

Old Dalby C of E Primary School



Equality Policy

(including Equality Information and Objectives)

Let us be concerned for one another, to help one another to show love and to do good.

Hebrews 10:24

Last review: September 2021

Next review due by: September 2025

**Kind hearts. Open Minds. Courageous Spirits
Together, we will explore life in all its fullness.**

1. Aims

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

At Old Dalby C of E Primary School, we believe that every member of our school community should have the opportunity to fulfil their potential regardless of background, identity or circumstances. As a school, we are committed to creating and maintaining a school community which recognises, accepts and celebrates difference. Through our positive environment we will promote and live our vision:

Kind hearts, open minds, courageous spirits. Together we will explore life in all its fullness.

This is a promise that we, as a whole school, will educate children to be accepting, thoughtful and courageous. Our pupils will show kindness and love to everyone around them, our pupils will understand, accept and celebrate diversity, they will recognise injustices and speak up when they see them.

This will be achieved through a curriculum based on a skills progression or our eight Christian values. We will ensure that the pupils build the skills to live our values. Our curriculum will provide knowledge of historical and current events to provide our children with context and understanding of the values. Children will learn to challenge what they see as an injustice and seek to right this. They will be ambitious, have the courage of their convictions and be empathetic to others. Through working closely with the local community and church, we will provide a warm, nurturing environment to foster ambition, curiosity, spirituality and love.

“Let us be concerned for one another, to help one another to show love and to do good.”

Hebrews 10:24

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, in relation to the school community to eliminate discrimination, advance equality and foster good relationships in relation to age (adults only), disability,

race, gender (including transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (adults only).

- The Education & Inspections Act 2006 to promote community cohesion
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and RSE but also activities throughout the curriculum. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures
- Holding Collective Worships dealing with relevant issues. Pupils will be encouraged to take a lead in such Collective Worships and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak in Collective Worship, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Prefects are representatives from different year groups and backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

We recognise that the public sector equality duty has three aims, 10:

- Eliminate unlawful discrimination, harassment and victimization and other conduct under the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relationships between people who share a protected characteristic and those who do not

We have set ourselves the following objectives:

Objective 1:

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by December 2020, and report on this to the Staffing and Finance Committee of the governing board.

Why we have chosen this objective:

No review has taken place of the recruitment process in this way in recent years. To ensure a fair, non-discriminatory and transparent recruitment process is followed.

To achieve this objective we plan to:

Use the information given in the Equal opportunities section of the application form to monitor application and recruitment.

Evaluation:

See appendix for full break down.

We will continue to apply the same process for recruitment and will maintain this as an objective for the next 4 year cycle. To be reviewed December 2024.

Objective 2:

To ensure that vulnerable groups of pupils achieve challenging targets and there are no significant gaps in progress for these pupils.

Why we have chosen this objective:

We have several vulnerable groups in school, the largest being military families and children with SEND. We want to ensure these children are reaching their potential.

To achieve this objective we plan to:

Closely monitor progress and attainment of our vulnerable groups, regularly comparing to school and national figures. Report to governors at regular intervals, in addition to liaising closely with our appointed SEND governor who also oversees our Pupil Premium students.

Evaluation:

See appendix for further information.

All groups are closely tracked with one governor taking on the role of monitoring progress and support. We will maintain this objective as we feel it underpins our vision to support every child to meet their potential. To be reviewed December 2024.

Objective 3:

To ensure that all pupils have access to school trips and extra-curricular provision.

Why we have chosen this objective:

We recognise that life experiences are vital to a child's development. We want every child to be able to benefit from day and residential trips, as well as being able to help families by giving access to our before and after school provision to help with child care during the working day.

To achieve this objective we plan to:

Use pupil premium funding, school fundraising and local charities to enable all children to access trips and activities regardless of cost.

Evaluation:

See appendix. No children have missed a school trip due to financial circumstances. We will maintain this objective as it underpins our vision of exploring life in all its fullness and enabling every person to be a part of this. To be reviewed December 2024.

Objective 4:

Develop children's understanding equality and their role in ensuring they accept and respect everyone.

