

# Equality Information & Objectives Policy

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## Aims

Our Academy 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.

## 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.

## 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 Academy, 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 Trustee is Vijay Assani. He will:

- Meet with the designated member(s) of staff for equality every half-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 Trust 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 Trustees.

The designated members of staff for equality are Billy Hill and Adam Goodbody. They will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the Equality Link Trustee every term to raise and discuss any issues.
- Support the Headteacher 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 below.

## 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 designated members of staff for monitoring equality issues, and an Equality Link Trustee. They regularly liaise regarding any issues and make senior leaders and Trustees aware of these as appropriate.

## 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 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 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.

## 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.

## 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 an Academy trip or activity is being planned, the Academy considers whether the trip:

- cuts across any religious holidays;
- is accessible to pupils with disabilities; and
- 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.

## Equality objectives

2022 / 23

### Objective 1

Undertake an analysis of the gender and ethnicity of employees (and levels, types of employees and roles) and compare with the makeup of the student body. We will then use this analysis to impact on our recruitment strategy moving forwards to reduce any gap.

Why have we chosen this objective? As we are a very ethnically diverse community and believe it would be valuable that the staffing reflects this diversity, wherever possible. Progress we are making towards this objective:

**18.03.22 - This is now complete and will be shared with the Trustees.**

### Objective 2

To create a designated member of staff for equality.

Why have we chosen this objective? To ensure we have a regular dialogue in the Academy on this topic. Progress we are making towards this objective:

**18.03.22 - We now have two members of staff jointly leading on this with the Headteacher; Billy Hill and Adam Goodbody.**

### Objective 3

For all managers, leaders and trustees (initially) to complete training on “unconscious bias” during the 2022 / 23 academic year.

Why have we chosen this objective? As an ethnically diverse Academy, it is important that all decision makers have an awareness of how unconscious bias can impact decision making. Progress we are making towards this objective:

**18.03.22 - This will take place in half-term 6.**

### Objective 4

To review “equality” in our KS3 curriculum.

Why have we chosen this objective? As an ethnically diverse Academy, it is important that we ensure that whilst we meet the requirements of the national curriculum, that what we teach takes into account the nature of our community (the staff and student body). Progress we are making towards this objective:

**18.03.22 - During half-term 5 an audit of the KS3 subject curriculum will take place. The designated members of staff will contact Heads of Faculty for an overview of their current KS3 curriculum against these objectives.**

### Objective 5

To “celebrate” our diversity through “themed” school meals in the canteen.

Why have we chosen this objective? As an ethnically diverse Academy, it is important that we ensure that as well as meeting our objectives that we highlight and celebrate the diversity in our community (the staff and student body). Progress we are making towards this objective:

**18.03.22 - These will take place in half-term(s) 5 and 6. Academy staff will be encouraged to eat in the canteen (free meals) with the students.**

### Objective 6

To create a textbook loan system for all subjects at KS4.

Why have we chosen this objective? Students from an impoverished background may not have access to the relevant subject material to help them thrive at school. As an equitable measure, everyone should have the opportunity to boost their academic performance fairly.

**18.03.22 - This will take place in half-terms 1 and 2 of 2022 / 23. Subjects will have a textbook to hand to students relevant to the modules they are learning at KS4. Students will have to provide a deposit at a reduced amount compared to the actual textbook. At the end of KS4 students are able to gain their deposit back if their textbooks are in ‘sound’ condition.**

### Objective 7

To create an EAL department that is separate from the SEN department.

Why have we chosen this objective? The needs of EAL require different attention compared to SEN. Setting up an EAL department will help improve the relationship of students that speak English as a second language.

**18.03.22- This will take place over 2022 / 23. Setting up an EAL department will help to implement further policies to improve students from an EAL background. It will provide the opportunity to**

**take students out of timetable to improve their English, so that they can meet the required standard to access all their subjects.**

## **Monitoring arrangements**

The Headteacher and Trust Board will update the equality information we publish, (described in the sections above), every year. This document will be reviewed by the Trust Board every 4 years. This document will be approved by the Trust Board.

## **Links with other policies**

This document links to the following policies:

- Accessibility Plan
- Risk Assessment