





THE COOPERS' COMPANY  
AND COBORN SCHOOL

*Love as Brethren*

 	Name of School	The Coopers' Company and Coborn School
	Policy review Date	March 2022
	School Staff were consulted on this policy	September 2020
	Date of next Review	March 2023
	Who reviewed this policy?	Mr Rob Bell
	Date approved by Governing body	April 2022

**Public Sector Equality Duty  
Annual Reporting: 2022**

## Public Sector Equality Duty

You will find here information about how the school ensures it meets its specific equalities duties.

The **Public Sector Equality Duty** requires our school to publish information about equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic. The school must take these into account when publishing information. The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

### General Duties

The Public Sector Equality Duty requires our school to monitor our policies and procedures and to publish information about equalities in our school. The Equality Act 2010 has 3 main 'General Duties' which we must aim to achieve, these are:

1. To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. To advance equality of opportunity between people.
3. To foster good relations between people who share a protected characteristic and those who do not.

The Equality Act 2010 states that it is unlawful to discriminate against people with the following protected characteristics. This applies to the whole school community:

- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race (ethnicity)
- Religion and belief
- Sexual Orientation

There are also 2 other protected characteristics that schools do not have a direct duty to report on:

- Age
- Marriage and Civil Partnership

We believe that equality at our school should permeate all aspects of school life and that it is the responsibility of every member of the school and wider community. Everyone within our school community should feel safe and secure, they should feel valued and of equal worth, these include:

- Children and young people
- All staff employed at the school
- Students on placement
- Parents/carers
- Governors
- Agency staff
- Contractors working at our school External agencies whose staff are working with our school, including Health, Social Care, Special - Needs support and agencies such as the Department for Education, Ofsted and School Improvement Partners

- All visitors to the school

The **'Specific Duty'** for schools is to gather and publish information to show how we are complying with the Equalities Duty; how we remove or minimise disadvantage and take steps to meet different needs and encourage participating when it is proportionately low. We record and analyse the progress and attainment of all children, including vulnerable groups.

To help us in our work to advance equality of opportunity we have set ourselves some equality objectives determined by our scrutiny of information and data.

#### **Equality Objectives - School Development Plan: Objectives linked to the Public Sector Reporting Duty**

- To execute and embed a school wide PSHE programme with an explicit focus on issues of equality and diversity
- To further develop the voice of marginalised voices within our school community by greater development of student voice processes
- To further develop our inclusive Christian ethos, a key part of this is to prepare for, and complete, a Section 48 inspection.
- As part of post-COVID recovery, to embed the role and impact of the Diversity and Inclusion Co-ordinator.
- To develop and embed the work of the school-based mental health team in order to raise the profile of mental health within our community. Additionally, to explore additional resources and funding from the London Borough of Havering.
- To further refine our behaviour policy in order to support those students with IEPs and specific learning or behavioural needs.
- To review our school uniform policy in light of the new statutory guidance in order to minimise cost and increase optionality for parents

Our Headteacher is responsible for the implementation of the Equality Act 2010 and the Governing Body is responsible for making sure that school policies and procedures comply with the Act. Staff and Governors are involved in the monitoring of our policies, procedures and practice to make sure our school continues to be an inclusive, accessible, safe and welcoming environment for all.

The School is committed to:

- Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- We expect all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
- The governing board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities.
- Taking positive steps to create a culture through its governing board, managers and other employees, workers and volunteers, in which everyone can feel confident of being treated with fairness, dignity and respect.
- Creating a work environment in which all individuals are able to give their best; where all decisions are based on merit and which is free of harassment, victimisation and bullying.

- Providing appropriate training and support to employees to secure understanding of, and compliance with, its aim and expectations.
- Ensuring that equality issues are considered and regularly reviewed, including assessing implications for people with particular protected characteristics as an integral part of our policy development and decision-making processes.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the Ofsted common inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals

## Student Equality Data: 2021-22

### OVERALL SCHOOL

Description	No. of pupils	% of pupils
No. of students	1508	100%

### GENDER

Description	No. of pupils	% of pupils
Female	714	47.4%
Male	794	52.6%

### EAL (English as an Additional Language)

Description	No. of pupils	% of pupils
<b>EAL</b>	<b>56</b>	<b>3.7%</b>
Female	25	1.65%
Male	31	2.05%
<b>Non-EAL</b>	<b>1452</b>	<b>96.3%</b>
Female	689	45.70%
Male	763	50.60%

### SEND (Special Educational Needs and Disabilities)

Description	No. of pupils	% of pupils
<b>EHCP</b>	<b>21</b>	<b>1.39%</b>
Female	6	0.40%
Male	15	0.99%
<b>In-School Provision</b>	<b>101</b>	<b>6.70%</b>
Female	47	3.12%
Male	54	3.58%
<b>SEND Support</b>	<b>21</b>	<b>1.39%</b>
Female	6	0.40%
Male	15	0.99%
<b>NON-SEND</b>	<b>1365</b>	<b>90.52%</b>
Female	655	43.44%
Male	710	47.02%

### PP (Pupil Premium)

Description	No. of pupils	% of pupils
No. of students	86	5.70%
Female	39	2.59%
Male	47	3.11%

N.B the above figures take into account those students in KS5 (9) who are pupil premium

## LAC (Looked After Children)

Description	No. of pupils	% of pupils
No. of students	10	0.66%
Female	5	0.33%
Male	5	0.33%

N.B the above figures take into account those students in KS5 (2)

## ETHNICITY

Description	No. of pupils	% of pupils
Albanian	3	0.20%
Any other Asian background	20	1.33%
Any other Black background	47	3.12%
Any other ethnic group	15	0.99%
Any other mixed background	32	2.12%
Bangladeshi	6	0.40%
Black - Ghanaian	8	0.53%
Black - Nigerian	29	1.92%
Black Caribbean	16	1.06%
Chinese	27	1.79%
Greek/Greek Cypriot	3	0.20%
Indian	46	3.05%
Information Not Yet Obtained	2	0.13%
Other Black African	13	0.86%
Pakistani	11	0.73%
Refused	8	0.53%
Serbian	1	0.07%
Turkish/Turkish Cypriot	1	0.07%
White - British	1081	71.68%
White – Irish	1	0.07%
White Eastern European	30	1.99%
White Other	22	1.46%
White Western European	10	0.66%
White and Asian	39	2.59%
White and Black African	20	1.33%
White and Black Caribbean	17	1.33%

## Staff Equality Data: 2021-22

Please find below anonymous data on our staff:

### Gender:

	Male	31%
	Female	67%
	Prefer not to say/other	2%

### Ethnicity:

White	British	79.5%
	Irish	2.5%
	Gypsy/Traveller	
	Other	5.7%
Asian & Asian British	Bangladeshi	2.5%
	Chinese	
	Indian	3.3%
	Pakistani	0.8%
	Other	
Black & Black British	African	1.6%
	Caribbean	
	Indian	
	Other	
Mixed	White & Asian	
	White & Black African	0.8%
	White & Black Caribbean	
	Other	
Other	Arab	0.8%
	Prefer not to say	2.5%

### Disability:

	I have a disability	
	I do not have a disability	97%
	Prefer not to say/other	3%

### Sexual Orientation:

	Heterosexual	89.5%
	Gay	2.5%
	Lesbian	
	Bisexual	4%
	Other/prefer not to say	4%

## Religion:

	Christian	57%
	Hindu	3%
	Sikh	0.8%
	Muslim	4.1%
	Buddhist	-
	Jewish	-
	Atheism	5.7%
	No religion	25.7%
	Other/prefer not to say	4.1%



