

## Medway Anglican Schools Trust Public Sector Equality Duty



The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

Schools are required to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and to prepare and publish equality objectives. This information must be updated annually, and objectives published at least once every four years.

This information is only concerned with our obligations to pupils (and prospective pupils).

### Equality Information

Number of pupils on roll at schools across the Trust:

Age of pupils: 2 to 11

| Groups of less than 10 have been shown by an asterisk |                          |                         |                           |                          |                               |
|---|--------------------------|-------------------------|---------------------------|--------------------------|-------------------------------|
| Group   | St Margaret's CE Juniors | St John's Infant School | All Saints Primary School | St James Primary Academy | Medway Anglican Schools Trust |
| Boys  | 189                      | 22                      | 179                       | 86                       | 476                           |
| Girls   | 175                      | 25                      | 176                       | 94                       | 470                           |
| Eligible for free school meals                        | 67                       | 18                      | 124                       | 59                       | 268                           |
| Pupil Premium   | 67                       | 19                      | 123                       | 44                       | 253                           |
| Other pupils i.e not pupil premium                    | 297                      | 27                      | 232                       | 136                      | 692                           |
| SEN EHCP  | *                        | *                       | *                         | *                        | 18                            |
| SEN Support   | 57                       | 10                      | 63                        | 27                       | 157                           |
| No SEN  | 300                      | 36                      | 286                       | 149                      | 771                           |
| English as an additional language                     | 30                       | 27                      | 148                       | *                        | 210                           |
| Any other Asian background                            | *                        | *                       | *                         | *                        | *                             |
| Bangladeshi   | *                        | *                       | 14                        | *                        | 25                            |
| Black - African                                       | 22                       | 8                       | 117                       | 5                        | 152                           |
| Black Caribbean                                       | *                        | *                       | *                         | *                        | *                             |
| Any other Black background                            | *                        | *                       | *                         | *                        | *                             |
| Black and any other ethnic group                      | *                        | *                       | *                         | *                        | *                             |
| Chinese   | *                        | *                       | *                         | *                        | *                             |
| Chinese & any other ethnic group                      | *                        | *                       | *                         | *                        | *                             |
| Gypsy/traveller                                       | *                        | *                       | *                         | *                        | *                             |
| Indian  | *                        | *                       | *                         | *                        | 23                            |
| Other White British                                   | *                        | *                       | *                         | *                        | *                             |
| Other ethnic group                                    | *                        | *                       | *                         | *                        | *                             |
| Other mixed background                                | *                        | *                       | *                         | *                        | *                             |
| Pakistani   | *                        | *                       | *                         | *                        | *                             |
| White & any other Asian Background                    | *                        | *                       | *                         | *                        | *                             |
| White - English                                       | 286                      | *                       | 124                       | 165                      | 585                           |
| White Eastern European                                | *                        | *                       | 25                        | *                        | 44                            |
| White other   | *                        | *                       | *                         | *                        | *                             |
| White western european                                | *                        | *                       | *                         | *                        | *                             |
| White and black african                               | *                        | *                       | *                         | *                        | *                             |
| White and black caribbean                             | *                        | *                       | *                         | *                        | *                             |
| White and Indian                                      | *                        | *                       | *                         | *                        | *                             |
| White and any other ethnic group                      | *                        | *                       | *                         | *                        | *                             |
| Refused Ethnicity                                     | *                        | *                       | *                         | *                        | *                             |
| No Ethnicity  | *                        | *                       | *                         | *                        | *                             |
| Buddhist  | *                        | *                       | *                         | *                        | *                             |
| Christian   | 148                      | 21                      | 164                       | 52                       | 385                           |
| Hindu   | *                        | *                       | *                         | *                        | 15                            |
| Muslim  | *                        | *                       | 29                        | *                        | 46                            |
| No Religion   | 113                      | *                       | 66                        | 123                      | 306                           |
| Other Religion  | *                        | *                       | *                         | *                        | *                             |
| Sikh  | *                        | *                       | *                         | *                        | *                             |
| Religion not given or refused                         | *                        | *                       | *                         | 14                       | 24                            |
| Roman Catholic  | *                        | *                       | *                         | *                        | 28                            |

## Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the Trust schools collect information on protected characteristics:

- Race
- Disability\*
- Sex
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment

\* The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

Age is not a protected characteristic for the schools provisions.

It is not appropriate for us to collect information from pupils in relation to some protected characteristics. However, as a school, we are aware that there may be equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

## Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Pupils with a Traveller heritage who are highly mobile but not from a minority ethnic group, such as Fair or Circus families

- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is fewer than 15 and the information is sensitive personal information. In these cases we have indicated this by an asterisk\*. Characteristics are based around the Census classifications and parents choose groups to which they, or their children, belong.

#### Looked after children: \*

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

### **Eliminating discrimination and other conduct that is prohibited by the Act**

The information provided here aims to demonstrate that; we give careful consideration to equality issues in everything that we do in Trust schools. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping

- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have opportunities to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

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

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of all parents/carers and pupils in school development (e.g. through surveys)
- Listening to parents/carers at parent forums, consultation meetings, comments in home-school books, etc.
- Listening to pupils at all times, and especially through the School Councils.

Attainment of groups of pupils is analysed at least annually and presented to the Board and Local Governing Body.

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

We foster good relations by:

- Ensuring that every Trust School is seen as a community school within their local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship

What has been the impact of our activities and what are we doing next?

1. The curriculum at EYFS, at KS1, and at KS2 is judged good as confirmed by Ofsted in June and July 2018 and ensures appropriate learning opportunities for all children.
2. All schools were judged as good by SIAMs inspectors at their most recent inspection.
3. Collective worship is planned and structured. We meet with other schools in the local Anglican Community for shared events and our Christian ethos supports and underpins our work.
4. Children with disabilities have appropriate provision specifically for their needs
5. Tracking of pupil progress ensures that all groups of children are monitored and appropriate provision is put in place where necessary
6. All incidents of bullying or racism are dealt with quickly and appropriately in line with our policies
7. The Board and Local Governors play an active role in ensuring policies provide equality of opportunity
8. All children have the opportunity to take on responsible roles in the schools.
9. We are continuing to diminish the gap between disadvantaged pupils and others and the provision for disadvantaged pupils was judged as good by Ofsted. Gender gaps also reduced in some subjects.

## Consultation

We aim to engage and consult with pupils, staff, parents/carers, and the local community so that we can improve our information, monitor the impact of our policies, develop our equality objectives and improve what we do as Trust schools.

We will do this through:

- Parent/Carer and pupil surveys
- Staff surveys

- Suggestions box
- Open door policy
- Opportunities for appointments with senior members of staff
- School newsletter
- Trust and Schools Websites
- School Council
- Parents' evenings

## Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies or procedures. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

| Date        | Policy or decision          | Equality issues considered   | Action taken or changes made          |
|-------------|-----------------------------|--|---------------------------------------|
| 1 Nov 2016  | Equality Scheme             | Agreed to publish the scheme on the school website                                     | Set limit for publishing of 15 pupils |
| 12 Dec 2016 | Public Sector Equality Duty | The Board the approved the document and were reminded of their duties under the scheme | Published on website                  |
| April 2020  | Public Sector Equality Duty | The Board the approved the document and were reminded of their duties under the scheme | Published on website                  |
| Autumn 2022 | Equality Scheme             | All staff undertook unconscious bias training – this was completed                     | CPD for all staff                     |

|            |                             |  |  |
|------------|-----------------------------|--|--|
|            |                             | by senior leaders in Spring 2022 and extended to all staff as part of autumn CPD       |  |
| March 2023 | Public Sector Equality Duty | The Board the approved the document and were reminded of their duties under the scheme |  |

## Equality Objectives

The Equality Act 2010 requires us to publish specific measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives.

Equality Objective 1: To continue to reduce the gap between the Pupil Premium group and other pupils, so that children achieve their maximum potential and are well prepared for the next stage of their education.

Equality Objective 2: To reduce the gender gaps in English and mathematics so that boys achieve as well as girls in reading and writing, and girls achieve as well as boys in mathematics.

Equality Objective 3: To continue to promote Christian and British Values so that our children know and apply the values meeting the ethos of the Trust.

Equality Objective 4: To continue to reduce the learning gaps caused by the Covid pandemic