

RYHALL CE ACADEMY



PUBLIC SECTOR EQUALITY DUTY STATEMENT

Review Day date:	July 2015
Responsibility:	Headteacher
Next Review Date:	July 2017

Associated Documentation:

- Equality Policy
- Equality Act 2010

Summary:

The public sector Equality Duty came into force across Great Britain on 5 April 2011. It means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

It also requires that public bodies have due regard to the need to:

1. eliminate discrimination
2. advance equality of opportunity
3. foster good relations between different people when carrying out their activities

1. ETHOS

Ryhall CE Academy provides a learning environment that embraces excellence and academic rigour. Set within a framework of spiritual, intellectual, physical, emotional, moral, social and cultural development, we aim to:

ignite a passion for life-long learning;

develop great thinkers who embrace challenge;

promote curiosity, enthusiasm, independence, self-belief and confidence.

Our strong Christian ethos encourages:

**endurance,
compassion,
friendship,
trust and
respect.**

We also teach the British values of democracy, justice and the rule of law, and mutual respect for those of different faiths and beliefs, and for those without faith and individual liberty.

At Ryhall CE Academy we ensure that through our distinctive Christian school vision, values, broad, balanced and diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The local governing board also ensures that this ethos is reflected and implemented effectively in the school's policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

There is no place for extremist views of any kind in our school, whether from internal sources, pupils, staff or governors, or external sources, school community, external agencies or individuals. Our pupils see Ryhall CE Academy as a safe place where they can explore all issues safely and where our teachers encourage and facilitate this, we have a duty to ensure this happens. As a school, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

At Ryhall CE Academy we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.

2. INTRODUCTION

2.1 This document describes how the Local Governing Body of Ryhall CE Academy intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the Academy Improvement Plan and information will be published on the policies section within the school website.

2.2 We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

2.3 We will collect and use equality information to help us to:

Identify key issues

- 1.2..1 Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- 1.2..2 Assess whether we are discriminating unlawfully when carrying out any of our functions.
- 1.2..3 Identify what the key equality issues are for our organisation.

Assess performance

- 1.2..4 Benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action

- 1.2..5 Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- 1.2..6 Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- 1.2..7 Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- 1.2..8 Develop equality objectives to meet the specific duties.
- 1.2..9 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' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- 2.4..1 recruitment and promotion
- 2.4..2 numbers of part-time and full-time staff
- 2.4..3 pay and remuneration
- 2.4..4 training
- 2.4..5 return to work of women on maternity leave
- 2.4..6 return to work of disabled employees following sick leave relating to their disability
- 2.4..7 appraisal
- 2.4..8 grievances (including about harassment)
- 2.4..9 disciplinary action (including for harassment)
- 2.4..10 dismissals and other reasons for leaving.

3. PUBLICATION OF EQUALITY INFORMATION

- 3.1 We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

Appendix 1

This is intended to be a basic outline pro-forma to use as a starting point to develop the school's staffing information analysis and objective setting.

Staffing information Analysis and Draft Objectives

The analysis could be separated into specific categories of staff e.g. teaching and non-teaching staff

- Staffing Complement of the School for the year _____
 Fulltime Race Disability

Men

Women

Part time

Men

Women

- Recruitment, Promotion, Performance Pay and Training by Gender, Race and Disability

	Total	Male	Fem	Race	Disab
Promoted internally					
Recruited					
Performance Pay Awarded					
Training courses					

- Salary by Gender Race and Disability

This should be recorded as full time equivalent salary

< £19k		£20k -£29k		£30k -£39k		£40k - £49k		£50k - £59k		>£60k	
M	F	M	F	M	F	M	F	M	F	M	F

- Grievances and disciplinary action and complaints of harassment

Number of cases in the last 3 years:

Analysis by Gender Race and Disability

- Pregnancy Maternity and Paternity Leave and Family Issues

Number of disputes arising in the last 3 years

6. Based on the information gathering exercise the issues identified are:
7. Draft objectives for _____ are:
8. The progress towards the objectives will be reviewed by the Headteacher and reported to the sub-committee of the Local Governing Board who manage personnel.