

# **Thorpe Primary School Governing Body**



## **PUBLIC SECTOR EQUALITY DUTY STATEMENT**

**Version 5.0**

**September 2021**

**Governing Body Committee: 28 September 2021**  
**Date Policy Reviewed: August 2021**  
**Date of Next Review: June 2022 for statement and statistics**  
**June 2023 for objectives**

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## **1. Introduction**

- 1.1 This Statement is managed and maintained by the School Business Manager and reviewed and approved by the Governing Body on an annual basis at the convening of their September meeting.
- 1.2 This Statement is intended to cover the requirement placed on the Governing Body of Thorpe Primary School to produce an 'Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication' as outlined in the Department for Education guidance *Statutory Policies for Schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law (section C)*. The guidance can be found [here](#).
- 1.3 The pieces of legislation relating to this Statement are The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011.
- 1.4 This Statement describes how the Governing Body of Thorpe Primary School intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to all members of the school community.
- 1.5 This Statement incorporates the Governing Body commitments with regard to the Public Sector Equality Duty and statistics relating to the workforce and student body that are applicable. These elements are reviewed annually.
- 1.6 This Statement incorporates Equality Objectives which are informed by the statistics and commitments and are reviewed at least every four years. These Equality Objectives underpin elements of the School Improvement Plan.
- 1.7 This Statement will be available on the school's website in line with statutory guidance.

## **2. Governing Body Commitments**

- 2.1 We will have due regard to the need to:
  - (a) Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
  - (b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
  - (c) Foster good relations between people who share a protected characteristic and those who do not share it.

2.2 We will promote equal opportunities and strive to combat discrimination for all members of our school community by:

- (a) Embracing diversity as a strength, which should be respected and celebrated by all those who learn, work, teach and visit the school
- (b) Recognising and addressing the needs of vulnerable groups by making reasonable adjustments wherever practicable
- (c) Establishing measures to counter deprivation and developing self-sufficiency
- (d) Encouraging the cooperation of members of the school communities in the implementation of equal opportunities policy and action, including the freedom to report of all incidents of discrimination or harassment without fear of reprisal

2.3 We will routinely collect equality information and issue annually to help us have due regard to:

- (a) Identify key issues;
- (b) Understand the impact of our policies, practices and decisions on people with different protected characteristics and thereby plan them more effectively;
- (c) Assess whether we are discriminating unlawfully when carrying out any of our functions;
- (d) Identify what the key equality issues are for our organisation;
- (e) Benchmark our performance and processes against those of similar organisations, nationally or locally;
- (f) Consider taking steps to meeting the needs of staff and students who share relevant protected characteristics;
- (g) Identify if there are any actions we can take to avoid discrimination, advance equality of opportunity or foster good relations;
- (h) Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- (i) Develop equality objectives at least every four years to meet the specific duties; and
- (j) Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

2.4 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' (staff with certain protected characteristics being over-represented in particular roles).

2.5 We will publish relevant, proportionate information which is broad enough to give a full picture across our school. We will demonstrate how we have used this information to have due regard to all three aims of the duty, for all relevant protected characteristics. Our information will usually fall into two main categories:

- (a) Information to identify equality issues. Examples of this include equality monitoring information about employees, information about the effect of our activities on people with different protected characteristics or any engagement we may have carried out.
- (b) Information about steps taken to have due regard to the aims of the general equality duty. For example, any records we have about how we had due regard in making certain decisions, information that was considered in that decision-making (including engagement), consideration for steps to mitigate adverse impacts, or details of policies to address equality concerns.

2.6 We will further address the Equality Duty in the continued development of our Trust and school policies, both those focusing on staff and also on students. Policy work will, where relevant, seek to challenge inequality and allow members of the school community to work towards achieving their full potential regardless of any protected characteristic that they may share. Examples of such policies include, but are not limited to:

- (a) Admissions Policy;
- (b) Behaviour and Ethos Policy (including Anti-Bullying);
- (c) Recruitment Policy and Procedures (including Recruitment of ex-Offenders);
- (d) Equality and Diversity Policy – Students; and
- (e) Equality and Diversity Policy – Staff.

