



ST PAUL'S ACADEMY

## **PUBLIC SECTOR EQUALITY DUTY**

**Revised: July 2021**

**Approved: July 2021**

**To be revised: September 2023**

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## **1. Aims**

St Paul's Academy aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination 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 it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

## **2. 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 and complies with our funding agreement and Articles of Association.

## **3. St Paul's Academy Equality Statement**

The ethos of St Paul's Academy is based firmly on gospel values and our way of life constantly strives to create a positive experience of a fair and just community.

We accept the fundamental human dignity and quality of each individual and we aim to encourage understanding, tolerance, self-respect and respect for others throughout our community.

Any demonstrations of verbal, written or behavioural abuse towards an individual or group based on the 9 protected characteristics are totally unacceptable.

- Age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

We work together as a community to become more aware of any attitudes reflecting prejudice or inequality which may exist within the school.

Our policy is to develop a commitment by all staff and students to support one another in challenging prejudice and discrimination wherever it occurs.

We aim to educate ourselves to respect and value differences and identify and challenge stereotypes which deny equal opportunity.

We aim through pastoral work, the seen and unseen curriculum, to help our students by:

- Providing access to a curriculum which enables all students to achieve their potential;
- Preparing them to be thoughtful and responsible citizens;
- Developing within them positive attitudes towards the society in which we live;
- Helping them to gain a sense of their own personal worth. Fostering in them the desire to bring the values of love and justice to bear on all aspects of their work and relationships.

#### **4. Roles and Responsibilities**

- **The Governing Body**  
is responsible for ensuring that the Academy complies with legislation and that this policy and its related procedures and strategies are implemented.

- **The Principal**  
is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

The Principal will also monitor the success in achieving the objectives and report back to the Governors.

- **Assistant Vice Principals, Heads of Faculty and Heads of Year**  
are responsible for day-to-day procedures which promote equality for all students and staff.
- **All Staff**
  - Promote an inclusive and collaborative ethos in their classroom.
  - Will know the implications of this document for their planning, teaching and learning strategies, as well as for behavioural issues.
  - Deal with any prejudice-related incidents that may occur.
  - Identify and challenge bias and stereotyping in the curriculum.
  - Support students in their class for whom English is an additional language.
  - Keep up-to-date with equalities legislation relevant to their work.
- **Students**  
Students will be made aware of how it applies to them through the taught curriculum, the PHSE Programme and assemblies. They will be given opportunities to voice their views and concerns.

## 5. Complaints

Breaches of this policy will be dealt with in the same ways that breaches of other Academy policies are dealt with, as determined by the Principal and Governing Body.

## 6. Monitoring and Review

The Governing Body is responsible for monitoring the Equality Policy and for ensuring its effectiveness in the daily life of the school community. The monitoring process will include:

- Reviewing all Academy appointments to ensure the policy has been fairly applied.

- Requiring the Principal to present a termly report to the Governors on any incidents covered by the Policy.
- Monitoring the progress of students' protected characteristics.
- Taking into serious consideration any complaints regarding equal opportunities from parents/carers, staff or students and the wider Academy community.
- Monitoring all Academy policies to ensure that they are fairly applied to all staff, students and the wider school community.

When necessary the Governing Body will initiate an investigation into any reported incidents. All such actions of the Governing Body will be recorded appropriately.

## **7. Equality Objectives**

- Equip students to tackle any social injustice and prejudice in the Academy community and the wider community.
- Ensure SEND students are achieving their full potential by ensuring their literacy abilities narrow the gap with their peers.
- Analyse recruitment data and trends with regard to race, gender and disability for the academic year 2020 – 2021 and report to the Governing Body.
- To ensure the wellbeing of any student undergoing gender reassignment.

