

GOSFORTH GROUP

THE PUBLIC SECTOR EQUALITY DUTY

Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value regardless of whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background, whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- people of any sexual orientation.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

Previous Objectives

Carry out staff analysis to obtain a profile and awareness of protected groups.

Review recruitment procedures in light of Equality Act & Public Duty requirements.

Review all Academy policies in light of Equality Act & Public Duty requirements before ratification by Company and Governors.

2019 - 2022 Objectives

Increase participation of girls from minority ethnic groups in Physical Education

To promote increased acceptance and celebration of diversity throughout the academies.

Train Trustees and Local Advisory Groups regarding Equality Act and Public Duty Requirements

Audit provision of extra curricular activities, trips and visits to ensure access and inclusion for all

Date approved:

September 2021

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Signed:

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Date to be reviewed:

September 2022

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STAFF		GA	GJHA	NGA	JPA
Age	Figures change – we comply with our equality duty.				
Disability	- % of staff gave information	100%	100%	100%	100%
	- % of staff recorded a disability	3.17%	3.95%	0%	1.77%
	We ensure reasonable adjustments are made as appropriate.				
Gender reassignment	We fully support any staff member towards gender reassignment.				
Marriage and civil partnerships	Figures change – we comply with our equality duty.				
Pregnancy and maternity	Figures change – we comply with our equality duty.				
'Race' / ethnicity	- % of staff gave information	100%	100%	100%	100%
	Our staff profile comprises:				
	Asian, Any Other Background	-	-	-	0.71%
	Asian, Bangladeshi	-	1.3%	-	0.35%
	Asian, Indian	0.70%	1.3%	-	0.71%
	Asian, Pakistani	-	-	-	0.71%
	Black, African	0.35%	-	-	-
	Chinese	-	-	-	0.35%
	Mixed, Any Other Background	0.70%	-	-	0.71%
	Mixed, White & Black African	0.70%	-	1%	-
	Mixed, White & Black Caribbean	0.35%	-	-	-
	Non Declared	-	-	-	2.85%
	Other Ethnic Group	0.35%	-	-	-
	Prefer not to say	0.35%	-	-	-
	White, Any Other Background	3.17%	-	-	2.14%
	White, British	92.25%	97.4%	99%	90.71%
White, Irish	1.06%	-	-	1.06%	
Sex – male / female / non-binary	Male	37.5%	24%	-	31.81%
	Female	62.5%	76%	-	68.18%
	Non-binary	0%	0%	-	0%
Sexual orientation	We support all staff members and celebrate their sexual orientation.				
STUDENTS					
		GA	GJHA	NGA	JPA
Age	Students age range	From 13 to 19 years	From 9 to 13 years	From 11 to 16 years	From 11 to 18 years
Disability	We ensure reasonable adjustments are made as appropriate.				
Gender reassignment	We fully support any student towards gender reassignment.				
'Race' / ethnicity	- % of students gave information.	99.95%	98.7%	100%	99.26%
	The student profile comprises:				
	Any other Asian background	2.18%	2.3%	-	4.67%
	Any other Black background	0.52%	-	0.2%	0.45%
	Any other Ethnic group	1.81%	3.1%	0.9%	3.29%
	Any other Mixed background	2.75%	2.9%	1.1%	2.08%
	Any other White background	2.64%	-	0.8%	4.06%
	Bangladeshi	2.70%	1.1%	0.2%	13.19%
	Black - African	2.18%	1.2%	-	5.07%
	Black Caribbean	0.16%	-	-	0.10%
Chinese	1.04%	1.1%	-	1.62%	

