



# **Equality Information and Objectives (Non-Statutory)**

Approved: Autumn 2020  
Date of Next Review: Summer 2023

## **Equality Impact Assessment - Policy Review**

**In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.**

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### **1. Aims**

Our Trust 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.

### **2. Legislation and Guidance**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty (PSED) 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 Trust Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, including to staff, students and parents/carers 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 each Headteacher within the Trust;
- Trustees will meet with relevant staff members to discuss any issues and how these are being addressed;
- Trustees are familiar with all relevant legislation and the contents of this document;
- Trustees will explore CPD opportunities linked to equality and diversity;
- Support further CPD and training opportunities of staff across The Trust;
- Collaborate with the school's Leadership Teams and PSHE Coordinators as part of Trust Improvement Days;

- Engage in student voice and participate in the planning of future curriculum developments to deepen the understanding of the importance of equality and inclusion across all the stakeholders: staff, students and their families;
- Report back to the Trust Board regarding any issues.

Each Headteacher within the Trust will:

- Promote knowledge and understanding of the equality objectives amongst staff and students;
- Monitor success in achieving the objectives and report back to Trustees;
- Engage the Leadership Team, PSHE Coordinator and all staff in further developing the curriculum content to foster the opportunities of students' further understanding of equality, diversity and inclusion in the society and world around them;
- Collaborate closely with the relevant teams to ensure the unbiased and positive implementation of the RSE Policy within the curriculum across the Trust;
- Identify any staff training needs, and arrange training as necessary;
- Engage the students' families where appropriate to cascade the relevant information linked to equality and fostering good relations.

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 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 Trustees are regularly reminded of their responsibilities under the Equality Act.

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

Each Headteacher in the Trust will monitor equality issues and report these in the Executive Headteacher's report to Trustee. They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate and actions that have come out of these.

In addition to Equality Policy, the following Trust's and/or individual Academy (as relevant) policies further support equality duty: Admission policy, Behaviour policy, Complaints policy, Accessibility policy.

#### **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 which are connected to a particular characteristic they have;
- Taking steps to meet the particular needs of people who have a particular characteristic;
- Encouraging people who have a particular characteristic to participate fully in all educational activities.

## **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 and promoting the British Values. This includes teaching in Ethics & Philosophy 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, students will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues: provide timely opportunities based on the current issues, local, national, or global affairs. Explore the inclusion of external speakers where a range of views is impartially shared with the students to engage in debates.
- 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 students within a school. For example, a School Council/Student Leadership Team has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in a school's activities. We also work with parents/carers to promote knowledge and understanding of different cultures.

## **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 to maintain equality for all staff and students as much as possible. For example, when a school trip or activity is being planned.

The Trust increases the opportunities to foster positive relationships, expand students' understanding of equality, diversity and the British Values and support them to develop into successful citizens of society.

## **8. Equality Objectives:**

In line with the Equality Act we are also required to define one or more equality objectives that support the aims of the general duty. We must ensure the objectives are specific and measurable and publish the objectives so that they are accessible to the public.

Our main aim as the Trust is to drive up standards; this includes narrowing gaps between specific student groups whilst monitoring and maintaining the equality. We have therefore set the following specific, measurable equality objectives:

- a. To develop students' ability to listen and understand different points of views in a way that creates acceptance and tolerance but also allows challenge when necessary to views that could be considered radical. Students are able to discuss in an inclusive and positive manner.

Outcome:

- Students will access a structured PSHE programme;
  - Students will be guided on how to positively interact with one another when having different viewpoints;
  - Students will deepen their knowledge about a range of topics whilst being supported by their educational setting to be more inclusive in their thinking;
  - Students recognise and value diversity in the modern society and they demonstrate inclusivity across the learning community.
- b. To further develop staff's self-confidence and increase their ability to effectively engage in a range of challenging topics to positively support a debate, whilst supporting sensitively the discussions through modelling and emphasising the British Values.

Outcome:

- Staff will access the support from the relevant PSHE Coordinator to upskill them when delivering more challenging topics or topics where staff's knowledge is not directly linked to their expertise;
- Staff will receive resources in advance to plan the delivery and consider further personalisation of learning to their groups;
- Staff will be inclusive in their approach to debates and have a repertoire of strategies to promote British Values and diversity in a positive manner;
- Staff will be more knowledgeable of the protected characteristics and mindful on how to reinforce positive relationships and interactions amongst students.