

Equalities Act Impact Statement October 2021

The **Equality Act 2010** states that public authorities must comply with the **public sector equality duty**. This is in addition to their duty not to discriminate against people. The **public sector equality duty** ensures we consider things like discrimination and the needs of people who are disadvantaged or suffer inequality, in particular when formulating policies or coming to decisions that affect people who are **protected** under the Equality Act.

The characteristics that are protected in relation to the public sector equality duty are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation

The **Equality Act 2010** has replaced the Equal Pay Act 1970, Sex Discrimination Act 1975, Race Relations Act 1976, Disability Discrimination Act 1995, Employment Equality (Religion or Belief) Regulations 2003, Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Age) Regulations 2006.

The Bay Learning Trust PSED statement is the key policy in this area. This policy has 8 principles schools must give due regard to:

- Principle 1: All pupils are of equal value
- Principle 2: The Trust recognises and respects difference
- Principle 3: The Trust fosters positive attitudes and relationships, and a shared sense of cohesion and belonging
- Principle 4: The Trust observes good equalities practice in staff recruitment, retention and development
- Principle 5: The Trust aims to reduce and remove inequalities and barriers that already exist
- Principle 6: The Trust consults and involves widely
- Principle 7: The Trust bases its policies and practices on sound evidence
- Principle 8: Measurable objectives

At Ripley, in common with all schools across the Trust, we have published objectives as required under the Public Sector Equalities Duty. Our objectives are

1. To achieve a better understanding of the overseas qualifications of candidates for appointment.
2. To work to close the gap in attainment for those pupils with protected characteristics.
3. To maintain the low incidence rate of inappropriate language and behaviour. e.g. homophobic, racist, sexist, etc.
4. To increase accessibility for all pupils to all buildings.

Impact/evidence of actions include

1. Colleagues with responsibility for the single central record (SCR) know and understand the overseas qualification of candidates. An example is European students coming to study in the sixth form.
2. The gap between pupils in receipt of pupil premium and non-disadvantaged pupils is significantly narrower than the national average.
3. Our records show low incident rates of inappropriate language or behaviour. We are not complacent and address this regularly through assembly talks and worship themes to keep this high on the agenda.
4. We now have disabled parking identified and wheelchair ramps at all entrances and other internal steps where practical.