PUBLIC SECTOR EQUALITY DUTY

The Schelwood Trust are committed to equality and aim to meet our obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age.
  - Disability.
  - Gender reassignment.
  - Marriage or civil partnership.
  - Pregnancy and maternity.
  - Race.
  - Religion or belief.
  - Sex.
  - Sexual orientation.

Our Trust will have due regard to advancing equality of opportunity, including making a clear and consistent commitment to:

- Minimise or eliminate disadvantages suffered by a person or persons who share a relevant protected characteristic.
- Take steps to meet the needs of a person or persons who share a protected characteristic that are different from the needs of others who do not share it.
- Encourage persons who share a relevant protected characteristic to participate fully in public life.
- Encourage persons who share a relevant protected characteristic to participate fully in any school activity in which participation by such persons is disproportionately low.

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination.
- 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.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

Roles and responsibilities

The governing boards of our schools 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/carers.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years.
- Delegate responsibility for monitoring the achievement of the objectives to the headteachers of our schools.

There is an equality link governor who will:

- Meet with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the Trust Board regarding any issues.

The headteachers will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Have "due regard" when making a decision or taking an action to whether it may have a particular implication for people with protected characteristics.

All school staff are expected to have regard to this document and to work to achieve the equality objectives.

Eliminating discrimination

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

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.

The equality link governor liaises regularly with the schools regarding any issues and makes senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our schools aim to advance equality of opportunity by:

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

In fulfilling this aspect of the duty, our schools will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above 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 protected characteristics, identifying any issues which could affect our own pupils.

In addition to the information about pupils, we consider how our activities as an employer affect staff with protected characteristics.

Fostering good relations

Our schools aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Making pupils aware of our behaviour and anti-bullying policies.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies 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 school councils have representatives from different year groups and are formed of pupils from a range of 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.
- We embrace local faith events e.g. Diwali and Eid al-Fitr and invite our parents and community into our schools to celebrate with us.
- We have developed links with people and groups who have specialist knowledge about characteristics, which helps inform and develop our approach.

Equality considerations in decision-making

Our schools ensure there is due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

Our schools always consider 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.

Together with risk assessments that are compiled when planning school trips and activities, an Equality Impact Assessment is completed to show we have actively considered our equality duties and asked ourselves relevant questions.

Equality objectives

As a Trust, we publish equality information every year with equality objectives reviewed and updated at least every four years: These objectives aim to remove barriers to the advancement of opportunity and reinforce the Trust as an anchor in the community.

Our objectives for 2024-2027 are:

Objective 1
To continue to provide an environment across all schools that welcomes, protects and respects all people and communities. This applies to pupils, parents, staff, governors and the wider community.

Objective 2
To continue to close gaps in attainment and achievement between students and all groups of students; especially boys and girls; disadvantaged students, students with Special Educational Needs and Disabilities, Looked After Children and students from different heritage groups and raise attainment for all.

Objective 3
To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.

Objective 4
Actively seek a diverse workforce which reflects our school and local communities.

Objective 5
To review the accessibility across the school for students, staff and visitors with disabilities including access to specialist teaching areas.

Equality Information

We maintain confidentiality and work to the principles set in the General Data Protection Regulations (GDPR) to protect personal data. We publish information in a way so that no student or staff member can be identified.

Staff

Age	Our schools comply with their equality duties in this regard.
Disability	0.5% of staff have a recorded disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We are committed to supporting any staff member towards gender reassignment.
Marriage and civil partnerships	Our schools comply with their equality duties in this regard.
Pregnancy and maternity	Our schools comply with their equality duties in this regard.
Race/Ethnicity	Our staffing profile comprises: Any other ethnic background – 3% Asian or Asian British, Any other Asian Background – 2% Asian or Asian British, Bangladeshi – 2% Asian or Asian British, Indian – 11% Asian or Asian British, Pakistani – 7% Black or Black British, African – 4% Black or Black British, Any other Black background – 1% Black or Black British, Caribbean – 8% Mixed White and Asian – 1% Mixed, White and Black African - 0.5% Mixed, any other mixed background – 0.5% White, any other White Background – 12% White, British – 43% White, Irish – 3% Not declared – 2%

Religion and belief/no belief	Religion is not recorded.
Sex (male/female)	73% female 27% male
Sexual orientation	Our schools are committed to supporting all staff members regardless of sexual orientation.

