



## THE MAT MISSION STATEMENT

Our family of schools is united in the belief that God's love, peace, truth, and joy is for all. We are dedicated to the achievement of excellence in all we do. We cherish the uniqueness of each of our school communities and celebrate together as one Trust family. By following Jesus' example we bear witness to the greatness of God.

*'To think, to feel, to do' Pope Francis*

**St John the Baptist Catholic MAT**  
**Company No: 7913261**  
**Registered Office: Surrey Street, Norwich NR1 3PB**

# Public Sector Equality Duty Information Report

Nov 2021



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## Introduction

The Equality Act 2010 requires schools to publish information each year to demonstrate compliance with the aims of the Public Sector Equality Duty:

- Information about how the Trust / School is promoting equality and eliminating unlawful discrimination for pupils, staff and governors with protected characteristics (or other relevant people with protected characteristics in the school community);
- Information relating to employees with protected characteristics

The information published in this document is our response to this.

## The Public Sector Equality Duty

The Public Sector Equality Duty is set out in Section 149 of Equality Act 2010. The 'Duty', as it is known, requires schools & the Trust to pay due regard to the following, when exercising their public functions:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and people who do not share it.

The full Act is available [here](#).

## What we did during the last year

**As a Trust and within our schools, we take full account of equality and accessibility in our day-to-day policy, decision-making and practice. Where necessary, we put actions in place to address any barriers faced by pupils, parents or governors with protected characteristics.**

For example, this includes:

- Reviewing all policies in light of our PSED policy
- Analysing outcomes for pupils by characteristics and planning interventions for groups with lower outcomes
- Each Head reporting to their LGB on PSED actions and progress and reflecting these within School self evaluation
- Reviewing FEX and PEX, in particular with support from NOA to ensure inclusive practice
- Reviewing any complaints/incidents of bullying specifically related to age, race, religion, gender or sexuality

## **We are working hard to be a good employer of people with protected characteristics.**

For example, this includes:

- Analysing pay in light of Gender and pay progression for teachers with regard to protected characteristics (where known)
- Working towards better pay equality
- Reviewing all policies and practice in light of the PSED
- Encouraging all groups to apply for secondments and promotions where available
- Being flexible and responsive to requests from staff where PSED applies
- Monitoring well being across our schools and supporting staff wellbeing activities

## **Looking ahead – what next**

Over the course of the year ahead, we will continue to deliver our equality objectives via our Trust Improvement and Development Plan. These objectives include:

- All students to reach their potential
- Promote a diverse work force
- Promote fair access to appropriate development opportunities for all staff
- Seek the views of members of our school communities (students, parents, staff and our wider community) in order to inform the Trust's ongoing planning and review process
- Support vulnerable pupils with progress to enable them, to reach their potential
- Maintain a sharp focus on narrowing the 'gap' between disadvantaged pupils and others and improving outcomes for vulnerable pupils (incl. SEN)
- Ensure students and families have access and support from a wide range of responsive services at point of need.
- Inclusive schools with high standards of behaviour and low exclusions
- Schools to continue to develop a clearly defined strategy for supporting staff well-being, including a staff charter
- Our schools are welcoming, compassionate and open to all
- All members of our Trust communities will feel valued and respected within their immediate school and as part of our bigger Trust
- To have a CPD plan to support staff development across the Trust and across varying roles, which promotes fair access to appropriate development opportunities for all staff
- Make a strong contribution to addressing issues of inequality and prejudice, e.g. by directly challenging racism or other issues of intolerance, with the strategy to take action underpinned by our Catholic ethos
- Equality, inclusion and diversity clearly identifiable in our practices, policies and curriculum
- CPD where necessary to drive equality & diversity issues in schools