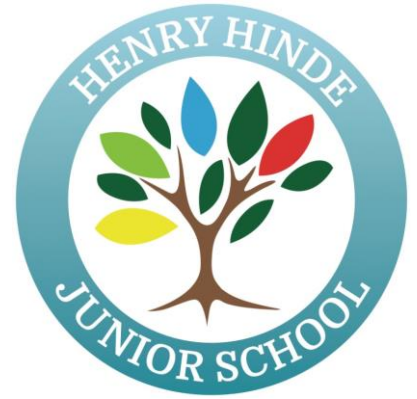




Transforming Lives
EDUCATIONAL TRUST



Procedure: Number: XXX	Equality Information and Objectives (Public Sector Equality Duty)						
Formed by:	R Allen						
Date of original formation:	January 2021						
Ratified by the Governing Body on:	Not necessary as not a policy, (statutory to publish)						
Governor with responsibility:							
Date for review:							
Timetable for Review	<u>Annually</u>	2 Years	3 years	4 Years			
Status	<u>Statutory</u>		Warwickshire County Council		School		
Circulation	Website	School Office	Staff Room	External			

Table of review and modifications

Date reviewed	Page number of changes	Summary of changes made

(Please note that throughout this policy any use of the word ‘Parent’ also includes legal carers and guardians.)



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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 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](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the federation, 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 Executive Headteacher and Heads of School
- 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 Headteacher and Heads of School 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 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 governors 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.

Issues around the awareness and elimination of discrimination are built into the curriculum across both schools.

All forms of alleged discrimination in relation to both pupils and staff are monitored on a regular basis by the schools.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the federation 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, the schools 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, inviting members of community groups to support in developing the curriculum 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, the school Junior Leadership Teams have 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 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 school trip or activity is being planned, the schools will consider whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils with protected characteristics

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 school trips and activities and may form part of the risk assessment. 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

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the governing board.

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.

Objective 3

Monitor data and analyse it in relation to the specific demographics we represent through our pupil stakeholders at each school and monitor/analyse associated performance data to identify areas for improvement.

9. Monitoring arrangements

The academy will review/update the equality information we publish at least every year.

This document will be reviewed by the Governing Body at least every 4 years.

This document will be approved by the Governing Body

10. Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment

SEND/RE/Collective Worship policy