



## Equality Statement

### Dysart School Equality Statement

Our Equality Statement and Objectives demonstrates how Dysart ensures it meets our Specific Equalities Duties. The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics: Age Disability Sex (gender) Race (ethnicity) Pregnancy and Maternity Religion and Belief Sexual Orientation Transgender Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve

### General Duties

The three aims of the Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties: The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty. They are to: - Publish information - Provide information about our school community

Our Equality Objectives have been set to enable us to set out how we plan to carry out the three aims of the Equality Duty



### Equality Objectives 2019 - 2023

Equality strand/ characteristic	Equality objective	Strategy	Monitoring	Who is responsible	Success indicators
All	To publish and promote the Equality Objectives to the school community	Publish and promote the Objectives through the school website, assemblies, form times and staff briefings	Regular follow up discussion around the Objectives with staff, students and parents	The whole school, led by the Senior Leadership Team (SLT)	Staff and families are familiar with the principles of the Equality Objectives and consider them when planning lessons, creating classroom displays.
Race Gender Disability	To monitor and analyse students' achievements by race, gender and disability and to act on any trends in the data that require additional support for students	SLT will extrapolate data on a regular basis and will use data to plan interventions where needed	Achievement data will be analysed by race, gender and disability using <i>Evidence for Learning</i> and EHCP review data via regular data drops	Senior Leadership Team (SLT)	Data will be analysed and used to plan additional support where required, and concerns will be eradicated
Race Gender Disability	Ensure that the staff team at Dysart school are fully representative	Active monitoring of the ethnic	Monitoring to take place regularly by SLT, in conjunction	Senior Leadership Team (SLT)	Data will be analysed and used to plan additional support

	of the multi-ethnic society in which we live	breakdown of the existing staff team;  Monitoring of the ethnic breakdown of all applicants for roles at Dysart	with HR as appropriate		where required, and concerns will be eradicated
All	To increase the role that parents / carers / other family members play in the overall life of the school	Continue to build on the award of the Leading Parent Partnership Award (Feb 2019), <b>renewal completed October 2022</b>	Regular monitoring by the school's leadership team  Annual Families Survey (every Spring term)	The whole school, led by the Senior Leadership Team (SLT)	Families will be more fully engaged with the school.  The response rate for family questionnaires will increase by at least 10% per annum (43% in March 2017; 47% in Feb 2018; 55% in Feb 2019; <b>58% in Oct 2021</b> ; <b>31% in Oct 2022</b> )

**Yellow:** 21/22 updates

**Green:** 22/23 updates

The Public Sector Equality Duty requires schools to update the equality objectives at least every four years. These objectives will be reviewed on an ongoing basis to ensure that they continue to meet the needs of Dysart school, with the next full review taking place no later than Sept 2023.



## Equality Report November 2022

### Pupil Progress Information

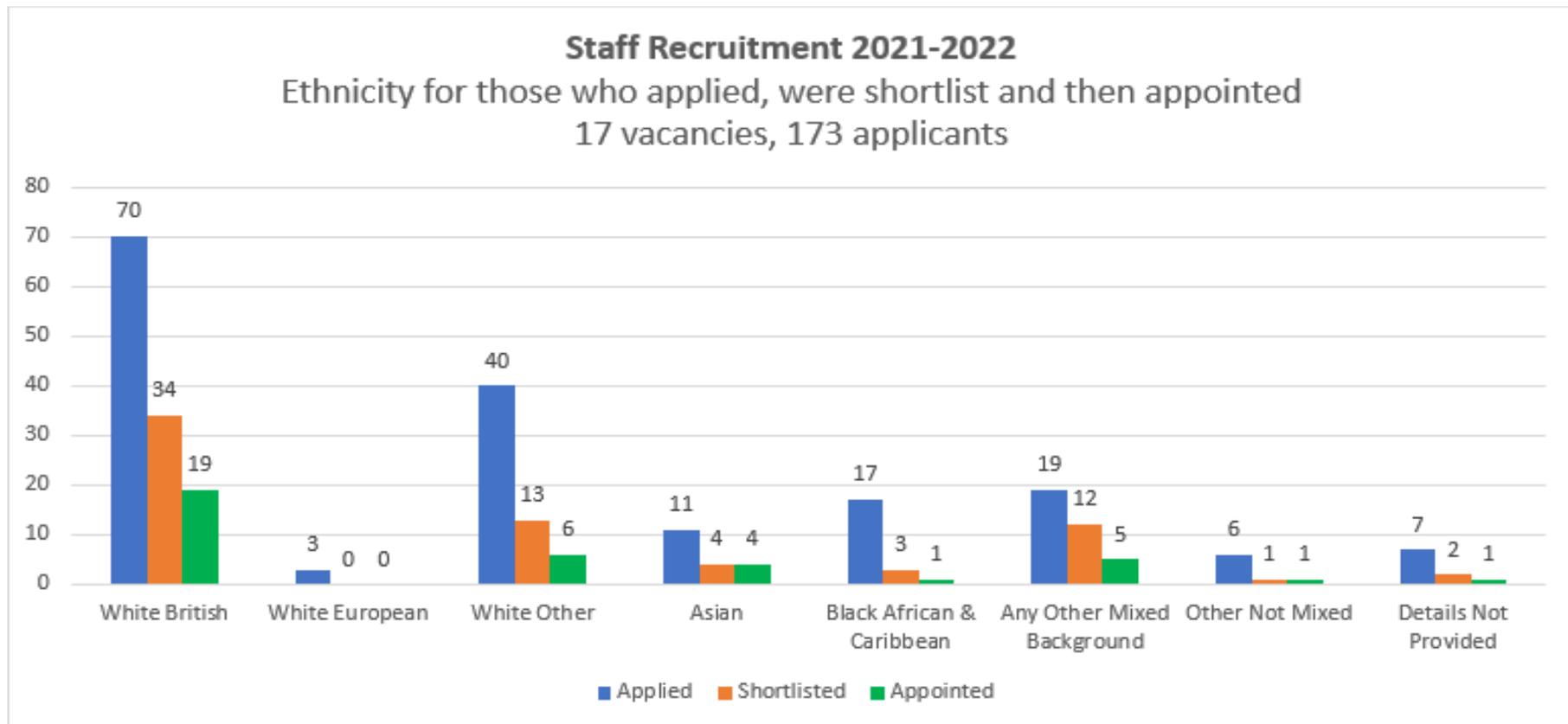
Pupil progress information for the 2021-22 year was captured through EHCP outcomes. The EHCP outcomes were agreed with families and, in many cases, external professionals during the annual reviews for individual pupils and typically have been supported by photo / video evidence. It should be noted that the table below does not represent all pupils: some pupils left Dysart mid-year before their annual review took place, and some pupils were placed at Dysart while the assessment process for their EHCP was being completed. The table below shows how pupils in different ethnic groups performed during the 2021-22 year for those pupils whose EHCP was reviewed during the year:

2021-2022 By Ethnicity and Gender								
How pupils typically achieved against the outcomes in their EHCP	White British	White European	White Other	Asian	Black African & Caribbean	Any Other Mixed Background	Male	Female
150 students on roll	45 students	14 students	4 students	25 students	8 students	54 students	103 students	47 students

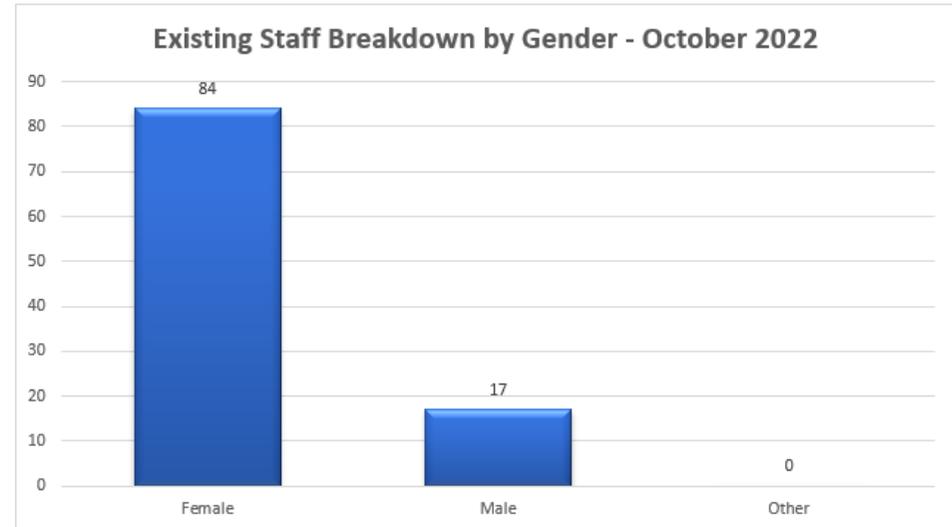
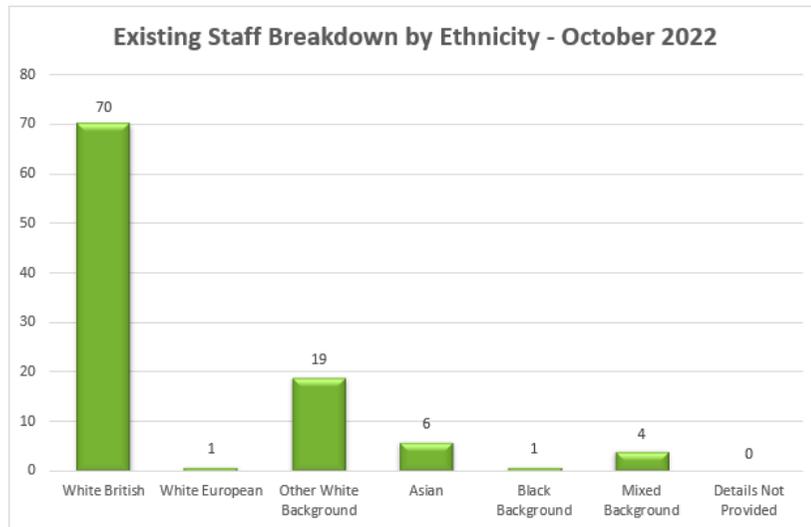
<i>Achieved (5)</i>	3 (7%)	2 (14%)	0 (0%)	4 (16%)	1 (13%)	7 (13%)	10 (10%)	7 (15%)
<i>Will meet outcome early (4)</i>	8 (18%)	2 (14%)	0 (0%)	0 (0%)	0 (0%)	5 (9%)	13 (13%)	2 (14%)
<i>On track to meet outcome (3)</i>	25 (56%)	6 (43%)	3 (75%)	11 (44%)	5 (63%)	31 (57%)	55 (53%)	26 (55%)
<i>Making some progress towards outcome (2)</i>	5 (11%)	3 (21%)	1 (25%)	8 (32%)	2 (25%)	7 (13%)	15 (15%)	11 (23%)
<i>No progress since last year (1)</i>	0 (0%)	0 (0%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)
<i>No data/Out of Borough/Left</i>	4 (9%)	1 (7%)	0 (0%)	1 (4%)	0 (0%)	4 (7%)	10 (10%)	0 (0%)

## Staff Recruitment Information

Over the 2021-2022 academic year, 17 vacancies/posts were advertised attracting 173 applications for employment. This is a substantial increase from the 2020-2021 when 35 applications were submitted. Of these 173 applicants, 11 were internal applicants from existing Dysart staff applying for a more senior role. Below is a chart showing a breakdown of this information by ethnicity:



## Existing Staff Information



## 2021/2022 Summary

Pupil progress is proportionately very similar across all groups, with no meaningful variations being reported between the groups. In terms of staffing, the school continues to employ more white British staff than any other group. Over the past year, the school has taken measures to try and increase the diversity of staff represented at Dysart such as through job advertisements in local newspapers and this has ensured that an increased diversity of staff have applied for positions at the school. In 20/21 there were a total of 8 applications from people of either a Black / Asian / Mixed ethnicity; in 21/22, this figure increased to 47 applications from people of the same groups of ethnicity.

There was a significant drop in the response rate from families for the annual families' questionnaire. It is believed that this is due to a change in the way that the surveys were sent out initially. We are using a new Management Information System which we used to send the initial questionnaires to families. In previous years, we had used paper 'hard' copies. It is our intention to revert to 'hard' copies again next year.