	Gypsy/Roma	-	-	-	0.30%
	Indian	1.66%	2.4%	-	1.21%
	Information Not Yet Obtained	0.05%	-	0.2%	0.35%
	Other Gypsy/Roma	-	-	-	0.05%
	Pakistani	4.04%	2.9%	0.4%	9.54%
	Refused	1.40%	-	-	0.76%
	Roma	-	-	-	0.05%
	White - British	72.78%	78.0%	94.6%	47.05%
	White - Irish	0.10%	0.4%	-	0.30%
	White and Asian	2.49%	2.4%	0.6%	3.65%
	White and Black African	1.14%	1.1%	-	1.82%
	White and Black Caribbean	0.36%	1.2%	0.2%	0.30%
	- % EAL	18.61%	9.6%	1.69%	26.85%
	The languages spoken in our student profile are:				
	Africaan	-	-	0.19%	-
	Albanian/Shqip	-	-	0.19%	0.15%
	Arabic	4.25%	4.0%	0.38%	5.12%
	Bengali	2.18%	0.4%	0.19%	7.25%
	British Sign Lang.	-	-	-	0.20%
	Bulgarian	0.10%	-	-	0.05%
	Catalan	0.05%	-	-	-
	Chichewa/Nyanja	-	-	0.19%	-
	Chinese	0.62%	0.4%	0.19%	1.06%
	Classification Pending	-	-	-	0.15%
	Czech	0.10%	-	-	0.25%
	Dutch/Flemish	0.05%	-	-	0.05%
	French	0.31%	0.1%	-	0.20%
	Fula/Fulfulde-Pulaar	-	-	-	0.05%
	German	0.26%	0.3%	-	-
	Greek	0.05%	-	-	-
	Gujarati	0.05%	0.1%	-	-
	Hausa	-	-	-	0.05%
	Hebrew	0.05%	-	-	-
	Hindi	0.31%	0.1%	-	0.25%
	Igbo	0.05%	-	-	-
	Information not obtained	0.05%	-	-	0.05%
	Italian	0.26%	-	-	0.45%
	Japanese	0.05%	-	-	-
	Kurdish	0.16%	0.4%	-	0.55%
	Latvian	-	0.3%	-	-
	Lingala	-	-	-	0.05%
	Lithuanian	-	-	-	0.05%
	Malay/Indonesian	-	-	-	0.30%
	Malayalam	-	-	-	0.05%
	Marathi	-	-	-	0.05%
	Norwegian	-	-	-	0.05%
	Other Language	0.10%	-	-	0.05%
	Other than English	-	-	-	0.10%
	Panjabi	1.04%	0.5%	-	1.52%
	Pahari (Pakistan)	-	-	-	0.15%
	Pashto/Pakhto	0.10%	-	-	0.86%
	Persian/Farsi	0.73%	0.7%	-	1.52%
	Polish	0.10%	0.1%	-	0.15%
	Portuguese	0.10%	-	-	0.91%
	Romanian	0.05%	0.1%	-	0.76%
EAL					

	Russian	0.21%	-	0.38%	0.20%
	Serbian/Croatian/Bosnian	0.10%	0.1%	-	0.20%
	Shona	0.10%	0.1%	-	0.10%
	Sinhala	-	-	-	0.05%
	Slovak	-	-	-	0.35%
	Slovenian	-	-	-	0.05%
	Spanish	0.31%	-	-	0.60%
	Swahili/Kiswahili	-	-	-	0.20%
	Swedish	-	-	-	10.05%
	Tagalog/Filipino	0.05%	-	-	0.05%
	Tamil	0.10%	0.1%	-	0.15%
	Telugu	-	-	-	0.10%
	Temne	0.05%	-	-	-
	Thai	-	0.1%	-	0.05%
	Tigrinya	-	-	-	0.20%
	Turkish	0.78%	0.4%	-	0.35%
	Urdu	2.49%	-	-	3.55%
	Vietnamese	-	-	-	0.05%
	Yoruba	-	0.1%	-	-
	Zulu	0.05%	-	-	-
Religion and belief / no belief	- % of students gave information.	99.07%	91.7%	87.7%	Not recorded. We support all students' religious beliefs.
	Our student profile comprises:				
	Buddhist	0.16%	0.6%	0.4%	-
	Christian	37.43%	32.3%	35.3%	-
	Hindu	1.04%	1.3%	-	-
	Jewish	0.05%	-	-	-
	Muslim	13.95%	10.4%	1.7%	-
	No Religion	44.63%	53.2%	48.4%	-
	Other Religion	1.04%	0.3%	0.9%	-
	Sikh	0.78%	1.2%	-	-
SEND	Students identified with a Special Education Need:				
	- % Education, Health and Care plan	1.04%	18.8%	2.3%	1.31%
	- % SEN Support	8.55%	71.2%	14.3%	10.86%
	- % No Special Education Need	90.41%	10%	83.4%	85.58%
	- % Within School	-	-	-	2.23%
Sex	Male	52.41%	52.6%	60%	53.04%
	Female	47.59%	47.4%	40%	46.85%
	Non-binary	0%	0%	0%	0.10%
Sexual orientation	We support all students and celebrate their sexual orientation.				
Pupil Premium	- % students eligible for Pupil Premium	15.81%	20.4%	40%	30%