Why we have chosen this objective:

We are aware that the vast majority of our pupils come from white British families and our local area does not benefit from much cultural diversity. It is imperative we educate our pupils in other cultures and life styles which they may not experience in their immediate locale.

To achieve this objective we:

- Use our curriculum to teach about global cultures and the value of celebrating diversity. Use historical examples to help put current events in to context, to help pupils see lessons which have been learnt from the past.
- Use our Christian values to teach the children the value of acceptance and community.
- Use Routes to Resilience to teach pupils the value of each other as well as themselves.
- Through Collective Worship and RE teaching, learn about other faiths and festivals.
- Make visits to multi-cultural venues and events
- Invite visitors in from a variety of back grounds to talk to the children
- Train play leaders to help support other children
- Have Prefects who are elected members of a School Council to represent the thoughts and opinions of their peers when discussing matters with staff.
- Maintain Healthy Schools Enhanced Status for emotional health and well-being

- Have a zero tolerance policy on bullying, racism, homophobia, sexism, stereotyping
- Report to governors on a termly basis about the number of bullying, homophobic, racist, sexist incidents
- Hold parent events to celebrate aspects of school life and to encourage all children to take part in school activities
- Closely monitor the number of girls and boys taking part in sporting events to ensure equality of opportunity
- Recognise national charity initiatives to support others in need, eg collecting for our local food bank for Children In Need
- Foster links with our village community so children can interact with people of all ages and experiences, valuing the experience of older generations.

Evaluation:

See appendix for full explanation. We will maintain this objective as the new curriculum is being embedded and with the introduction of the new RSE and RE curricula over the coming years. Our curriculum is at the heart of what we do and how we will help achieve our vision.

Objective 5

To ensure that all of our policies are part of the equalities process and are developed in line with our school vision of equality.

Why we have chosen this objective:

To make sure that importance of equality and diversity is valued in all areas of school life.

To achieve this objective we plan to:

Regularly review and edit policies to ensure they reflect these values.

Evaluation:

See appendix. We will maintain this objective as our policies are at the heart of all we do.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the Governing Body at least every 4 years.

This document will be approved by the Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Appendix – Evaluation information for objectives

Objective 1:

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by December 2020, and report on this to the Staffing and Finance Committee of the governing board.

Applications have been looked at dating back to April 2019. There are no more available due to destruction of personal information in line with our Data Retention Policy. In total, 7 posts have been looked at, falling into 3 brackets:

1. Teaching staff (x3)
2. Curriculum support staff (x3)
3. Administrative staff (x1)

Summary of data:

Teaching Posts		
	Applicants	Interviewed
Total	25	12
Ethnicity	88% White British 4% Mixed race 4% Asian and British Asian 4% Black or Black British	100% White British
Gender	84% Female 16% Male	92% Female 8% Male
Disability	96% Non-disabled 4% Disabled	100% Non-disabled
Religion	48% Christian 52% None	33% Christian 67% None
Sexual Orientation	96% Heterosexual 4% Prefer not to state	100% Heterosexual

Curriculum Support Staff Posts		
	Applicants	Interviewed
Total	26	13
Ethnicity	77% White British 4% Asian and British Asian 4% Black or Black British 15% prefer not state	92% White British 8% Prefer not to state
Gender	81% Female 4% Male 15% prefer not state	92% Female 8% Prefer not to state
Disability	81% Non-disabled 4% Disabled 15% prefer not state	92% Non-disabled 8% Prefer not to state
Religion	46% Christian 35% None 4% Hindu 15% prefer not state	46% Christian 46% None 8% Prefer not to state
Sexual Orientation	81% Heterosexual 4% Bisexual 15% Prefer not to state	92% Heterosexual 8% Prefer not to state

Administrative Staff Posts		
	Applicants	Interviewed
Total	8	6
Ethnicity	75% White British	100% White British

	12.5% Mixed race 12.5% Prefer not to state	
Gender	87.5% Female 12.5% prefer not state	100% Female
Disability	87.5% Non-disabled 12.5% prefer not state	100% Non-disabled
Religion	75% Christian 25% prefer not state	83% Christian 17% Prefer not to state
Sexual Orientation	87.5% Heterosexual 12.5% prefer not state	92% Heterosexual 8% Prefer not to state

Evaluation and outcome:

All applications are judged blind with no information regarding applicant's background.

We will closely monitor the application process and feed back equalities data to the Governing Body after each appointment.

Objective 2:

To ensure that vulnerable groups of pupils achieve challenging targets and there are no significant gaps in progress for these pupils.

- FSM, SEND, Military and More Able children are tracked against previous year attainment and end of previous key stage attainment to ensure progress in line with ability.
- Information reported to governors through Headteacher's termly reports and SENDCo's termly reports. One Governor has responsibility for oversight of vulnerable groups' progress and evaluation of spending. Annual visits made to discuss with SENDCo and Headteacher.

Evaluation and outcome:

Whilst groups are closely tracked, we wish to maintain this as an objectives as it is an going focus for us.

Objective 3:

To ensure that all pupils have access to school trips and extra-curricular provision.

Children in receipt of pupil premium funding all received reductions in costs residential trips:

In 2017, all eligible 7 children received £100 subsidy for Whitby residential trip and the 1 eligible child accepted for Kingswood.

25% subsidies were given to families with more than one child attending the trip, regardless of FSM status.

No residential trips were run in academic year 2018/19.

In 2019, 1 FSM child was eligible for and accepted a 50% subsidy for Whitby residential trip. The 2 children eligible for the Year 3 and 4 trip to PGL accepted a 50% subsidy. There were no children eligible for subsidy for the Year 2 residential trip to Beaumanor Hall.

Evaluation and outcome:

No child has missed a trip, within the school day or residential, in the last 5 years due to financial reasons.

Objective 4:

Develop children's understanding equality and their role in ensuring they accept and respect everyone.

- Use our curriculum to teach about global cultures and the value of celebrating diversity. Use historical examples to help put current events into context, to help pupils see lessons which have been learnt from the past.

Diversity is taught through our Values skills ladders; Friendship, Community & Democracy.

Class 1- family celebrations & differences within home routines, hot/cold

Countries & differences this brings, Chinese New Year.

Class 2- History

- Lives of significant individuals in the past who have contributed to national and international achievements
- Events beyond living memory that are significant nationally or globally
- Changes within living memory

SRE

- That mental wellbeing is a normal part of daily life in the same way that physical health is
- Celebrating achievements of others

- To show an enquiring mind towards the world around them, asking and answering their own questions
- To show the strength of character to do the right thing

Class 3- History

- Significant historical events, people and places in their own locality; impact of Romans on Old Dalby and surrounding area
- Significant historical events in their own locality
- The achievements of the earliest civilizations – a comparison of Roman and Greek civilisations
- Lives of significant individuals in the past who have contributed to national and international achievements
- Events beyond living memory that are significant nationally or globally
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

SRE

- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- To celebrate the achievements of others
- To understand and respect the rule of law
- To show an enquiring mind towards the world around them, asking and answering their own questions
- To recognise the different communities they are a part of
- To show the strength of character to do the right thing
- To have the strength to say no when necessary

Class 4- History

- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Lives of significant individuals in the past who have contributed to national and international achievements
- Study of Ancient Greece and influence on western world
- Natural disasters (Pompeii)

Geography

- Rich countries/poor countries – global finances

SRE

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How to respectfully disagree with others by expanding their own horizons, defending their own ideas and remaining open to new information and ideas
- Understand the need to live peacefully in a diverse world by valuing people who are different from themselves
- To recognise when other children are not being included and how they can be inclusive themselves
- To recognise and value the strength of others
- To draw strength from other faiths and belief systems

Class 5-

History

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle of England to the time of Edward the Confessor
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Study lives of significant individuals in the past who have contributed to national and international achievements
- Undertake a local study

SRE

- It is common for people to experience mental ill-health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
 - To respectfully disagree with others by expanding their own horizons, defending their own ideas and remaining open to new information and ideas
 - What a stereotype is, and how stereotypes can be unfair, negative or destructive
 - Understand the need to live peacefully in a diverse world by valuing people who are different from themselves
 - Challenge negative stereotypes in their community
 - About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
 - That bullying (including cyber bullying) has a negative and often lasting impact on mental well-being
 - How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
 - That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
 - To draw strength from other faiths and belief systems
 - Have the strength to resist the influence of media eg appearance and stereotypes
- Use our Christian values to teach the children the value of acceptance and community. Values are taught during the year each term and awards given at the end of each term to recognise those children who've been particular advocates. 'Community' is one of the first to be covered in autumn 1 term and 'acceptance' is a specific Routes to Resilience word we've chosen and gets introduced to children in Year 1 and is then referred to thereafter on nearly all our skills ladders (Friendship, Courage, Community, Democracy, Love & Honesty)
- Use Routes to Resilience to teach pupils the value of each other as well as themselves: Classes all teaching throughout and displaying words (both R2R and values)
- Through Collective Worship and RE teaching, learn about other faiths and festivals. See RE planning for coverage. Our Strength skills ladder refer to the option of drawing strength from faith and belief systems.
- Make visits to multi-cultural venues and events
- Mosque in Leicester C2 & C3
 - Pizza Express planned but didn't happen due to COVID
- Invite visitors in from a variety of backgrounds to talk to the children
- Diwali workshop
 - Author
 - Community members from Islamic and Christian background
 - Heritage group
- Train play leaders to help support other children
- Peace Pals (they apply & are selected by RB and TF) take on this role and we have them in each bubble.

- Have Prefects who are elected members of a School Council to represent the thoughts and opinions of their peers when discussing matters with staff.

Prefects are now 2 from each class so they can carry out roles and responsibilities within own bubbles.
House Captains have also been elected via a zoom call to the other classes.

- Maintain Healthy Schools Enhanced Status for emotional health and well-being

Yes, this has been maintained and was re-awarded alongside Routes to Resilience September 2019

- Have a zero tolerance policy on bullying, racism, homophobia, sexism, stereotyping

Last reported incident of bullying was 2017

Racism- at least 5 years ago.

Homophobic- 1 incident in June 2019

- Report to governors on a termly basis about the number of bullying, homophobic, racist, sexist incidents

Termly report from RB

- Hold parent events to celebrate aspects of school life and to encourage all children to take part in school activities

Parents Evening take place in October and February and an end of year report sent to parents with offer of meeting if desired. This year Zoom meeting or phone calls offered over 4 evenings.

- Closely monitor the number of girls and boys taking part in sporting events to ensure equality of opportunity

100% participation in PE lessons, Daily Mile, use of gonoodle, Wake Up Shake Up, active maths & literacy increased within class time

Participation levels for extra-curricular activities whole school:

Cross Country- 62%; 48% boys, 14% girls

Lunch (Work it Wednesday- 70%; 50% boys, 20%)

Fitness Friday- 100% KS2 participation

Girls football lunchtime (KS2)- 23 girls (yr3/4 and 5/6 team)

Swimming achievement of 25m (year 6)- 100%

After school sports- Football- 96% boys

- Cross country 70% boys, 30% girls

- Hockey 75% boys

- Gymnastics 55% girls, 45% boys

- Recognise national charity initiatives to support others in need, eg collecting for our local food bank for Children In Need

Harvest collection for Local food banks

Race for Life

Sport Relief

Families in Need

Lockdown collection given to foodbank

- Foster links with our village community so children can interact with people of all ages and experiences, valuing the experience of older generations.

Hunters Lodge

Christingle- members of community come into work with children in different activities

Readers

Mentor Scheme

Volunteers offer activities within school

Very active links with Heritage Group

Evaluation and outcome:

Closely monitor the coverage and impact of the curriculum over the next 2 years to ensure the desired outcomes of teaching for inclusion and equality.

Objective 5:

To ensure that all our policies are part of the equalities process and are developed in line with our school vision of equality.

- As policies are reviewed, they are read in line with our school vision and altered as necessary.

This is an ongoing policy and will remain an objective for the next two years to ensure all policies reflect our vision.

Breakdown of recruitment data

SEND LSA Post, May 2020		Number of applicants: 10 (1 did not give EO data)	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
8		1	
Chinese or other ethnic group	Gypsy/Traveller	Other	
Gender			
Female	Male	Prefer not to state	Transgender
9			
Disability			
Disabled	Non-disabled		Prefer not to state
1	8		
Religion			
Buddhist	Christian	Hindu	
	4	1	
Jewish	Muslim	Sikh	
None	Other	Prefer not to state	
4			
Sexual Orientation			
Bi-sexual	Gay	Lesbian	
1			
Heterosexual	Other	Prefer not to state	
8			

SEND LSA Post, May 2020		Number of interviewees: 4	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
4			
Chinese or other ethnic group	Gypsy/Traveller	Other	
Gender			
Female	Male	Prefer not to state	Transgender

4		
Disability		
Disabled	Non-disabled	Prefer not to state
	4	
Religion		
Buddhist	Christian	Hindu
	2	
Jewish	Muslim	Sikh
None	Other	Prefer not to state
2		
Sexual Orientation		
Bi-sexual	Gay	Lesbian
Heterosexual	Other	Prefer not to state
4		

Teaching Post, April 2020		Number of applicants: 11	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
9	1	1	
Chinese or other ethnic group	Gypsy/Traveller	Other	
Gender			
Female	Male	Prefer not to state	Transgender
10	1		
Disability			
Disabled	Non-disabled	Prefer not to state	
1	10		
Religion			
Buddhist	Christian	Hindu	
	7		
Jewish	Muslim	Sikh	
None	Other	Prefer not to state	
4			
Sexual Orientation			
Bi-sexual	Gay	Lesbian	
Heterosexual	Other	Prefer not to state	
11			

Teaching Post, April 2020		Number of interviewees: 5	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
5			
Chinese or other ethnic group	Gypsy/Traveller	Other	
Gender			
Female	Male	Prefer not to state	Transgender
5			
Disability			
Disabled	Non-disabled	Prefer not to state	
	5		
Religion			
Buddhist	Christian	Hindu	
	3		

Jewish	Muslim	Sikh
None	Other	Prefer not to state
2		
Sexual Orientation		
Bi-sexual	Gay	Lesbian
Heterosexual	Other	Prefer not to state
5		

SEND LSA Post, 0.4 September 2019		Number of applicants: 7	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
7			
Chinese or other ethnic group	Gypsy/Traveller	Other	
Gender			
Female	Male	Prefer not to state	Transgender
6	1		
Disability			
Disabled	Non-disabled	Prefer not to state	
	7		
Religion			
Buddhist	Christian	Hindu	
	5		
Jewish	Muslim	Sikh	
None	Other	Prefer not to state	
2			
Sexual Orientation			
Bi-sexual	Gay	Lesbian	
Heterosexual	Other	Prefer not to state	
7			

Invited for interview:

SEND LSA Post 0.4, September 2019		Number of interviewees: 3	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
3			
Chinese or other ethnic group	Gypsy/Traveller	Other	
Gender			
Female	Male	Prefer not to state	Transgender
3			
Disability			
Disabled	Non-disabled	Prefer not to state	
	3		
Religion			
Buddhist	Christian	Hindu	
	2		
Jewish	Muslim	Sikh	
None	Other	Prefer not to state	
1			
Sexual Orientation			
Bi-sexual	Gay	Lesbian	

Heterosexual	Other	Prefer not to state
3		

LSA post, June 2019		Number of applicants: 9 (3 no data)	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
5			1
Chinese or other ethnic group	Gypsy/Traveller		Other
Gender			
Female	Male	Prefer not to state	Transgender
6			
Disability			
Disabled	Non-disabled		Prefer not to state
	6		
Religion			
Buddhist	Christian		Hindu
	3		
Jewish	Muslim		Sikh
None	Other		Prefer not to state
3			
Sexual Orientation			
Bi-sexual	Gay		Lesbian
Heterosexual	Other		Prefer not to state
6			

