



Love To Learn



**PUBLIC SECTOR EQUALITY DUTY STATEMENT
(UNDER 150 EMPLOYEES)**

ADOPTED DATE: NOV 2018

REVIEW DATE: NOV 2019

**Malcolm Sargent Primary School
Empingham Road
Stamford PEG 2SR**

Engage & Inspire

Nurture & Growth

Pride & Joy

1 Introduction

1.1 This document describes how the Governing Body of Malcolm Sargent Primary School (the School) intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the School's Improvement Plan and information will be published on the Equalities page of the School website.

1.2 The School will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

1.3 The School will collect and use equality information to help it to:

Identify key issues:

- Understand the impact of its policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether it is discriminating unlawfully when carrying out any of its functions.
- Identify what the key equality issues are for the School.

Assess performance:

- Benchmark its performance and processes against those of similar organisations, nationally or locally.

Take action:

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions the School can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of its activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

1.4 The School will work towards developing an equality profile of staff to help it to understand key equality issues in its workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, the School notes that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

2. Publication of Equality Information

2.1 The School will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate the School may publish on its website some information about the impact of its employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

3. Update and Review

3.1 The data within this statement will be updated annually by the Principal and reviewed by the Governing Body.

3.2 The objectives within this statement will be reviewed annually and updated at least once every four years by the Principal and reviewed by the Governing Body.

APPENDIX 1 - STAFFING INFORMATION ANALYSIS AS AT SEPT 2018

Analysis of Teaching/Support Staff by Gender

	Men	Women
Teaching Staff	5	27
Support Staff	2	63

Analysis of Workforce by Ethnicity

Ethnicity	Workforce Census Code		Numbers
White	WBRI	British English Welsh Northern Irish Scottish	39
	WIRI	Irish	0
	WIRT	Traveller of Irish Heritage	0
	WROM	Gypsy / Roma	0
	WOTH	Any other White background	38
Mixed	MWBC	White and Black Caribbean	0
	MWBA	White and Black African	0
	MWAS	White and Asian	0
	MOTH	Any other Mixed background	0
Asian or Asian British	AIND	Indian	1
	APKN	Pakistani	0
	ABAN	Bangladeshi	0
	CHNE	Chinese	0
	AOTH	Any other Asian background	0
Black or Black British	BCRB	Black - Caribbean	0
	BAFR	Black - African	0
	BOTH	Any other Black background	0
Other ethnic group	ARAB	Arab	0
	CHNE	Chinese	0
	REFU	Refused/Prefer Not to Say	0
	OOTH	Any other ethnic group	1
	NOBT	Information Not Obtained	18

Analysis of Teaching/Support Staff by Declared Disabilities

	Men	Women
Teaching Staff	0	0
Support Staff	0	0

Analysis of Workforce Age by Gender

Age	Men	Women
< 20	0	2
21-30	2	15
31-40	1	24
41-50	3	32
51-60	0	11
>60	1	6

Analysis of Pay Gap by Gender

Gender	Median Gender Hourly Rate	Median Gender Hourly Gap Percentage	Mean Gender Hourly Rate	Mean Gender Hourly Gap Percentage
Female	10.27	65.4	12.13	56.20
Male	29.68		27.67	

Analysis of Pay Gap by Quartile

Gender	Lower Quartile	Lower Middle Quartile	Upper Middle Quartile	Upper Quartile
Female	25%	24%	23%	21%
Male	0%	1%	2%	4%

Analysis of Grievances, Formal Disciplinary Action and Complaints of Harassment between 1 September 2017 and 31 August 2018

Number of Cases	0
Analysis by Race	0
Analysis by Gender	0
Analysis by Disability	0

Disputes Relating to Pregnancy, Maternity/Paternity Leave and Family Issues between 1 September 2017 and 31 August 2018

Number of Disputes	0
Pregnancy	0
Maternity Leave	0
Paternity Leave	0
Family Issues	0

APPENDIX 2 – ISSUES IDENTIFIED

Issues identified from the analyses in Appendix 1 are:

- The majority of staff are female (93%), 78 of 84 staff.
- Predominantly staff ethnicities are White British (40%) or White Other (39%), which reflects the relatively low diversity of the immediate locality.
- High numbers of people where ethnicity information was not obtained (19%).
- No staff with disabilities.
- Age distribution is "normal" with the expected bell curve.
- No grievances or disputes.

Gender Pay Gap Reporting:

- The highest earning quartile 1 of school staff contains a larger proportion of males than would be expected from the overall gender balance; these are in higher teaching and leadership roles.
- A smaller proportion of lower paid roles are taken by males than would be expected in comparison, in quartile 4.
- It is predominantly this difference which drives the gender pay gap in our school; (3 males in quartile 1, 0 in quartile 4). However, the statistics are skewed by the very lower numbers of males, such as the gap in gender hourly rate of pay.

We need to understand why we have so few male staff and under-represented groups such as disabled employees or ethnicities other than White. If there are barriers identified to employment or progress of a greater representation of staff with these characteristics, then the school is committed to removing them.

APPENDIX 3 – OBJECTIVES

Academic

The progress towards these objectives will be reviewed by the Principal and reported to the Curriculum Committee of the Governing Body, as appropriate, on an annual basis.

An analysis of academic progress measures demonstrates at least good progress has been made by the majority of pupil groups and ultimately this has contributed significantly to overall academic outcomes in the top 20% of schools nationally. We will continue this work, but are not complacent by identifying the following areas for focus this year:

- Continue to narrow the gap, particularly in Reading achievement, between disadvantaged pupils and non-disadvantaged pupils as measured by academic outcomes, by the end of pupils' time in KS2.
- Continue to narrow the gap in achievement between pupils with SEND and other pupils, by the end of KS1.

Staffing

The progress towards these objectives will be reviewed by the Principal and reported to the Staffing Committee of the Governing Body on an annual basis.

- Ongoing consideration of how well the school ensures equality of opportunities for all its pupils and staff.
- To reduce prejudice and increase understanding of equality in relation to people with protected characteristics, through direct teaching across the curriculum and through staff training.
- To promote spiritual, moral, social and cultural development and understanding through a rich range of experiences and using all appropriate curricular opportunities, with particular reference to issues of equality and diversity.

Note: 'protected characteristics' are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.