2.7 We will work with staff, students and other stakeholders where applicable to promote an integrated and cohesive community that reflects the fundamental British Values of:

- (a) Democracy;
- (b) The rule of law;
- (c) Individual liberty; and
- (d) Mutual respect and tolerance of those with different faiths and beliefs

2.8 All members of our school community are unique and have rights and responsibilities. All members shall be treated equally and with respect regardless of any protected characteristic that they may share. No members of our communities will suffer discrimination, be harassed, or receive less favourable treatment on the grounds of *protected characteristics* described in the Equality Act 2010 as:

- (a) Race
- (b) Age
- (c) Disability or Impairment
- (d) Marital Status
- (e) Pregnancy and Maternity
- (f) Gender Reassignment
- (g) Religion and Beliefs
- (h) Sexual Orientation

### 3. Current Staffing Statistics

3.1 Based on information retrieved from the school MIS using routinely collected data. The effective date for this analysis is 16/09/2020. Staff population totals **85**.

3.2 Gender

(a) Totals

	Count	Pct
Male	11	12.9%
Female	74	87.1%

(b) Teaching

	Count	Pct
Male	6	21.4%
Female	22	78.6%

(c) Non-Teaching

	Count	Pct
Male	5	8.8%
Female	52	91.2%

### 3.3 Ethnicity

	Count	Pct
Asian or Asian British - Bangladeshi	1	1.2%
Asian or Asian British – Indian	7	8.2%
Asian or Asian British – Pakistani	12	14.1%
Black or Black British – African	2	2.4%
Black or Black British – Caribbean	4	4.7%
Mixed White and Asian	1	1.2%
Mixed, White and Black Caribbean	-	-
White and Black African	1	1.2%
White, any other white background	3	3.5%
White British	48	56.5%
White Irish	1	1.2%

### 3.4 Religion

	Count	Pct
Not a requirement of the SWC therefore not recorded	85	-

### 3.5 Disability

	Count	Pct
Long Standing Illness	1	1.2%

## 4. Student Statistics

4.1 Based on information retrieved from the school MIS using routinely collected data. The effective date for this analysis is 16/09/2020. Student population totals **523**

### 4.2 Gender

	Count	Pct
Male	290	54.1%
Female	246	45.9%

### 4.3 Ethnicity

	Count	Pct
African Asian	1	0.19%
Any other Black Background	1	0.19%
Any other Ethnic Group	7	1.31%

Any other mixed background	12	2.24%
Bangladeshi	8	1.49%
Black African	10	1.87%
Black Caribbean	1	0.19%
Chinese	2	0.37%
Indian	59	11.01%
Not Obtained	9	1.68%
Other Black	1	0.19%
Other Asian	14	2.61%
Pakistani	209	38.99%
Portugese	3	0.56%
Refused	11	2.05%
White British	93	17.35%
White and Asian	15	2.80%
White and Black African	5	0.93%
White and Black Caribbean	2	0.37%
White European	34	6.34%
White Other	8	1.49%

#### 4.4 Religion

	<b>Count</b>	<b>Pct</b>
Christian	108	20.15%
Hindu	40	7.46%
Muslim	274	51.12%
No Religion	56	10.45%
Other Religion	4	0.75%
Refused	10	1.87%
Sikh	1	0.19%

#### 4.5 Disability\* *Students may appear in more than one category and total does not equal the school NOR*

	<b>Count</b>	<b>Pct</b>
Autistic Spectrum Disorder	9	1.68%
Hearing Impairment	2	0.37%
Other Difficult/ Disability	1	0.19%
Severe Learning Difficulty	0	0
Social, Emotional and Mental Health	10	1.87%
Speech, Language or Communication Need	24	4.48%
Specific Learning Difficulty	8	1.49%

### 5. Equality Objectives (dated September 2020)

- 5.1 Investigate broadening the collection of statistical data across the Multi-Academy Trust and in turn use collected data regarding the work force to inform Trust Human Resource and Organisational Development Policies and decision making.



- 5.2 Ensure that student characteristics used in conjunction with progress and attainment data inform the School Improvement Policies, so that resources are deployed effectively to narrow gaps between those who share protected characteristics and those who do not.
- 5.3 Provide appropriate training to all staff in equality and diversity including how this statement informs procedure and policy work.

**6. Version History**

6.1 Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
4.0	Statistics updated for September 2020	C Langham	16/09/2020
5.0	Statistics updated for September 2021	K Trethewy	23/09/2021