



Jack Hunt School Governing Body



PUBLIC SECTOR EQUALITY DUTY STATEMENT

Version 5.0

September 2021

Governing Body Committee: Finance Committee

Date Policy Reviewed: September 2021

**Date of Next Review: September 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 Finance Committee 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 Jack Hunt 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 Jack Hunt 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) Anti-Bullying Policy;
- (c) Behaviour Policy;
- (d) Recruitment Policy and Procedures (including Recruitment of ex-Offenders);
- (e) Equality and Diversity Policy – Students; and
- (f) 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 **284**.

3.2 Gender

(a) Totals

	Count	Pct
Male	87	30.60%
Female	197	69.40%

(b) Teaching

	Count	Pct
Male	46	37.40%
Female	77	62.60%

(c) Non-Teaching

	Count	Pct
Male	41	25.50%
Female	120	74.50%

3.3 Ethnicity

	Count	Pct
Asian or Asian British Other	1	0.35%
Asian or Asian British Bangladeshi	1	0.35%
Asian or Asian British Indian	4	1.41%
Asian or Asian British Pakistani	22	7.75%

Black or Black British African	5	1.76%
Black or British Caribbean	1	0.35%
Did not wish to be recorded	1	0.35%
Mixed White and Asian	2	0.70%
Mixed any other mixed background	1	0.35%
Mixed white and black Caribbean	2	0.70%
Not obtained	14	4.93%
White any other background	4	1.41%
White British	213	75.00%
White Irish	2	0.70%
Not disclosed	11	3.87%

3.4 Religion

	Count	Pct
Any other	4	1.40%
Christian	79	28%
Muslim	24	8.45%
No religion	58	20.42%
Not collected	62	21.80%
Sikh	1	0.35%
Prefer not to say	1	0.35%
Hindu	1	0.35%
Not disclosed	54	19.01%

3.5 Disability

	Count	Pct
Physical Impairment	1	0.35%
Sensory Impairment	3	1.06%
Mental Health Condition	0	0.00%
Learning Disability / Difficulty	2	0.70%
Long-standing Illness	3	1.06%
Other	1	0.35%
No / prefer not to say	274	96.35%

3.6 Age

	Count	Pct
16-25	16	5.63%
26-35	62	21.80%
36-45	59	20.80%
46-55	73	25.70%
56-65	60	21.13%
66+	14	4.93%

3.7 Marital Status

	Count	Pct
Married	141	49.65%
Single	51	17.96%
Not disclosed	6	2.11%
Divorced	15	5.28%
Separated	4	1.41%
Widowed	2	0.70%

4. Student Statistics

4.1 Based on information retrieved from the school MIS using routinely collected data. The effective date for this analysis is 20/09/2021. Student population totals **1,827**.

4.2 Gender

	Count	Pct
Male	904	49.48%
Female	923	50.52%

4.3 Ethnicity

	Count	Pct
African Asian	4	0.22%
Any other Black Background	8	0.44%
Any other Ethnic Group	46	2.51%
Any other mixed background	35	1.91%
Bangladeshi	8	0.44%
Black African	53	2.89%
Black Caribbean	4	0.22%
Chinese	2	0.11%
Gypsy / Roma	4	0.22%
Indian	64	3.50%
Not Obtained	3	0.16%
Italian	4	0.22%
Other Asian	74	4.04%
Pakistani	615	33.59%
Portuguese	23	1.26%
Refused	11	0.60%
White British	496	27.09%
White Irish	2	0.11%
White and Asian	48	2.62%
White and Black African	21	1.15%
White and Black Caribbean	25	1.37%
White European	281	15.35%

White Western European		
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4.4 Religion

	Count	Pct
Catholic	198	10.81%
Christian	381	20.81%
Hindu	27	1.47%
Jewish	2	0.11%
Muslim	775	42.33%
No Religion	350	19.12%
Other Religion	48	2.62%
Refused	16	0.87%
Sikh	15	0.82%
No record	19	1.04%

4.5 Disability*

	Count	Pct
Autistic Spectrum Disorder	26	7.78%
Hearing Impairment	5	1.50%
Moderate Learning Difficulty	55	16.47%
Multi-Sensory Impairment	7	2.10%
No Specialist Assessment	71	21.26%
Other Difficulty / Disability	66	19.76%
Physical Disability	11	3.29%
Social, Emotional and Mental Health	26	7.78%
Speech, Language or Communication Need	24	7.19%
Speech	1	0.30%
Specific Learning Difficulty	40	11.98%
Vision Impairment	2	0.60%

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

5. Equality Objectives (dated July 2019)

- 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
1.0	Pre-Existing statement published on VLE and website	Christine GILLINGHAM	06/07/2015
2.0	Statement reviewed. Broadening of statement to incorporate students and staff.	Matthew DEERE	22/08/2016
2.0	Resources Management Committee approved for publication	Matthew DEERE	31/10/2016
3.0	Updated for June 2019 and to Finance Cttee for approval	Matthew DEERE	30/07/2019
3.1	Refreshed with statistics typos amended and published	Matthew DEERE	11/11/2019
4.0	Statistics updated for September 2020	Matthew DEERE	14/09/2020
5.0	Annual statistics update for September 2021	Matthew DEERE	20/09/2021