



Equality Information Report (Public Sector Equality Duty)

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Contents

1. Introduction	3
2. Review of Equality Objectives	3

1. Introduction

- 1.1 The Public Sector Equality Duty came into force in April 2011 as a consequence of the Equality Act (2010). This report monitors progress against the Trust equality objectives as part of our duties under the Public Sector Equality Duty and as outlined in our Equality Objectives Statement for Publication document, March 2020.

2. Review of Equality Objectives

- 2.1 Our Equality Objectives reflect the Trust's priorities and draw upon available data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.
- 2.2 Education South West set its Equality Objectives for the three-year period 2020 to 2023.
- 2.3 Progress against our Equality Objectives is as follows:

a) To use performance data to monitor achievement and respond to variations between groups of children, subjects, key stages, trends over time in order to close identified gaps in attainment amongst disadvantaged children.

- 2.4 All schools within the Trust report and identify gaps and trend analysis in relation to attainment and variations between groups of children. This analysis focuses on identifying any gaps in attainment in relation to disadvantaged pupils and non-disadvantaged pupils, males and females, assessing trends over time and to take actions to close these gaps.
- 2.5 At Key Stage 4, Attainment 8 data this year is forecasted to be better than the national figures across most of ESW secondary schools (national based on 2018/19 data). Attainment 8 figures for gender reflects a similar picture of females achieving more than males in most cases (in line with the national picture). In KS5, outcomes continue to show minimal difference in the value added between disadvantaged and non-disadvantaged pupils.
- 2.6 This continues to be set against the backdrop of continuing significant challenges following the Covid-19 pandemic. Nonetheless, each secondary school continues to identify gaps and analyse trends on subject specific areas. Data is analysed by subject, male/female, disadvantaged/non-disadvantaged, SEN/non-SEN using 2018 performance data to date. This enables the Trust and schools to focus on gaps that are closing as well as gaps that are persisting. Relevant

and targeted actions are then put in place, for example, targeted intervention groups held during tutorial time, the targeting of extra maths using the online Sparx maths platform, and additional assignments.

- 2.7 At Key Stage Two, there has been no data available for two summers (Summer 2020, Summer 2021) as National testing has been cancelled due to the Covid-19 pandemic. However, the Trust continues to analyse attainment gaps and trend analysis over time in order to identify and target actions to raise attainment amongst disadvantaged groups of pupils.
- 2.8 Reading predictions across ESW primary schools continues to be higher than Writing and Maths in most cases. Gaps do exist in some areas but this is specific to each school. Schools level data is used to identify gaps and analyse trends on subject specific areas such as reading, writing and maths. Data is analysed by male/female, disadvantaged/non-disadvantaged, SEN/non-SEN. This enables the Trust and schools to focus relevant and targeted actions to in place to help close the gaps, for example, targeted small invention groups.

b) To increase awareness and understanding by children of different communities and cultures through the PHSE curriculum, assemblies and links to the PREVENT agenda and Rights Respecting Schools (RRS) initiative.

- 2.9 Education South West is proud to be a Rights Respecting Academy. All of our schools have UNICEF Rights Respecting accreditation, or are working towards accreditation, which recognises our commitment to creating safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive.
- 2.10 The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.
- 2.11 Currently, we have four schools at bronze level accreditation, five schools with a silver award and one school at gold standard level, an improvement on the previous year's achievements. We also have one school who recently joined the Trust which is early on its RRS journey and is working towards accreditation.

- 2.12 At one of our primary schools, RRS is embedded in to daily school life and has become part of how the school is run. This starts from when a pupil joins in the nursery where it is acknowledged that every child who joins the school brings their own knowledge and experiences that will link to their culture and wider family. RRS schools also helps the school to have a common language that all members of the school community use, as well as offering many opportunities to its pupils to have their voices heard in order to ensure they know that their opinion counts in any discussions about learning and life in school.
- 2.13 All schools throughout the Trust have also continued to strengthen their PHSE curriculum as well as increase the awareness and understanding by pupils of different communities and cultures.
- 2.14 At one of our secondary schools the Life Skills curriculum recognises and celebrates different types of family including same sex couples/parents, single parent families. At the same school there is also a drive towards developing diversity ambassadors to promote and celebrate the increasing diversity of the school community. This encompasses EAL (English as an Additional Language) students, students from different religious backgrounds, students with different disabilities. The diversity lead at the school is also promoting diversity themes across the different subject areas.
- 2.15 Trust schools have also been celebrating young carers at a joint event held at one of our schools. Young carers from our schools attended an event and took part in art activities, spent time with a local coastal and countryside ranger making 'seed balls' and had the opportunity to talk to a representative from Careers South West.

c) To promote and encourage participation throughout the Trust schools of the involvement by children in extra-curricular life of the academy, including leadership opportunities and to make positive contributions to school life.

- 2.16 Extra-curricular opportunities have re-commenced during this academic year following the Covid-19 pandemic. Schools throughout the Trust continue to promote and encourage children to make positive contributions to school life as well as recognise and celebrate an environment that promotes equality and diversity. This has included whole school messages which have been delivered via Equality and Diversity assemblies across many of the schools within the Trust.
- 2.17 At one secondary school they celebrate diversity week to celebrate difference. During the week there are different lunchtime activities such as LGBTQ+ arts and crafts, readings in the library from favourite LGBTQ+ writers plus a cake sale raising money for LGBTQ+ charities. #

2.18 At another school there is a year-long diversity project including whole staff training as well as working alongside a group of students from diverse backgrounds as diversity champions. There is also a weekly LGBTQ+ student focus group who's aim is to action how the school should move forward with promoting a more inclusive approach especially towards LGBTQ+ issues. The group is working with the Proud2Be organisation with regards to this.

d) To raise awareness of the impact of bullying, especially where this relates to protected characteristics, including reducing the incidence of the use of sexist, homophobic and racist language by children within the Trust.

2.19 All children have the right to feel safe in school and it is the duty of every member of staff to protect the interests of children and to try and prevent any form of bullying.

2.20 All schools record and act on any incident of bullying, including specifically logging any racist incident should they occur. At secondary schools there is also use of online reporting forums such as 'whisper' to ensure pupils can anonymously report concerns.

2.21 All schools within the trust also target anti-bullying messages, use of correct language in assemblies and school-wide initiatives. For example, antibullying ambassadors are at the fore front of promoting and organising initiatives such as anti-bullying week.

e) To maximise the inclusion of learners with Special Educational Needs within the mainstream provision, in order to build confidence as learners, promote independence and raise self-esteem.

2.22 All schools within the Trust work hard to ensure that all children feel welcome through a broad and balanced curriculum that is adapted and, where necessary, differentiated to ensure progress for the individual children in our care.

2.23 Trust schools pride themselves on meeting the needs of the individuals in front of them without requiring formal diagnosis or labels before support can be instigated. Staff work closely together to ensure they are effectively trained in meeting the needs of individuals with very high-quality teaching provision which focuses on understanding the learning that is taking place, identifying gaps in learning, and acting swiftly to intervene where necessary.

2.24 Inclusion and SEN teams, together with pupil support and safeguarding teams liaise to ensure effective provision is in place for individuals. Schools also work very closely with wider partners including parents, advisory services, software companies, social services and others to

ensure that they understand the needs of the individual and that the provision in place is of the highest quality.

- f) To continue to value and support all staff within the Trust by promoting a culture where each employee is treated with respect and dignity and recognises the value that a diverse workforce can bring where recruitment, retention, career development, progression, benefits, pay, terms and conditions of employment, redundancy and disciplinary are determined on the basis of capability, qualifications, experience, skills and productivity.**

- 2.25 Education South West operates as an equal opportunities employer, and does not discriminate in any way regarding recruitment, performance management and employee career development opportunities. Its policies in these areas are freely published
- 2.26 The Trust continues to be committed to ensuring that its recruitment and selection processes do not disadvantage or discriminate against applicants because of the protected characteristics of age, disability, gender, gender re-assignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief and sexual orientation. Reasonable adjustments in line with the Equality Act are put in place where requested.
- 2.27 Regular reviews of salaries versus the market by educational sector, professional field or geographical locality is undertaken in order to ensure recruitment and retention of the best people for the right role. Likewise, with regards to career development, all employees are actively encouraged to undertake training where relevant to their job roles.
- 2.28 As a Trust we are committed to supporting all our employees and have policies in place to do this. For instance, the following policies (not an exhaustive list) show the Trust's commitment to providing equality of opportunity in employment and to developing working practices that supports our employees - Staff Wellbeing Policy, Menopause Policy, Flexible Working Policy, Maternity, Paternity, Adoption, Parental & Shared Parental Leave Policy, Recruitment and Selection Policy, Transgender and Gender Questioning Policy.
- 2.29 There is also in place an Employee Assistance Programme (EAP) that is available to all employees within the Trust. This offers support to our employees and their families with confidential access to services. As part of this programme health referrals and support for mental health is available.

g) Endeavour to ensure that the staff body is reflective of the demographics of the local community and in particular focus on the representation of women in leadership roles.

- 2.30 Education South West endeavours to ensure its employees reflects, as far as possible, the demographics of the local community.
- 2.31 The Trust is fortunate to have attracted a high percentage of its leadership roles as women in headteacher, heads of school, senior leadership team and senior management roles. In September 2021, 60.5% of the leadership roles were females, an increase from 56.41% from the year before.
- 2.32 For local demographic and social reasons outside of our control, it is predominately women who apply for, and are appointed to, many of the Trust's part-time, term-time and relatively lower paid roles. In September 2021 out of 681 total employees, 76.1% of these are women, a slight decrease on the year before.
- 2.33 The Trust will continue to monitor its staff body and assess its reflectiveness with the local demographics especially in relation to ethnicity, age, gender and disability.

h) To monitor the gender pay gap within the Trust and if a gap exists seek to explore any differentials and aspire to close the gap.

- 2.34 The Trust continues to monitor and report on the gender pay gap annually with the report being published and available on the Trust website. Data continues to be uploaded to the government database and the figures become public record.
- 2.35 Staff in all roles, whether teachers or staff other than teachers, are paid on nationally agreed pay scales. All staff, whether male or female, are paid at the same rate for the same job.
- 2.36 The method of calculating the statistics shows the overall headline statistic for ESW to be a supposed pay gap of 60.6% (March 2021 fig). This is a decrease on the March 2020 figure of 62.4%. However, these figures can be highly misleading as a figure in itself, and in comparison, with other schools and Trusts, because ESW does not outsource any services.
- 2.37 All catering and cleaning staff are directly employed, unlike in many similar organisations. For local demographic and social reasons outside of our control, it is predominately women who apply for, and are appointed to, many of these part-time, term-time and relatively lower paid roles.