchment area | 2019 – 20 more than 50% of<br>children are from outside the<br>school’s catchment area |

|  |   |           |
|--|---|-----------|
| Children taking Free school meals                                | 48 /11.5%                                   | 2.7%      |
| Children registered as an ethnic group that is not white-British | 20 (4.8%)                                   | 4 (0.98%) |
| Children on the SEN register                                     | 59 (14%) children in receipt of SEN Support | 23%       |
| Children with an Education Health Care Plan                      | 12  | 4         |
| Children with English as an additional language                  | 4   | 4 (0.98%) |
| Traveller Children   | 0   | 0         |
| Children registered as 'in care'                                 | 0   | 0         |

Through our analysis of our performance data, we know that:

- Children's attainment and progress does not appear to be influenced by any protected characteristic.
- The levels of attendance, exclusions and behaviour of children is not influenced by any protected characteristic.

### Qualitative Information

Where school Policies and Procedures are reviewed we take into account our duties under the Equality Act 2010. We ensure all members of our community are able to access the relevant information.

Our strong ethos contributes significantly to ensuring we meet our requirements under the Equality Act 2010. This is underpinned by our school's CARE Code and further developed through our:

- PDL and RSE Curriculum
- Nurturing of children's Spiritual, Moral, Social and Cultural (SMSC) development
- Commitment to Anti-bullying and annual participation in Anti-bullying week
- Use of Philosophy 4 Children (P4C) as a tool to challenge prejudice and discrimination, promote equality and value diversity
- Integration of British values into our teaching and learning
- Respectful, compassionate and inclusive behaviour within all relationships across the school

### Queen's Inclosure's Equality Objectives for 2022 – 2025

### Appendix B

Objective 1 – To further develop our inclusive culture to ensure all children are able to access and fully participate in all aspects of school life

Objective 2 – To eliminate discrimination and develop understanding and appreciation of diversity through our curriculum delivery and promotion of British values

Objective 3 – To ensure that children's needs are met, so that the gap in attainment and progress of different groups is reduced, with a particular focus on our most disadvantaged learners

Objective 4 – To promote the welfare and equality of the school community by valuing staff, the children and their families equally

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