LSA post, June 2019		Number of interviewees: 6 (1 did not give EO data)	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
5			
Chinese or other ethnic group	Gypsy/Traveller		Other
Gender			
Female	Male	Prefer not to state	Transgender
5			
Disability			
Disabled	Non-disabled		Prefer not to state
	5		
Religion			
Buddhist	Christian		Hindu
	2		
Jewish	Muslim		Sikh
None	Other		Prefer not to state
3			
Sexual Orientation			
Bi-sexual	Gay		Lesbian
Heterosexual	Other		Prefer not to state
5			

Office Administrator, June 2019		Number of applicants: 8 (1 did not give EO data)	
Ethnicity			

White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
6	1		
Chinese or other ethnic group	Gypsy/Traveller	Other	
Gender			
Female	Male	Prefer not to state	Transgender
7			
Disability			
Disabled	Non-disabled	Prefer not to state	
	7		
Religion			
Buddhist	Christian	Hindu	
	6		
Jewish	Muslim	Sikh	
None	Other	Prefer not to state	
		1	
Sexual Orientation			
Bi-sexual	Gay	Lesbian	
Heterosexual	Other	Prefer not to state	
6		1	

Office Administrator, June 2019		Number of interviewees: 6	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
6			
Chinese or other ethnic group	Gypsy/Traveller	Other	
Gender			
Female	Male	Prefer not to state	Transgender
6			
Disability			
Disabled	Non-disabled	Prefer not to state	
	6		
Religion			
Buddhist	Christian	Hindu	
	5		
Jewish	Muslim	Sikh	
None	Other	Prefer not to state	
		1	
Sexual Orientation			
Bi-sexual	Gay	Lesbian	
Heterosexual	Other	Prefer not to state	
5		1	

KS2 Teaching post 0.6, May 2019		Number of applicants: 5	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
5			
Chinese or other ethnic group	Gypsy/Traveller	Other	
Gender			
Female	Male	Prefer not to state	Transgender

4	1		
Disability			
Disabled	Non-disabled	Prefer not to state	
5			
Religion			
Buddhist	Christian	Hindu	
3			
Jewish	Muslim	Sikh	
2			
None	Other	Prefer not to state	
2			
Sexual Orientation			
Bi-sexual	Gay	Lesbian	
5			
Heterosexual	Other	Prefer not to state	
5			

KS2 Teaching post 0.6, May 2019		Number of interviewees: 3	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
3			
Chinese or other ethnic group	Gypsy/Traveller	Other	
Gender			
Female	Male	Prefer not to state	Transgender
2	1		
Disability			
Disabled	Non-disabled	Prefer not to state	
3			
Religion			
Buddhist	Christian	Hindu	
1			
Jewish	Muslim	Sikh	
2			
None	Other	Prefer not to state	
2			
Sexual Orientation			
Bi-sexual	Gay	Lesbian	
3			
Heterosexual	Other	Prefer not to state	
3			

1 year teaching post, April 2019		Number of applicants: 9	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
8			1
Chinese or other ethnic group	Gypsy/Traveller	Other	
Gender			
Female	Male	Prefer not to state	Transgender
7	2		
Disability			
Disabled	Non-disabled	Prefer not to state	
9			
Religion			
Buddhist	Christian	Hindu	
2			

Jewish	Muslim	Sikh
None	Other	Prefer not to state
7		
Sexual Orientation		
Bi-sexual	Gay	Lesbian
Heterosexual	Other	Prefer not to state
8		1

1 year teaching Post, April 2019		Number of interviewees: 4	
Ethnicity			
White (British/Irish/Other)	Mixed	Asian and British Asian	Black or Black British
4			
Chinese or other ethnic group	Gypsy/Traveller	Other	
Gender			
Female	Male	Prefer not to state	Transgender
4			
Disability			
Disabled	Non-disabled	Prefer not to state	
	4		
Religion			
Buddhist	Christian	Hindu	
Jewish	Muslim	Sikh	
None	Other	Prefer not to state	
4			
Sexual Orientation			
Bi-sexual	Gay	Lesbian	
Heterosexual	Other	Prefer not to state	
4			