Pupils

Age	Our pupils' range in age from eleven to eighteen years.
Disability	Reasonable adjustments are made where appropriate.
Gender reassignment	We are committed to supporting any pupil towards gender reassignment.
Race/Ethnicity	Our student profile comprises: Afghan – 1.59% African Asian - 0.11% Albanian – 0.16% Arab – 0.8% Arab, other - 0.6% Asian, British – 0.32% Asian and any other ethnic group – 4.82% Asian and black – 0.11% Asian and Chinese – 0.21% Bangladeshi – 1.01% Black, British – 0.05% Black, Ghanaian – 0.48% Black, Nigerian - 0.85% Black, Sierra Leonian – 0.05% Black, Somali – 2.49% Black, Sudanese - 0.32% Black and any other ethnic group – 0.53% Black, Caribbean – 0.74% Black, European – 0.05% Chinese and any other ethnic group – 0.16% Egyptian – 0.05% Filipino – 0.11% Gypsy/Roma – 0.11% Hong Kong Chinese – 0.05% Indian – 29.46% Information not yet obtained – 1.97% Iranian – 0.05% Iraqi – 0.21% Kashmiri Pakistani – 3.5% Kosovan – 0.11% Kurdish – 0.05% Malaysian Chinese – 0.11% Mirpuri Pakistani – 0.85% Nepali – 0.64% Other Asian – 1.06% Other Black - 0.32% Other Black African – 2.07% Other Chinese – 0.05% Other ethnic group – 0.42%

	Other mixed background – 0.85% Other Pakistani – 14.31% Other White British – 0.05% Portugese – 0.11% Refused – 0.37% Sri Lankan Tamil – 2.86% Sri Lankan Other - 0.64% Sri Lankan Sinhalese - 0.16% Vietnamese – 0.05% White, English – 12.08% White and any other Asian background – 0.58% White and any other ethnic group – 0.58% White and Black African – 0.95% White and Black Caribbean – 2.28% White and Indian – 0.48% White and Pakistani – 1.38% White Eastern European – 3.92% White European – 1.17% White other – 0.21% White Western European – 0.26% White and Chinese – 0.05% Yemeni – 0.05%
EAL (English as an Additional Language)	The languages spoken within our student profile are: Akan – 0.11% Albanian – 0.32% Albanian/Shqip – 0.05% Amharic – 0.05% Arabic – 1.48% Arabic (Algeria) – 0.05% Assamese – 0.05% Azeri - 0.05% Bengali - 0.85% Bengali (Sylheti) – 0.11% Bulgarian – 0.16% Chinese - 0.26% Chinese (Cantonese) – 0.05% Chinese (Mandarin/Putonghua – 0.21% Classification Pending – 0.21% Dari Persian – 0.26% Dutch/Flemish – 0.05% English – 42.61% Farsi/Persian – 0.16% Filipino – 0.11% French - 0.21% Gujarati – 1.32% Hindi – 4.19% Indonesian/Bahasa Indonesia – 0.05% Information not obtained – 0.37% Italian – 0.16% Kannada – 0.26% Kasmiri – 0.05%

	Konkani – 0.05% Kurdish – 0.21% Luganda – 0.05% Malayalam – 0.26% Marathi – 0.53% Nepali – 0.32% Other language – 0.21% Other language/other than English – 0.32% Panjabi – 3.71% Panjabi (Any other) - 0.16% Panjabi (Gurmukhl) – 0.53% Panjabi (Mirpuri) – 0.11% Panjabi (Pothwarl) – 0.05% Pashto/Pakhto – 1.43% Persian/Farsi – 0.21% Polish – 3.23% Portugese – 0.21% Romanian – 1.01% Romanian (Romania) – 0.05% Russian – 0.11% Shona – 0.26% Sinhala – 0.11% Somali – 0.90% Spanish – 0.11% Swahili – 0.32% Swahili/Kiswahili – 0.05% Swedish – 0.05% Tamil – 5.19% Telugu – 1.59% Turkish – 0.05% Ukranian - 0.11% Urdu – 9.33% Uzbek – 0.11% Wolof – 0.26% Yoruba - 0.05% None – 14.95%
Religion and belief/no belief	Our student profile comprises: Buddhist – 0.42% Christian – 15.10% Church of England – 0.32% Hindu – 24.11% Jehovah's Witness – 0.05% Jewish – 0.05% Muslim – 35.93% No religion – 8.37% Other faith – 0.53% Refused – 0.48% Roman Catholic – 1.01% Sikh – 7.37% Not declared – 6.25%

SEND	Students identified with a Special Educational Need - 9%
Sex (male/female)	Female – 42% Male – 58%
Sexual orientation	We are committed to supporting all students regardless of sexual orientation.
Pupil premium	Students eligible for Pupil Premium - 23%

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