



Policy for Equality



Document Detail	
Category	Statutory
Department	All Academies within the Trust
Responsible Officer	Chief Executive Officer
Status	Approved (v4) <i>LM Cook</i>
Reviewed on:	Term 3 2024
Next review:	Term 3 2025

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Eliminating discrimination	3
5. Advancing equality of opportunity	4
6. Fostering good relations	4
7. Equality considerations in decision-making.....	5
8. Equality objectives	5
9. Monitoring arrangements.....	5
10. Links with other policies	5
Appendix 1 - Equality objectives.....	6
Appendix 2 – Equality Impact Assessment template.....	8

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our Trust aims to promote respect for difference and diversity in accordance with our values: -

Respect and inclusion – We respect one another’s right to safety and dignity; all pupils are welcome in our Trust. We work in partnership with others to meet the needs of our pupils.

Compassion and kindness – We care for one another, are concerned about the suffering of others, and want to act to make a better world.

Cooperation – We want everyone to learn and succeed, and this requires us to work together, compromise, and share, in order to succeed.

High Expectations and excellence – We have high expectations of ourselves and strive for excellence in our curriculum and all other areas

Integrity – We are both honest and driven by a clear moral compass.

Restorative – We take responsibility for our actions and put things right when something has gone wrong.

Courage – We are a Trust that boldly faces challenges and support each other through difficult moments in our learning and life.

Appreciation – We show appreciation for one another whenever possible.

Reflective and embrace change – We are not afraid of change and believe it can be a positive opportunity for creating a better self, Trust, and society.

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](#) and complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Board of Directors 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link Directors are Lisa Cook and Mike Douglas. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to the equality link directors

All Trust 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 Trust is aware of its 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 those with governance responsibilities, 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 training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The Headteachers are the designated members of staff for monitoring equality issues, and the equality link directors. They regularly liaise regarding any issues and make directors aware of these as appropriate.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people that 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 academy activities)

In fulfilling this aspect of the duty, the Trust will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The Trust 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 trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. 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 academy's activities, such as sports clubs. We also work with parents/carers 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 Trust ensures it has due regard to equality considerations whenever significant decisions are made.

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

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

The Trust undertakes an Equality Impact Assessment to show we have actively considered our equality duties and asked ourselves relevant questions. This takes place at the same time as the risk assessment when planning trips and activities (please refer to Appendix 2).

8. Equality objectives

Please refer to Appendix 1 – Equality Objectives

9. Monitoring arrangements

The CEO will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the CEO annually and approved by the Board of Directors.

10. Links with other policies

This document links to the following policies:

- Trust Accessibility plan
- Trust statutory and non-statutory risk assessments
- Academy Inclusion and Behaviour policies
- SEND policy

Appendix 1 - Equality objectives

Protected characteristics	Objectives	Actions to be taken	Review of measures to be taken
All	Raise pupil awareness of recognising and respecting differences	Continued review and development of the curriculum to ensure positive attitudes are developed in children towards disabled people, between groups and communities that are different to each other in terms of ethnicity, age, culture, religious affiliation, national origin or national status	
All	To continue to develop pupils' understanding of equality and diversity and the 9 protected characteristics	<ol style="list-style-type: none"> 1. Delivery of curriculum content that includes humanity rich content covering the protected characteristics in relation to equality. 2. School visits, school visitors and clubs to incorporate and represent the 9 protected characteristics. 	The curriculum has been reviewed and changes made to ensure there is coverage of the protected characteristics. Further work is needed to develop pupils' understanding.
All	To narrow any attainment gaps between pupils based on gender, language, additional need or context group	<ol style="list-style-type: none"> 1. Detailed analysis of children's attainment throughout the year using all assessment data. 2. Regular discussions with staff to understand the barriers to children's progress. 3. Implementation of interventions for pupils who need additional support. 4. Purchase of resources to support the progress of children in need of additional support 	
All	<ul style="list-style-type: none"> • To eliminate discrimination • To ensure equality of opportunity between people who share a protected characteristic 	<ul style="list-style-type: none"> • As part of Performance Management reviews, discuss adjustments with staff to determine any further specific needs/equipment/changes required. • Use the support from our HR and Occupational Health services to establish the specific adjustments needed. • Put in place the adjustments required and undertake a 	Currently, staff with identified disabilities have adjustments in place to support them. Occupational Health is used for advice as required.

	and people who do not share it	termly review.	Academy Leaders liaise with staff on a termly basis, or sooner if support is required.
All	To raise awareness of discrimination so that staff have a good understanding of the legal requirements	To achieve this objective, we: 1. Review the Recruitment and Retention Policy 2. Provide staff with recruitment training materials. 3. Discuss recruitment selection and any/possible changes needed to our current recruitment procedures.	Regular recruitment training for leaders and familiarization with the Recruitment and Retention policy to ensure that staff knowledge is current.

APPROVED

Appendix 2 - Equality Impact Assessments

Are we using them for any new initiatives?

Date	Title of policy, project or practice being reviewed	Aims and purpose (including any positive impact on those with protected characteristics)	Does it/could it have an adverse effect on members of a protected group? Yes/No	If yes, outline potential issues	Outline ways to remove or mitigate the negative impact while still achieving the aim	Who is responsible	Deadline