

Equality information and objectives



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1. Aims

Our schools aim to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The regional governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The schools are aware of their obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors/trustees are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive awareness training on the Equality Act as part of their induction, and all staff receive refresher training every year.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, schools will:

- Analyse attainment and progress data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

6. Fostering good relations

The schools aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and

is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The schools ensure it has due regard to equality considerations whenever significant decisions are made.

The schools always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The schools keep a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: Review the delivery of SRE to ensure there is a balance of age appropriate information about differing relationships relating to protected characteristics.

Why we have chosen this objective: The government are introducing a new SRE framework in September 2019

To achieve this objective we plan to: Review our SRE provision and consider how we consult with our families about the introduction of the new syllabus for SRE.

Progress we are making towards this objective: We have considered the key changes in the new SRE framework and are considering how this will be built into a meaningful curriculum from September 2019.

Objective 2: Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: We have staff across our schools that have the need for reasonable adjustments and we want to be seen as an employer that encourages staff with disabilities to apply for jobs in our schools; acting as positive role models for our staff, pupils and community.

To achieve this objective we plan to: Review the reasonable adjustment agreement.

Progress we are making towards this objective: We have met with individuals across our trust schools to review their needs and gain a stronger understanding of the adjustments needed to minimize disadvantage.

Objective 3: Increase the representation of staff from local black and minority ethnic communities over a 4-year period (from March 2019 to March 2023), so that this group increases in to reflect the pupil demographic in each trust school.

Why we have chosen this objective: There are limited staff from black and minority ethnic backgrounds currently employed at trust schools.

To achieve this objective we plan to: Actively advertise within the communities of trust schools.

Progress we are making towards this objective: Black and minority ethnic staff have been appointed at trust schools, including teaching assistant, teacher and lunch staff.

Objective 4: Ensure school websites are accessible for a wide range of languages enabling parents and carers to access key information about their child's school.

Why we have chosen this objective: There is a diversity of culture in our trust schools with families new to the UK who have limited English language.

To achieve this objective we plan to: Develop our school websites to include translations of key documents and text to ensure the sites are accessible to parents whose English language is not yet strong.

Progress we are making towards this objective: We have introduced functionality on our websites to translate key pages and now need to ensure our key policies are also accessible in a range of languages.

9. Monitoring arrangements

The CEO, in consultation with headteachers will update the equality information we publish, at least every year.

This document will be reviewed and approved by the Trust Board at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment