

Equality Statement and Objectives

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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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 governing 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, scholars 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 Principal.

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and scholars.
- Monitor success in achieving the objectives and report back to Academy Councillors.

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 Academy Councillors 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 at least bi-annually.

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. scholars 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 scholars to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all scholars 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 scholars 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 scholars.

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. For example, as part of teaching and learning in English/reading, scholars will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Scholars 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 school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of scholars within the school. For example, our school council has representatives from different year groups and is formed of scholars from a range of backgrounds. All scholars 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 school ensures it has due regard to equality considerations whenever significant decisions are made.

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:

- Cuts across any religious holidays
- Is accessible to scholars with disabilities
- Has equivalent facilities for boys and girls.

The school 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: *Ensure a Gender Questioning Policy is in place, and acted upon in practice across the academy.*

Why we have chosen this objective: to ensure support for those scholars who are gender questioning.

To achieve this objective, we plan to: publish and enact said policy.

Progress we are making towards this objective: original academy policy is in place, and now being used to shape Trust-wide policy.

Objective 2: *Ensure staff and scholars are taught about protected characteristics.*

Why we have chosen this objective: to ensure staff and scholars are knowledgeable.

To achieve this objective, we plan to: teach staff and scholars through PL and PSHE, respectively.

Progress we are making towards this objective: ongoing.

Objective 3: *Aim for staff (including Academy Council) make-up is diverse and representative of the scholar cohort.*

Why we have chosen this objective: to ensure diversity and representation across the academy.

To achieve this objective, we plan to: consider and report on make-up of the staff, to the Academy Council; ensure marketing materials are representative.

Progress we are making towards this objective: to be reported annually.

Objective 4: *Ensure analysis of behaviour/attendance/safeguarding data is broken down into vulnerable groups.*

Why we have chosen this objective: to ensure equality across provision and outcomes for vulnerable groups.

To achieve this objective, we plan to: ensure this is a standard feature of all reports.

Progress we are making towards this objective: in place.

9. Monitoring arrangements

Castle Mead Academy will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed at least every 4 years.

This document will be approved by the Board on behalf of the Trust, and the Principal on behalf of the Academy.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment