

# Equality information and objectives



**Approved by:** Finance, Risk & Audit Committee **Date:** November 2019

**Last reviewed on:** November 2019

**Next review due by:** December 2020

## Contents

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

---

## 1. Aims

Our academy aims 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 academies 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 Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, 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 (Executive) Principal

The Trust equality links are Mo Nisbet, Simon Winslow & Jo Cornelius They will:

- Meet with the (Executive) Principal every term, 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 governing board regarding any issues

The (Executive) Principal will:

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

*If you have a designated member of staff for equality, insert and amend as applicable, the following:*

The Associate Principal or Head of School will:

- Support the (Executive) Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the Trust equality link every term to raise and discuss any issues
- Support the (Executive) Principal in identifying any staff training needs, and deliver training as necessary

All academy 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 academy 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 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 training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The academy has a designated member of staff for monitoring equality issues, and a Trust equality link. They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the academy 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 academy societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above 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)
- 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 academy 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 academy 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 academy 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 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 academy ensures it has due regard to equality considerations whenever significant decisions are made.

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

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

The academy keeps a written record (known as an Equality Impact Assessment) 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 academy 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

- Improve our knowledge and understanding of discriminatory behaviours within our organisation.

### How:

Our Academy Advisory Council will work with our PSHE lead and JLT to help us with a questionnaire to find out about whether staff, families and students feel there is discriminatory behaviour that we don't know about or haven't noticed.

Our Personal, Social, Health and Economic (PSHE) education lead will also be our Diversity Champion and S/he will ensure there is one event per term that aims to improve staff and students' knowledge about discrimination.

Our diversity champion will deliver training for all staff on the Equality Act 2010 and reasonable adjustments and this will form part of the new staff induction.

CPOMS will have clear separate categories for discrimination against the nine protected characteristics

We will log all discriminatory behaviour against any of the protected characteristics to enable us to monitor and identify any areas of concern where more education is needed for staff, students or families.

- **To close the gap in performance of all pupils with special educational needs or disabilities.**

**How:**

We will endeavour to provide quality first wave teaching for all students using baseline data to inform accelerated progress.

Our SENCO will work with all staff to ensure a robust and thorough understanding of individual needs for SEND pupils

- **To close the gap in performance between disadvantaged and non-disadvantaged groups.**

**How:**

We will monitor the use of PP funding to ensure all students attain.

Our PP policy is grown from the grass roots upwards and is informed by teachers assessing the educational needs of the young people

- **Improve our experiences available to our students to ensure opportunities and access for all.**

**How:**

We will make sure that all our students, regardless of disability, gender, race, religion, gender reassignment, sexual orientation, pregnancy or age have equal opportunities in taking part in extra-

curricular activities. We will collect information about those attending to evaluate representation and accessibility.

We will actively look at ways of tackling any barriers that prevent accessibility. We will regularly obtain the views of all students, particularly those with Education Health and Care Plans (EHCP) and physical disabilities, to ensure that we are meeting their needs and making any necessary adjustments.

- **We will prepare students for life in a diverse society in which students are able to see their place in the local, regional and national and international community.**

**How:**

We will provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.

We will ensure that visitors invited to speak to the students represent a diverse range of individuals. Weekly reflection sessions through tutor programme will give insight into wider global issues and allow enquiry into issues around diversity and discrimination.

A range of local, national and international charity and raising awareness events throughout the year are carefully selected and delivered in order for students to gain an insight into the wider communities and the possible issues they face.

We will ensure our staff, leadership team and academy council reflect the diversity of the student body so there are role models for all

## **9. Monitoring arrangements**

The (Executive) Principal will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the Trust Leadership Team, Academy Advisory Council annually and the Board of Trustees at least every 4 years.

This document will be approved by Chief Executive Officer.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment