



inspiring the journey for
independence together

Public Sector Equality Duty

Reviewed yearly

Signed:  (Chair of the Trust)

Date March 2026

Review Due: March 2027

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Schools are required to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and to prepare and publish equality objectives. This information must be updated annually, and objectives published at least once every four years.

This information is only concerned with our obligations to pupils (and prospective pupils).

Equality Information

Number of pupils on roll at schools across the Trust: TBC

Age of pupils: 3 to 18

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the Trust schools collect information on protected characteristics:

- Race
- Disability*
- Sex
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment

* The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities. Age is not a protected characteristic for the schools' provisions. It is

not appropriate for us to collect information from pupils in relation to some protected characteristics. However, as a school, we are aware that there may be equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Information on other groups of pupils

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

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Pupils with a Traveller heritage who are highly mobile but not from a minority ethnic group, such as Fair or Circus families
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic which we are aware of. In these cases we have indicated this by an asterisk* where we feel it may identify a key pupil. Characteristics are based around the Census classifications and parents choose groups to which they, or their children, belong.

Pupil Characteristics 202

	Rivermead			Hoo St Werburgh and Marlborough Centre	Walderslade	AOW	Inspire	Total
	Main School	Post 16	RRR					
Boys	100	17	1	278	108	388	81	973
Girls	41	6	10	234	129	380	16	816
Other		0	0	0	0	0	0	0
Eligible for free school meals	81	9	4	114	35	266	63	572
Pupil Premium	84	0	4	125	37	273	72	595

Other pupils i.e. not pupil premium	60	14	5	387	200	495	25	1186
SEN EHCP	141	17	5	89	9	26	97	384
SEN Support	0	0	6	154	35	214	0	409
No SEN	0	0	0	358	193	554	0	1105
English as an additional language	10	1	0	37	42	137	4	227
Any other Asian Backgroun d	0	0	0	2	2	2	0	6
Banglades hi	0	0	0	3	1	17	0	21
Black - African	0	2	0	23	11	57	0	93
Black Caribbean	0	0	0	0	1	10	0	11
Any other Black Backgroun d	0	0	0	1	0	6	0	7
Black and any other ethnic group	0	1	0	0	0	12	2	15
Chinese	0	0	0	3	3	2	0	8
Chinese & any other ethnic group	0	0	0	0	0	2	0	2
Gypsy	1	0	0	1	1	1	4	8
Indian	0	0	0	1	1	27	0	29

Other White British	1	0	0	0	0	1	3	5
Other ethnic group	1	0	0	4	4	3	1	13
Other mixed background	2	0	0	11	11	9	4	37
Pakistani	1	0	0	1	0	11	0	13
White & any other Asian background	2	0	0	7	4	1	1	15
White - English	101	17	10	411	175	428	78	1220
White Eastern European	4	0	0	6	16	18	0	44
White Other	5	1	0	9	0	12	3	30
White western European	0	0	0	1	0	2	0	3
White and black African	0	0	0	10	0	0	0	10
White and black Caribbean	1	0	0	1	3	23	4	32
White and Indian	2	0	1	2	0	3	0	8
White and any other ethnic group	1	0	0	5	1	15	3	25
Refused ethnicity	0	0	0		0	1	0	1
No ethnicity	0	0	0	2	0	0	0	2
Buddhist	1	0	0	2	0	3	0	6

Christian	29	7	1	119	63	138	10	458
Hindu	0	0	0	6	1	21	0	28
Muslim	2	0	0	15	11	59	4	91
No religion	67	7	1	310	99	263	85	832
Other religion	12	0	0	7	1	2	1	23
Sikh	1	0	0	2	3	5	0	11
Religion not given or refused	26	8	4	2	57	3	0	100
Roman Catholic	3	1	0	12	2	32	0	50
Anglican/ Church of England	0	0	0	0	0	0	1	1
LAC	1	0	1	1	4	3	11	21

Pupil Premium	70		10	125	43	265	556
Other pupils i.e. not pupil premium		60	6	387	189	365	1007
SEN EHCP	122	60	2	89	1	6	280
SEN Support	0		14	154	28	36	232
No SEN	0		0	358	203	588	1149
English as an additional language	6	2	1	37	41	90	177
Any other Asian Background				2	2	3	7
Bangladeshi				3	0	13	16
Black - African	1		1	23	4	29	58
Black Caribbean				0	0	11	11
Any other Black Background				1	0	4	5
Black and any other ethnic group	1			3	6	2	12
Chinese	1	1		0	1	2	5
Chinese & any other ethnic group				0	0	2	2
Gypsy				0	1	2	3
Indian				5	3	29	37
Other White British		1	1	4	6	2	14
Other ethnic group	1			3	3	2	9
Other mixed background				4	0	5	9

Pakistani				1	0	12	13
White & any other Asian background		1		7	2	7	17
White - English	102	46	14	411	171	414	1158
White Eastern European		2		6	16	21	45
White Other	7	3		9	6	4	29
White western European	2			1	1	2	6
White and black African	3	2		10	1	13	29
White and black Caribbean	2	2		1	5	19	29
White and Indian	1	1		2	2	5	11
White and any other ethnic group				5	3	10	18
Refused ethnicity	11				0	4	15
No ethnicity		1		2	2	219	224
Buddhist				2	0	1	3
Christian	38	16		119	69	101	343
Hindu				6	0	21	27
Muslim				15	4	17	36
No religion	58	25		310	146	155	694
Other religion	10	2		7	4	102	125
Sikh		1		2	4	5	12
Religion not given or refused		14		2	5	222	243
Roman Catholic				12	0	2	14

LAC	4	5	1	1	1	3	15
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Looked After Children

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally. Eliminating discrimination and other conduct that is prohibited by the Act The information provided here aims to demonstrate that; we give careful consideration to equality issues in everything that we do in Rivermead Inclusive Trust schools. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010. We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping.
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success.
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have opportunities to access extra-curricular provision.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information, we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of all parents/carers and pupils in school development (e.g.

through surveys)

- Listening to parents/carers at parent forums, consultation meetings, comments in home-school books, etc.
- Listening to pupils at all times, and especially through the School Councils.

Attainment of groups of pupils is analysed at least annually and presented to the Board and Local Governing Body.

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it. We foster good relations by:

- Ensuring that every Rivermead Inclusive Trust School is seen as a community school within their local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship

What has been the impact of our activities and what are we doing next?

1. The curriculum at EYFS, at KS1, 2,3 and at KS 4 is judged good as confirmed by Ofsted's judgements within the last 3 years at all our provisions and ensures appropriate learning opportunities for all children.
2. Daily collective worship / reflection is planned and structured.
3. Children with disabilities have appropriate provision specifically for their needs
4. Tracking of pupil progress ensures that all groups of children are monitored and appropriate provision is put in place where necessary
5. All incidents of bullying or racism are dealt with quickly and appropriately in line with our policies
6. The Board and Local Governors play an active role in ensuring policies provide equality of opportunity
7. All children have the opportunity to take on responsible roles in the schools.

Consultation

We aim to engage and consult with pupils, staff, parents/carers, and the local community so that we can improve our information, monitor the impact of our policies, develop our

equality objectives and improve what we do as Rivermead Inclusive Trust schools. We will do this through:

- Parent/Carer and pupil surveys
- Staff surveys
- Suggestions box
- Open door policy
- Opportunities for appointments with senior members of staff
- School newsletter
- Trust and Schools Websites
- School Council
- Trust and Schools multimedia platforms such as Twitter, Facebook and YouTube
- Parents' evenings

Record of how we have considered equality issues when making decisions The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies or procedures. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or Decision	Equality issues considered	Action Take or Change Made
May 18	Individual school policies looked at and policy made a Trust policy	Whether it would meet the needs of all schools	Decision to make Trust policy but schools to adapt if needed
June 19	Public Sector Equality duty	The Board the approved the document and were reminded of their duties under the scheme	Published on website
July 20	Public Sector Equality duty	The Board the approved the document and were reminded of their duties under the scheme	Published on website
Sept-Dec 2021	All Trust policies looked at	Equality Impact Assessments completed for all policies written	Where required policy changed to include higher profile of or mention

			of equality responsibilities
Dec 2022	Equality Information and Objectives	Objectives reviewed as some achieved. Referred to EDI Group to update with new objectives	
September 2023	Equality Duty	Pupil data for 22-23 collated	Document updated with 22-23 pupil data and new objectives from the updated Equality Information and Objectives document

Equality Objectives

The Equality Act 2010 requires us to publish specific measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives.

Objective 1: *Each academy will monitor and analyse pupil achievement and progress by ethnicity, sex and disability, and act on any trends or patterns in this data that identify the need for additional support for pupils with the aim of narrowing the gap for vulnerable groups.*

Objective 2: *Provide a secure environment in which all our children can flourish and achieve. We will do this using five key outcomes: be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being.*

Objective 3: *Ensure the curriculum at each school is broad and balanced and reflect the importance of equalities and inclusivity.*

Objective 4: *Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.*

Objective 5: *Adopt a Trust-wide HR information system that will incorporate the ability to provide robust reporting on and monitoring of equalities data relating to our staff and employees.*

Objective 6: *Develop our recruitment processes so that current and potential staff have equality of opportunity.*

Why we have identified these targets and how they are being met can be found within our Equality Information and Objectives document.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.