



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

[Please see our Equality and Diversity Policy for more information](#)

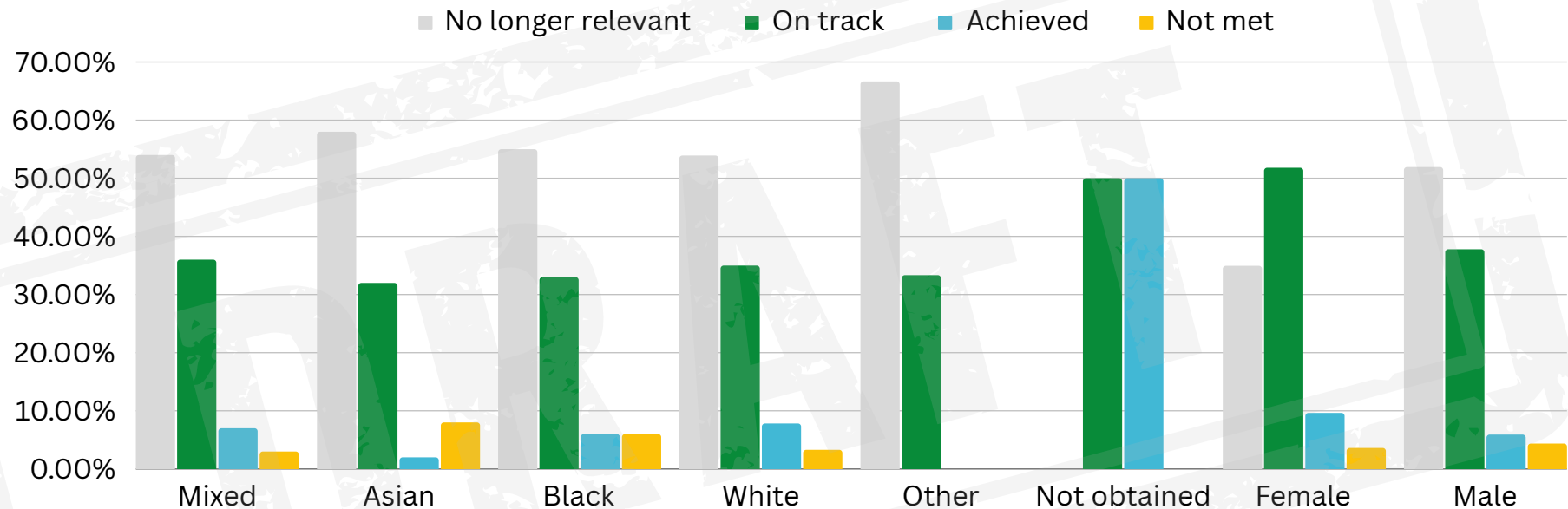
Equality Objectives 2023-2027

Equality strand/ characteristic	Equality objective	Strategy	Monitoring	Who is responsible	Success indicators
All	To promote our Equality Objectives to the wider school community	Promote the objectives through the school website, staff meetings and in our events	Regular discussion around the objectives with staff, students and guardians	The whole school, led by the Senior Leadership Team (SLT)	Our equality objectives are embedded into day to day planning, events and school life. Staff, pupils and guardians are all familiar with them.
Race Gender	Continue to monitor students' achievements by race and gender and to assess potential actions for pupils who need additional support.	SLT will extrapolate data and use data to plan interventions	Achievement data will be analysed by race and gender EHCP review outcomes.	Senior Leadership Team (SLT)	Data will be analysed to support intervention planning where required, and concerns will be eradicated
Race Gender Disability	Ensure that the staff team at Dysart school represent the multi-ethnic society we live in	Monitoring the ethnic breakdown of the staff team; Monitoring of the ethnic breakdown of applicants for roles at Dysart	Monitoring to take place regularly by SLT, in conjunction with HR as appropriate	Senior Leadership Team (SLT)	Data will be analysed and used to support planning where required, and concerns will be eradicated
All	To increase the role that parents / carers / other family members who are effected by inequality play in the overall life of the school	Continue to build on the award of the Leading Parent Partnership Award (Feb 2019), renewal completed October 2022	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 15% per annum

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 2027.

Pupil Progress Information

Pupil progress information for the 2022-23 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 2022-23 year for those pupils whose EHCP was reviewed during the year:



2022-2023 Summary

Pupil progress is proportionately very similar across all groups, with no significant variations being reported between the groups. Attainment for Black and Asian pupils is marginally lower than other groups and female attainment is marginally higher than male students.

Staff Recruitment Information

Over the 2022-23 academic year, 18 vacancies/posts were advertised attracting 137 applications for employment. 27 of these were appointed into permanent roles. Below is a chart showing a breakdown of this information by ethnicity:



In terms of staffing, the school continues to employ more white staff than any other group. However this year's recruitment shows that we have started to improve representation for all ethnic groups in both attracting and appointing candidates. 39 applications from Black/ Asian/ Mixed Ethnicity groups and 38 from any white background.