

Equality and Diversity Equality Duty Statement

East Anglian Schools' Trust



Approved by: EAST Trust Board

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Next review due by: Under regular review.

Equality and Diversity

Equality Duty Statement

1 Introduction

This document describes how East Anglian Schools' Trust (EAST) intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its pupils and its workforce.

Under the Equality Act 2010, the Public Sector Equality Duty requires the Trust to publish information about Equalities, specifically taking the following groups into account.

1.1 Protected Characteristics

- i. Age
- ii. Disability
- iii. Sex (gender)
- iv. Race (ethnicity)
- v. Pregnancy and Maternity
- vi. Religion and Belief
- vii. Sexual Orientation
- viii. Transgender
- ix. Marriage and Civil Partnership
- x. Gender reassignment

2 General Duties

The information EAST publishes and analyses must be clearly linked to the three aims of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

The three aims of the Public Sector Equality Duty are to:

1. Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

3 SPECIFIC DUTIES

The two specific duties of the Public Sector Equality Duty (PSED) are intended to help schools to meet the general duty. These are:

1. To set and publish Equality Objectives, and
2. To publish information to demonstrate how the PSED is being met (this will include the statutory Gender Pay Gap notices published by individual schools on their websites and the Gender Pay Gap Action Plans).

Much of the information and analysis will relate to Trust and school improvement plans, evaluations and student data; the Trust intends to use the information to improve education for all groups in each of its academies. The Trusts wants to know which pupils are doing well and those who are doing less well so plans for improvement can be made. The same applies to all staff.

Information gathered will be used by Trust schools to develop local practice and help to improve outcomes for all pupils. The Trust will use information which indicates areas for improvement to plan for the future and include appropriate actions in our Equalities Objectives.

4 Making reasonable adjustments

Under the Equality Act, schools have a duty to make 'reasonable adjustments' for people with disabilities. The Trust will ensure all necessary activities are in place.

5 Taking proportionate action

The Equality and Human Rights Commission (EHRC) explains that under the Equality Act, schools may (but are not required to) take proportionate action to address the disadvantage faced by particular groups of pupils.

6 Equality Objectives in Trust Schools

Each school within the Trust has their own equality objectives, dependent on their current demographic and annual review. These can be accessed directly from the individual school websites.

The Trust aims to:

- Ensure that everyone is treated equally, fairly and with respect;
- Provide a safe, secure and stimulating environment in which all children can flourish and achieve;
- Recognise that people have different needs, and understand that treating people equally does not always involve treating them all exactly the same;
- Recognise that for some students extra support is needed to help them to achieve and be successful e.g. all those that fall within the protected characteristics;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- Improve knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Make inclusion a thread that runs through all activities;
- Prepare students for life in a diverse society in which they are able to see their place in the local, regional, national and international community;
- Plan to improve understanding and promotion of diversity by consulting people from different groups and involving them in decisions;
- Actively challenge discrimination and disadvantage;
- Ensure no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.