

Annual Equalities Statement: Meeting our Public Sector Equality Duty in 2021-22

Eliminating discrimination and other conduct that is prohibited by the Equalities Act 2010

Promoting equality has always been at the heart of the Trust's mission. Our ambition is to ensure that every pupil leaves ELT articulate, resilient, compassionate and culturally aware. We are committed to ensuring that any support pupils' require will be identified early, implemented seamlessly to ensure that every child has the opportunity to succeed regardless of their background, starting point or any challenges they may encounter.

A commitment to equality of opportunity for both pupils and staff is at the core of everything we do. Through the positive promotion of equality, and also by challenging any form of bullying and harassment and creating an environment which champions respect for all, we aim to eliminate discrimination and fulfil our obligations under the Equalities Act 2010.

This starts right at the top. In our scheme of delegation, the duty to ensure the Trust and its schools comply with equalities legislation and fulfil both the general and specific duties is overseen by the Trust's standard committee. The committee's specific terms of reference include responsibility for ensuring all pupils are able to progress, achieve and to go on to succeed in life regardless of their starting point of the challenges they may face (including vulnerable children, safeguarding, SEND and inclusion).

Trustees have approved the Trust's Equalities Policy. Local Academy Councils (LACs) consider the policies and oversee implementation in their respective schools, working with the schools to promote equality and comply with equalities legislation. LAC members meet with senior leaders once a term to discuss how their school is meeting its responsibilities and LAC members receive appropriate training.

Standard templates are used for reports to the Board and its committees (including the LACs). These templates include a specific requirement to consider whether an Equalities Impact Assessment (EIA) is required and a requirement to complete the Trust's standard template when one is needed.

Equality considerations are built into our admissions policies, which are fair and transparent and do not discriminate on the grounds of any of the protected characteristics. We ensure that children with an Education, Health and Care Plan (EHCP) have priority.

Pupils are treated as individuals throughout their school career with Endeavour Learning Trust. At the point of induction, parents are free to discuss any specific requirements their child may have with regard to any of the relevant protected characteristics and support plans are put in place. Bespoke targets are set for every pupil that recognise their starting point and help stretch them to maximise their potential. Every pupil's performance is reviewed regularly as part of the Trust's rigorous approach to monitoring and school Senior Leadership Teams keep an overview of performance to ensure that every child's progress is maintained. The Data Lead at the Trust is able to monitor the attainment and progress of all pupils sharing protected characteristics, which is compared with the progress of those pupils who do not have any protected characteristics.

Similarly, the Trust builds equalities considerations into its staffing policies and practices from the outset. All recruitment advertisements refer to our commitment to equal opportunities. Equal opportunities monitoring information that is voluntarily provided at application stage is anonymised and used by the Trust to measure diversity within the applicant pool and workforce to ensure that we are meeting our obligations under the Equalities Act 2010. Training for staff with recruitment and selection responsibilities includes equalities considerations.

The Trust's HR policies and procedures are designed to ensure equality of treatment for all staff, including ensuring equality of access to continuing development and other training opportunities. We offer flexible and "family friendly" working opportunities.

Advancing equality of opportunity between people who share a protected characteristic and people who do not have it

The Trust and its schools have a range of policies and procedures in place to advance equality of opportunity between people who share a protected characteristic and those who do not. As outlined above, these include our scheme of delegation, our equalities and related policies, target setting and attainment tracking for pupils and training for staff and LAC members.

Whilst effective policies, procedures and monitoring arrangements are essential, what matters more is what happens within our schools. Specific examples of good practice are set out below:

Pupil Support
Accessibility and suitability of school estates to ensure pupils with mobility needs or other physical needs (such as visual or hearing impairments) are fully supported
Additional time and/or support with writing for pupils sitting exams (in partnership with exam boards)
Admissions Policies fully compliant with the Equalities Act 2010
Alternative Curriculum pathway offered for SEND and EAL pupils
Careers Advisor provides guidance to SEND and EAL pupils as appropriate
Classroom layout organised to ensure accessibility and participation by all
Classroom support for children with additional needs in place to ensure they access the curriculum fully
PSHE/RSE delivered aimed at raising awareness of equal rights
Dedicated Pastoral Team supporting young people who are vulnerable including those who may have suffered a family bereavement, those who self-harm and those at risk of bullying
Equality Curriculum awareness to ensure accessibility of all activities including school trips and certain curriculum activities
Hardship fund to provide assistance with uniform, stationery and food packages
Improved access to sports for pupils with disabilities
Individual Education Plans or Health Care Plans created for pupils who have a specific need
Lunchtime adjustments for pupils with specific needs (allergies/disabilities)
Mentoring support for learners who wish to discuss sexuality or gender issues
Monitoring of rewards and sanctions given to ensure that there is equality of opportunity for all pupils
New RHE & RSHE policies and schemes of work introduced
Non-gender specific toilet facilities for those pupils who are experiencing gender identity issues
Parental App which provides a translation service covering 42 languages where necessary. Language support for pupils with EAL, new to English and new to the UK
Pastoral Support Plans for pupils with specific needs
Personal Emergency Evacuation Plans created, practiced and activated for pupils with disabilities
Pupil Leadership positions in schools monitored to ensure they are accessible to pupils of all backgrounds, including SEND, EAL and all ethnicities
Risk assessments undertaken for pupils with a protected characteristic as appropriate
SEND Code of Practice is adhered to
SENDCO monitors SEND pupils equal opportunities across schools and hold regular staff CPD sessions to raise awareness
Special access arrangements for SATs/Assessments for pupils with SEND
Special consideration is always given to families who have a particular need that could be considered to give them a disadvantage from others, financially, or with extra time or resources
Specialised equipment to support pupils who have a physical, auditory or visual impairment
Strategies in place and regularly reviewed for pupils who have speech and/or language issues
Termly parent/carer meetings for those children with a disability
Reading intervention supports pupils with reading ages significantly below cognitive age by providing reading mentors from older pupils and staff to support them
Transition meetings held between nursery/primary, primary/secondary and secondary/further education establishments to ensure information is shared relating to pupils with any additional needs

Staff Support
All vacancies advertised promote a commitment to eliminating discrimination and encourage diversity and equality
Changes to lighting, equipment and working conditions for those members of staff with disabilities
Changes to working conditions for staff following long-term absence and recommendations from Occupational health/Access to Work
Exit interviews are monitored to ensure that any equal opportunities issues are addressed
Maternity, Paternity and Adoption arrangements in place
Monitoring of staff disciplinary, grievance, competency and promotion procedure to ensure an equal process for all
Risk assessments carried out for staff with disabilities of medical conditions
Risk assessment completed for pregnant stakeholders with accompanying adjustment of duties where applicable
Regular Staff Wellbeing surveys conducted and acted on.
Time off for religious observance and study

Governance, planning and reporting
Annual Operating Statements for both Trust and Schools include a section on equality
Equality Audit completed annually
Completion of an Equality Impact Statement on key decisions
Trustee/ LAC visits to schools
Monitor attendance data to ensure that trends do not indicate any group is attending less than others
Monitor rewards and sanctions to ensure that there is equality of opportunity for all pupils
Regular analysis and comparison of progress of SEND pupils with non-SEND cohort
Sharply focused and regularly reviewed pupil premium strategy

Training
Annual training for safeguarding and Keeping Children Safe in Education provision
Induction training includes definitions, eliminating discrimination and promoting good practice
PREVENT training for lead governor responsible for safeguarding
Pupil medical needs training for staff which includes Autism, Asthma, Diabetes, Epilepsy, Mental Health, use of AAls and EVAC chairs
Pupil Premium training to ensure it is being managed effectively
Safer recruitment training provided to staff who undertake recruitment
Specific and specialist training for staff relating to PREVENT, WRAP, Female Genital Mutilation, anti-bullying (inc. cyber, LGBTQ+), Child Sexual Exploitation, domestic violence and forced marriage
Staff training relating to assessing the suitability of trips for pupils with additional needs to ensure they are accessible for all
Training on use of ICT systems, particularly for remote learning

Fostering good relations across characteristics – between people who share a protected characteristic and people who do not share it

The Trust has always been committed to fostering good relations amongst different groups. We believe that humanity has more in common that unites rather than divides. Schools prioritise activities that promote an inclusive ethos. These activities have included the following:

Activity
Recognition of commemorative events such as the Holocaust, World Wars and Armistice, the Queen’s Coronation, World Mental Days, International Day of Charity, International Day of Peace, Anti-Slavery Day, World Science Day, Road Safety Week and many more
Displays around schools reflect British Values, Endeavour values, Mental Health, SEND, world religions, tolerance and more
External speakers programme with guests from all faiths, genders, ages and ethnicities speaking about a wide range of topics to broaden the knowledge and understanding of pupils
Current affairs related to equalities regularly shared and discussed
Initiatives aimed at gender equality including female leadership in STEM careers
Interfaith events – pupils visiting places of worship such as Churches, Synagogues and Mosques
Monies raised for local, national and international charities including: <ul style="list-style-type: none"> • Amnesty International • British Heart Foundation • Care Homes, foodbanks and Hospices across the areas Endeavour works within • Children In Need • Macmillan Cancer Support • Nominated annual charities • Poppy appeal • Save the Children
Random acts of kindness are embedded within school ethos
School assemblies promote how we are unique and includes: black history month, religious events, values champions and international womens day
Sports events with other schools/links with professional clubs
CEIAG provision recognises protected characteristics including EHCP and transition.
Reading programme exposes pupils to a variety of themes which develop social awareness and understanding of different lives, backgrounds and cultures and diverse authors including links with African and Caribbean heritage association
Subject areas promote spiritual, moral, social and cultural (SMSC) development as relevant in the context of the lesson
Support for foodbanks within schools and within the wider community
The PSHE Curriculum and Trust values and the Behaviour Policy all promote tolerance and acceptance of those with Protected Characteristics. Content includes: rainbow flag award, LGBTQ+ awareness, mental health, interfaith week, disability awareness, prevent and anti-bullying week.

Anti-Bullying Ambassadors trained so that they can support peers at breaktime and lunchtime, this is supported by the pastoral team

Glossary of Terms:

LGBT+ – Lesbian, Gay, Bisexual and Trans

SENCo – Special Educational Needs Coordinator

SEND – Special Educational Needs and Disability

WRAP – Workshop Raising Awareness of Prevent

Pupil profile

Data to reflect characteristics – specified in line with data collected on pupils but so as not to breach data protection (to prevent the identification of individuals).

	National	Churchtown Primary			Northbrook Primary		
	20-21 % Attendance	Number	%	% Att	Number	%	% Att
Special Educational Needs (SEN)							
Number identified with SEN		75	9.3%	94.0%	27	17.5%	93.4%
Male	96.2%	408		94.0%	90		95.2%
Female	96.5%	401		93.5%	65		96.1%
		809		93.8%	154		95.6%
Any Other Asian Background	95.7%						
Any Other Black Background	96.7%						
Any Other Ethnic Group	95.9%						
Any Other Mixed Background	96.0%	17	2.1%	91.7%			
Any Other White Background	96.5%	34	4.2%	92.1%			
Bangladeshi	95.3%						
Black - African	97.2%						
Black Caribbean	95.3%						
Chinese	98.0%						
Gypsy/Roma	86.1%						
Indian	96.9%						
Information Not Yet Obtained							
Pakistani	94.5%						
Traveller of Irish Heritage	83.1%						
White - British	96.6%	727	89.9%	93.9%	144	93.5%	95.6%
White and Asian	96.6%						
White and Black African	96.3%						
White and Black Caribbean	95.0%	7	0.9%	93.3%			
Refused							
Unknown	95.4%						

Note: DP: Data is not published as to do so could breach data protection (enabling the identification of individuals)

- Number on roll includes all children in primary phase, Years 1 to Year 6 using Endeavour Learning Trust MIS (Period included September 2021 - August 2022).
- National pupil absence data is published within the 2020/21 combined Autumn and Spring Absence SFR as released by the DfE at: <https://www.gov.uk/government/collections/statistics-pupil-absence>

Data to reflect characteristics – specified in line with data collected on pupils but so as not to breach data protection (to prevent the identification of individuals).

	Natio nal	Tarleton Academy			Burscough Priory Academy			Ormskirk School			Wellfield Academy		
	20-21 % Att	Num ber	%	% Att	Num ber	%	% Att	Num ber	%	% Att	Num ber	%	% Att
Special Educational Needs (SEN)													
Number identified with SEN		37	5.1%	84.1%	25	3.5%	76.6%	100	7.4%	83.1%	34	9.4%	83.4%
Male	94.6%	362		91.8%	340		90.8%	688		87.4%	180		85.6%
Female	94.4%	364		89.6%	367		89.9%	672		86.9%	182		87.1%
		726		90.7%	707		90.3%	1360		87.2%	362		86.3%
Any Other Asian Background	95.2%												
Any Other Black Background	96.0%												
Any Other Ethnic Group	95.0%							6	0.4%	93.6%			
Any Other Mixed Background	94.1%	6	0.8%	90.9%	7	1.0%	90.4%	6	0.4%	79.3%			
Any Other White Background	94.3%	33	4.5%	88.3%	12	1.7%	91.6%	26	1.9%	88.8%	12	3.3%	82.1%
Bangladeshi	95.0%												
Black - African	96.6%												
Black Caribbean	94.2%												
Chinese	98.0%												
Gypsy/Roma	83.6%												
Indian	96.8%							10	0.7%	92.9%			
Information Not Yet Obtained		10	1.4%	92.1%				13	1.0%	85.8%			
Pakistani	93.9%												
Traveller of Irish Heritage	83.1%												
White - British	94.3%	665	91.6%	90.9%	668	94.5%	90.2%	1260	92.6%	87.0%	325		86.4%
White - Irish	94.0%												
White and Asian	94.9%												
White and Black African	94.5%												
White and Black Caribbean	92.5%							6	0.4%	95.3%			
Refused													
Unknown	93.3%												

Note: DP: Data is not published as to do so could breach data protection (enabling the identification of individuals)

- Number on roll includes all children in secondary phase, Years 7 to Year 11 using Endeavour Learning Trust MIS (Period included September 2021 - August 2022).
- National pupil absence data is published within the 2020/21 combined Autumn and Spring Absence SFR as released by the DfE at: <https://www.gov.uk/government/collections/statistics-pupil-absence>

Staff profile

	2020/21		2021/2022		Year on Year change	
	Headcount	Full Time Equivalent (FTE)	Headcount	Full Time Equivalent (FTE)	Headcount	Full Time Equivalent (FTE)
Trust Total						
	Number	%	Number	%	Number	%
Age						
16-24	23	7.12	76	20.616	+53	+13.50
25-34	114	93.59	136	107.275	+22	+13.69
35-44	136	97.648	171	126.888	+35	+29.24
45-54*	125	95.287	147	110.881	+22	+15.59
55-64	112	64.604	125	65.029	+13	+0.43
65+	31	8.749	31	5.438	-	-3.31
Disability						
Yes	SUPP					
No	6	4.454	14	10.357	+8	+5.90
Not known	489	322.31	670	424.02	+181	+101.71
Ethnicity and Race[^]						
White	10	8.113	21	16.185	+11	+8.07
BME	0	0	0	0	-	-
Prefer not to say	485	319.401	665	419.942	+180	+100.54
Religion and Beliefs						
Buddhism	0	0	0	0	-	-
Christianity	0	0	14	9.871	+14	+9.87
Islam	0	0	0	0	-	-
Other religion	0	0	0	0	-	-
No religion or belief	0	0	6	5.408	+6	+5.408
Prefer not to say	0	0	0	0	-	-
Not known	469	327.514	666	420.848	+197	+93.33
Gender						
Male	120	93.003	169	116.416	+49	+23.41
Female	376	234.511	517	319.711	+141	+85.20

Note: SUPP: the numbers are under 5, therefore we are unable to disclose this data.

Staff data covering schools within Endeavour Learning Trust is published as part of the DfE's School Workforce Census statistics series and can be accessed in raw form here: <https://www.gov.uk/government/collections/statistics-school-workforce>

Please note that DfE suppression rules in source data remove context groups where between one and two people populate a group. We estimate this causes a variance of approximately 1% to 5% of the Trust headcount within each of the context groups.

[^] In 2018/19 a new HR system was introduced which is a self-service system. As a result, it is optional for staff to provide their ethnicity and religious beliefs. This has resulted in a significant number of 'not known and prefer not to say' which will unfortunately not represent the true make up of staff within the Trust.

Staff: Gender Pay Gap

In line with statutory requirements the Trust has reported the following on the Government's designated reporting website: www.gov.uk/genderpaygap. The figures have been compiled in line with Government Guidance and are based on a 31st March 2021 snapshot date.

Women's Hourly Rate is 20.2% lower (Mean) and 25.0% lower (Median) than Men's.

Percentage of Male and Females in each pay Quartile		
	Male	Female
Upper Quartile	31%	69%
Upper Middle Quartile	36.1%	63.9%
Lower Middle Quartile	19.4%	80.6%
Lower Quartile	7.0%	93%

The Trust does not pay bonuses.

We wish to highlight that a gender pay gap should not be confused with 'equal pay' – as a gender pay gap does not necessarily mean that there is inequality in the way our staff are rewarded for the work that they do. We understand that the gender pay gap affects employers worldwide and reflects many factors including those that are external to the workplace including career stereotyping and the cultural use of part-time working.

The Trust is committed to reward our staff fairly for the work they do, regardless of their gender or other protected characteristic. The Trust will incorporate the consideration of our current gender gap as we develop our policies, particularly with regard to recruitment, retention and workforce development policies. Through these we will seek to actively reduce the gap in areas that we believe we can have influence as a responsible employer.