



# Equality Information and Objectives Policy

Reviewed by the Finance, Personnel, Audit and Risk Committee:	Summer 2024
Adopted by the Governing Body:	Summer 2024
Signed: <i>J Campbell</i>  Chair of Governors: Julian Campbell	Summer 24
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## **CONTENTS PAGE**

<b>AIMS</b>	<b>2</b>
<b>LEGISLATION, DUTY AND GUIDANCE</b>	<b>2</b>
<b>PRINCIPLES</b>	<b>2</b>
<b>ROLES AND RESPONSIBILITIES</b>	<b>4</b>
<b>ELIMINATING DISCRIMINATION</b>	<b>5</b>
<b>ADVANCING EQUALITY OF OPPORTUNITY</b>	<b>6</b>
<b>FOSTERING GOOD RELATIONS</b>	<b>6</b>
<b>EQUALITY CONSIDERATIONS IN DECISION-MAKING</b>	<b>7</b>
<b>EQUALITY OBJECTIVES</b>	<b>7</b>
<b>MONITORING AND REVIEW ARRANGEMENTS</b>	<b>8</b>

## **'We promise to shine together'**

### **Let the light of your face shine upon us - Psalm 4:6**

Our ambition is to serve our community by providing an excellent education, which is inclusive and distinctive within the context of Christian belief and practice, upholding our values in the daily life of the Academy and in our relationships with others.

## **1. AIMS**

- 1.1. 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**

- 2.1. 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
- 2.2. This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).
- 2.3. This document also complies with our funding agreement and articles of association.

## **3. PRINCIPLES**

- 3.1. In fulfilling the legal obligations and establishing our Academy ethos, we are guided by 9 principles:
- 3.2. **Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender or gender identity;
- whatever their sexual identity.

### 3.3. **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity.

### 3.4. **Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging**

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

### 3.5. **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

### 3.6. **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual and transgender.



### 3.7. Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

### 3.8. Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism or homophobia.

### 3.9. Principle 8: Society as a whole should benefit

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

### 3.10. Principle 9: Objectives

We formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- Disability;
- ethnicity, religion and culture;
- gender.

## 4. ROLES AND RESPONSIBILITIES

### 4.1. The Governing Body 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/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 the Principal

**4.2. The equality link Governor will:**

- Meet with the designated member of staff for equality 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 Body regarding any issues

**4.3. The 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

**4.4. The designated member of staff for equality will:**

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

4.5. All Academy staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

## **5. ELIMINATING DISCRIMINATION**

- 5.1. The Academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- 5.2. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 5.3. 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.
- 5.4. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every Autumn term.
- 5.5. The Academy has a designated member of staff for monitoring equality issues, and an equality link Governor. They regularly liaise regarding any issues and make Senior Leaders and Governors aware of these as appropriate.

## **6. ADVANCING EQUALITY OF OPPORTUNITY**

6.1. 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)

6.2. 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

## **7. FOSTERING GOOD RELATIONS**

7.1. 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/carers 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.

## 8. EQUALITY CONSIDERATIONS IN DECISION-MAKING

- 8.1. The Academy ensures it has due regard to equality considerations whenever significant decisions are made.
- 8.2. 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
- 8.3. 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.

## 9. EQUALITY OBJECTIVES

- 9.1. **Objective 1:** Undertake an analysis of recruitment data and trends with regard to race, gender and disability annually during the Autumn term, and report on this to the staffing and pay sub-committee of the Governing Body.
- We have chosen this objective to ensure our staff recruitment and retention observe good equalities practise across our staffing structure.
  - To achieve this objective we plan to half yearly analyse data in light of staff changes, and report to Governors twice yearly.
  - Progress we are making towards this objective: To be reviewed annually at the end of the Autumn term.
- 9.2. **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.
- We have chosen this objective to reduce and remove any barriers to equality with current staff.
  - To achieve this objective we plan to meet with staff with disabilities to identify existing barriers and develop action plans to remove barriers as soon as possible.
  - Progress we are making towards this objective: To be reviewed annually at the end of the Autumn term.
- 9.3. **Objective 3:** Train all 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.
- We have chosen this objective to highlight our equality and inclusive environment in the Academy by raising awareness.
  - To achieve this objective we plan to identify and undertake training with all staff and Governors.





- Progress we are making towards this objective: To be reviewed annually at the end of the Autumn term.

9.4. **Objective 4:** Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information, to help address the under-representation of people with disabilities in the school workforce.

- We have chosen this objective to highlight our equality and inclusive environment in the Academy to attract the highest calibre of employee.
- To achieve this objective we plan to review the recruitment strategy to ensure all adverts and information relating to posts show our commitment to equality recruitment practices.
- Progress we are making towards this objective: To be reviewed annually at the end of the Autumn term.

## 10. MONITORING AND REVIEW ARRANGEMENTS

10.1. The Principal/Operation Manager will be responsible for monitoring the implementation and effectiveness of this policy. It will be reviewed every four years by the Finance, Personnel, Audit and Risk Committee; or before at any time, if there is new relevant legislation or guidance.