

Equality Information and Objectives

Approved by: Trustees Date: February 2020

Signed by : [Name] Signature:

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Contents

1. Aims	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination	4
5. Advancing equality of opportunity	4
6. Fostering good relations	5
7. Equality considerations in decision-making	6
8. Equality objectives	6
Objective 1:	6
Objective 2:	7
Objective 3:	7
Objective 4:	7
9. Monitoring arrangements	7
10. Links with other policies	8
Annual Information on pupils by protected characteristics	9
Pupil population	9
Staffing profile	9

1. Aims

Our school 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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Trust 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, and that they are reviewed every 2 years and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher
- Meet with the headteacher (designated member of staff for equality) every month during school opening, and other relevant staff members, to discuss any issues and how these are being addressed - This may be delegated to the Executive Headteacher (CEO) CEO
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to the local governing committee
- Identify any staff training needs, and deliver training as necessary
- 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 school 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 members of the local governing body are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting this will be recorded in the meeting minutes.

New staff receive training on promoting Equalities and our objectives as part of their induction, and all staff receive regular refresher training during one phase meeting each year.

The school has a designated member of staff for evaluating equality issues who will report to the standards and expertise committee. It is every manager's role to monitor equality issues within their area of work and report this twice each year.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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 pupils to have access to appropriate food)
- 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 activities)

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

- Strive to ensure excellent teaching, learning and assessment for all pupils
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- Narrow gaps in achievements identified within the school and in comparison to any local or national benchmarks by analysing and publishing achievement data each academic year showing how pupils with different characteristics are performing and any actions which will be taken to improve equality of outcomes.
- Create a secure, caring and educationally challenging environment, in which pupils will feel happy, safe and eager to learn.
- Strive to ensure pupils are free from bullying of any type including all types of prejudice-based bullying
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racist, 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 school 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 Humanities (incl 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
- Opportunities to experience a range of cultures are built into multi-sensory learning experiences that are reinforced and supported through discussion and debate. The school vision 'Together we Care, Learn and Succeed' reinforces the core values of mutual respect and tolerance where the personalised experiences created for pupils allows us to challenge and support them in understanding the community, country and world in which they live.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to actively participate in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting local community leaders to work alongside and with our pupils, and organising school trips and activities based around the local community including different faith groups
- Encouraging and implementing initiatives to encourage support and cooperation amongst different groups of pupils within the school. 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 school's activities. 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 school ensures it has due regard to equality considerations whenever significant decisions are made and equality impact assessment is undertaken as part of the action plan.

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

- Is accessible to all our pupils regardless of their disability
- Has equivalent facilities for boys and girls
- Cuts across any religious holidays

The school keeps a written record 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. 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:

Train all new members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: As a newly opening school we want to establish our processes and ensure that equality duties are adhered to during recruitment processes. To identify a baseline from which we are working to ensure our school community is reflective of diversity within society. To ensure all roles within this new school are advertised externally and in a fully competitive way to ensure equality of opportunity for applicants

To achieve this objective we plan to: Train relevant staff and Trustees prior to being involved in recruitment processes.

Progress we are making towards this objective will be reviewed annually: We will undertake an analysis of recruitment data and trends with regard to race, gender and disability and report on this to the local governing board and The Trust. Analyse applications and appointments over the next 9 months

to identify any unintended bias from advert to appointment. Review our recruitment procedures to ensure they are non-discriminatory.

Objective 2:

To create a culture of tolerance within the schools within the trust.

Why we have chosen this objective: As a brand new school establishing a culture of tolerance will be an essential part of the initial work. Differences will be recognised and respected and never seen as a barrier to achievement. School policies will be established with this as an explicit objective.

Progress we are making towards this objective will be reviewed annually starting in January 2021

Objective 3:

To ensure there is no significant gap between the progress made by significant groups within the schools in the Trust: For example pupils eligible for pupil premium and those not; girls versus boys; different ethnicity.

Why we have chosen this objective: As a new school it will be extremely pertinent to ensure initial policies and procedures do not disadvantage any one group over others.

To achieve this objective we plan to: Ensure teaching is universally good or better across the school so all pupils are able to achieve. Giving every class the necessary staffing and expertise as well as access to a multi-professional team in order to meet the needs of the individual pupils within the group. By ensuring intervention is well-directed following clear identification of need using the in-school referral system. Ensuring accountability for progress in addition to being held by the senior team is held by teachers and support staff as well as intervention staff and external professionals.

Objective 4:

To establish the Trust and schools within the Trust as 'Disability confident' employers complying with the requirements and using the symbol on all job adverts, application forms and information, to help ensure our recruitment processes are working positively towards enabling a diverse workforce.

Why we have chosen this objective: Adhering to the Disability Confident criteria meets with our aims as an organisation giving our wider external influence to positively change attitudes, behaviours and cultures.

To achieve this objective we plan to: assess our practices against all levels of the guidance and develop an action plan. This will then enable us to be precise about the actions we wish to take in the next 12 - 36 months

9. Monitoring arrangements

The Headteacher of each school will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Board of Trustees every 2 years and updated at least every 4 years.

Equality information for publication will be approved by the local governing board annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Dignity at work policy
- Recruitment & Selection Policy
- Complaints Policy
- Behaviour & Intervention Policy
- Grievance Procedure
- Home school links and liaison policy
- Whistle Blowing

Annual Information on pupils by protected characteristics

Pupil population

Staffing profile