## 8. Public Sector Equality Data

### Students

<b>Number of students on roll</b>	1177																																												
<b>Age</b>	We have students aged from 11-16 years old in our Academy																																												
<b>Sex</b>	45% females and 55% males																																												
<b>Race/Ethnicity</b>	<p>95% of our students gave information Our student profile comprises of:</p> <ul style="list-style-type: none"> <li>Black African – 51.23%</li> <li>Black Caribbean – 5.18%</li> <li>White British – 9.77%</li> <li>White and Asian – 0.68%</li> <li>White and Black African – 3.99%</li> <li>White and Black Caribbean – 2.46%</li> <li>White European – 5.01%</li> <li>White Irish – 0.42%</li> <li>White other – 1.36%</li> <li>Indian – 1.78%</li> <li>Chinese – 0.08%</li> <li>Vietnamese - 1.19%</li> <li>Pakistani – 0.34%</li> <li>Bangladeshi – 0.17%</li> <li>Turkish/Turkish Cypriot – 0.34%</li> <li>Gypsy - 0.08%</li> <li>Any other Asian background – 1.02%</li> <li>Any other Black background – 4.42%</li> <li>Any other Mixed background – 3.31%</li> <li>Other Ethnic group – 1.61%</li> <li>Information not yet obtained – 3.99%</li> <li>Refused – 1.53%</li> </ul>																																												
<b>EAL (English as an Additional Language)</b>	<p>33.05% EAL</p> <p>The languages spoken within our student profile are:</p> <table style="width: 100%; border: none;"> <tr> <td>English</td> <td>Lingala</td> </tr> <tr> <td>Akan/Twi Fante</td> <td>Luganda</td> </tr> <tr> <td>Albanian/Shqip</td> <td>Norwegian</td> </tr> <tr> <td>Arabic</td> <td>Panjabi</td> </tr> <tr> <td>British Sign Language</td> <td>Polish</td> </tr> <tr> <td>Bulgarian</td> <td>Portuguese</td> </tr> <tr> <td>Caribbean Creole English</td> <td>Romany</td> </tr> <tr> <td>Caribbean Creole French</td> <td>Russian</td> </tr> <tr> <td>Chinese</td> <td>Somali</td> </tr> <tr> <td>Czech</td> <td>Spanish</td> </tr> <tr> <td>Dutch/Flemish</td> <td>Swahili</td> </tr> <tr> <td>Ebira</td> <td>Swedish</td> </tr> <tr> <td>Edo/Bini</td> <td>Tagalog/Filipino</td> </tr> <tr> <td>Farsi Persian</td> <td>Tamil</td> </tr> <tr> <td>French</td> <td>Turkish</td> </tr> <tr> <td>Ga</td> <td>Ukrainian</td> </tr> <tr> <td>Gaelic(Scotland)</td> <td>Urdu</td> </tr> <tr> <td>German</td> <td>Vietnamese</td> </tr> <tr> <td>Greek</td> <td>Yoruba</td> </tr> <tr> <td>Hindi</td> <td></td> </tr> <tr> <td>Igbo</td> <td></td> </tr> <tr> <td>Italian</td> <td></td> </tr> </table>	English	Lingala	Akan/Twi Fante	Luganda	Albanian/Shqip	Norwegian	Arabic	Panjabi	British Sign Language	Polish	Bulgarian	Portuguese	Caribbean Creole English	Romany	Caribbean Creole French	Russian	Chinese	Somali	Czech	Spanish	Dutch/Flemish	Swahili	Ebira	Swedish	Edo/Bini	Tagalog/Filipino	Farsi Persian	Tamil	French	Turkish	Ga	Ukrainian	Gaelic(Scotland)	Urdu	German	Vietnamese	Greek	Yoruba	Hindi		Igbo		Italian	
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	Lithuanian
<b>Religion</b>	Christian – 73.66% [Includes Catholic Denomination – 24.89%] Muslim – 5.44% Hindu – 0.68% Sikh – 0.93% Buddhist – 0.17% Jewish – 0.09% Other Religion – 1.11% No Religion – 15.12% Refused – 1.44% Unknown – 1.10%
<b>Disability</b>	We ensure reasonable adjustments are made where appropriate
<b>Sexual Orientation</b>	For ethical reasons we do not collect data on our students' sexual orientation however we support all students regardless of their sexual orientation.
<b>Gender reassignment</b>	We support any student towards gender reassignment
<b>SEND</b>	Students identified with a Special Education Need: Education, Health & Care Plan – 1.95% SEN Support – 17.07% No Special Education Need – 80.98%
<b>Pupil Premium</b>	31.69% of students are eligible for Pupil Premium
<b>Free School Meals</b>	25.23% of students are eligible for Free School Meals
<b>Nil recourse</b>	6 of our students have nil recourse to public funds
<b>Looked after children (LAC)</b>	We have 2 children currently in care
<b>Young Carers</b>	None of our students are young carers



## Staff

<b>Number of staff employed</b>	196												
<b>Age</b>	<table> <tr> <td>20-29</td> <td>21.94%</td> </tr> <tr> <td>30-39</td> <td>22.96%</td> </tr> <tr> <td>40-49</td> <td>21.43%</td> </tr> <tr> <td>50-59</td> <td>22.96%</td> </tr> <tr> <td>60-69</td> <td>9.69%</td> </tr> <tr> <td>70</td> <td>1.02%</td> </tr> </table>	20-29	21.94%	30-39	22.96%	40-49	21.43%	50-59	22.96%	60-69	9.69%	70	1.02%
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70	1.02%												
<b>Sex</b>	61% females 39% males												
<b>Race/Ethnicity</b>	White, British – 48.98% White, Irish – 8.16% Black or Black British, African – 10.71% Black or Black British, Caribbean – 5.61% Mixed, White and Black Caribbean – 1.02% Black or Black British, Any other Black background – 0.51% White, any other White background – 5.10% Mixed, any other mixed background – 2.55% Asian or Asian British, Any other Asian background – 1.53% Asian or Asian British, Indian – 1.02% Asian or Asian British, Bangladeshi – 0.51% Chinese – 0.51% Not Obtained – 10.71% Did not wish to be recorded – 2.04%												
<b>Religion</b>	Roman Catholic – 31% Not collected – 69%												
<b>Disability</b>	We ensure reasonable adjustments are made where appropriate												
<b>Sexual Orientation</b>	We support all staff members regardless of sexual orientation												
<b>Gender reassignment</b>	We support all staff members towards gender reassignment												
<b>Pregnancy or Maternity</b>	Figures change – we comply with our equality duty												
<b>Marriage and Civil Partnership</b>	Figures change – we comply with our equality duty												