



# EQUALITY INFORMATION AND OBJECTIVES

**Member Academies:**

- Beamont Collegiate Academy
- Bridgewater High School
- Broomfields Junior School
- Great Sankey Primary School
- Meadowside Community Primary and Nursery School
- Padgate Academy
- Penketh High School
- Penketh South Primary School
- Priestley College
- Sir Thomas Boteler Church of England High School

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| 3       |            |                             |

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## 1. Aims

Our Trust 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 academies to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

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

## 2. 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 school, including to staff, pupils and parents, 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 CEO and Principals/ Headteachers in our academies

The local governing bodies have responsibility to:

- Meet with the relevant staff members to discuss any issues in the implementation of this documents and understand 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 Trust Board regarding any issues

The CEO and Principals/ Headteachers will:

- Promote knowledge and understanding of the equality objectives amongst staff and learners
- Monitor success in achieving the objectives and report back to governors
- Ensure that staff training needs are identified and appropriate training is delivered as necessary

All central Trust and academy 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, governors 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 annually

The school 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.

#### **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 (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 school 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 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 RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas as appropriate and relevant.

- Holding activities (such as assemblies at our pre-16 schools) which deal with relevant issues where we will invite external speakers as appropriate and where we will encourage learners to participate positively in such activities.
- Working with our local community. This includes inviting leaders of local groups and local faith groups where possible to speak to learners, and organising trips and activities based around the local community
- Encouraging and implementing initiatives to promote knowledge and understanding of different cultures and to enable our learners to develop awareness of other groups and cultures through the TCAT Parliament, the academies' school councils and our cross-Trust learner activities

## **7. Equality considerations in decision-making**

The Trust and its academies ensure it has due regard to equality considerations whenever significant decisions are made.

The Trust and its academies always consider the impact of significant decisions on particular groups. For example, when a 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

Each 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. 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 annually, and report on this to the HR, Finance and Operations committee of the Trust Board.*

We aim to monitor our recruitment processes so that we can eliminate any bias (unconscious or otherwise) in our recruitment processes by setting up Trust-wide processes to enable the data to be gathered and analyse the data annually for presentation to the Trust Board. We aim to put the data gathering processes in place by November 2019.

***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 aim to ensure that all staff with disabilities have the facilities they require to be successful in their role. To achieve this objective, we plan to set up a reasonable adjustment agreement, identify all staff with disabilities across the Trust and ensure all academies have implemented the agreement with the relevant staff. The reasonable adjustment agreement will be set up by September 2019 and all agreements written with the staff concerned by December 2019.

***Objective 3:** Train all members of staff and governors/ trustees involved in recruitment and selection on equal opportunities and non-discrimination during the next academic year.*

*Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

We aim to ensure that all recruitment decisions are made by staff who are fully aware of equal opportunities legislation by implementing an e-learning programme for all relevant staff and governors/ trustees. We plan to complete the programme by April 2020

**Objective 4:** *Seek to close the achievement gaps for male and disadvantaged learners by developing intervention strategies that specifically support these learners*

We aim to achieve this by establishing cross-Trust hubs in specific areas particularly the core curriculum and supporting transition. We plan to

- Develop coordinated transition arrangements and to produce focused transition plans specifically targeting disadvantaged learners.
- Develop and implement targeted intervention strategies in relevant curriculum areas through sharing best practice

The hub structures have been established during the academic year 2018-19 and will have targeted workplans drawn up annually.

## **9. Monitoring arrangements**

The CEO will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be approved by the Finance, HR and Operations committee of the Trust Board annually

This document will be reviewed by The Trust Board at least every 4 years.

## **10. Links with other policies**

This document links to the following policies at both Trust and academy level:

- Academy accessibility plans
- Academy and Trust Risk assessments
- Trust recruitment and HR policies
- Relevant Academy learner and pupil policies (e.g., SEN, behaviour, curriculum)