



RAY ACADEMY TRUST



Equality Statement

Roger Ascham Primary School

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Approved by:

Board of Trustees

Date: May 2024

Last reviewed on:

Next review due by:

September 2025

RAY Academy Trust

Public Sector Equality Duty (November 2019)

Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

The schools in RAY Academy Trust are inclusive schools where all members of our communities are of equal worth. Our priority is to ensure the well-being and the highest possible achievement for every individual child and

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The key principles upon which we base our approach to equality are detailed in the **Trust's Equality Plan**

Ways in which schools within the Trust comply with the Public Sector Equality Duty are detailed in the Trust's Equality Plan. This is reviewed annually.

Protected Characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics.

Everyone shares several of these protected characteristics, so the Act protects us all against unfair and unlawful treatment.

The protected characteristics are:

Age*

Disability*

Gender re-assignment

Marriage and civil partnership

Pregnancy and maternity

Race*
Religion and belief*
Sex*
Sexual orientation

***Information on pupils by protected characteristics**

In order to ensure that all pupils are protected from discrimination, schools within the Trust collect information on some of the above protected characteristics – those marked with an asterisk.

In addition to information regarding protected characteristics, we also gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils eligible for pupil premium
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (and post looked after children)
- Vulnerable pupils

Unlawful treatment identified by the act includes:

Direct discrimination: This means people cannot treat one person worse than another person because of a protected characteristic.

Indirect discrimination: This means an organisation cannot put a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one.

Harassment: This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment.

Victimisation: This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so.

Current Objectives

Roger Ascham's current objectives are:

Improve the attendance and thereby the achievement of pupils who are made vulnerable through their persistent absence;

More systematic delivery of provision for pupils who may have Special Educational Needs but don't have a diagnosis or EHC Plan, including monitoring progress against expected outcomes in speaking, listening and communication. This will improve academic progress and outcomes for a group of pupils in danger of falling behind;

Improve effectiveness of provision for all pupils. The focus of teacher training (September 2024 onwards) will be effective pedagogy. In addition, the school will engage in the PINS project - this will focus on strengthening knowledge, skills and improving environments to better meet the needs of and improve outcomes for neurodiverse children.