



# Equality Information and Objectives

This is a Trust Statement - information and objectives specific to individual academies and their procedures are added by the academy in *Appendix 2 and Appendix 3*. (For a copy of the academy specific information and objectives – see the individual academy website).

Date	Revision & Amendment Details	By Whom
September 2019	Approved	Executive
September 2023	Review and updated	Executive

## **Review / Updates**

### **Education Committee**

- Update equality information (described in sections 4 – 7) annually
- Review the whole document every four years

### **Academies**

- Update academy specific equality information (described in Appendix 2) annually
- Review and update objectives every four years

## CONTENTS

1	Aims	4
2	Legislation and Guidance	4
3	Roles and Responsibilities	4
4	Eliminating Discrimination	5
5	Advancing Equality of Opportunity	5
6	Fostering Good Relations	5
7	Equality Considerations in Decision-Making	6
8	Equality Objectives	6
9	Monitoring Arrangements	6
10	Links with Other Policies	6
	Appendix 1	7
	Appendix 2	8
	Appendix 3	10

## 1. Aims

Peterborough Diocese Education Trust (the 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 (for details of protected characteristics - see [Appendix 1](#))
- 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 / academies 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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with the Trust's funding agreement and articles of association.

## 3. Roles and responsibilities

### 3.1 The Board of Directors will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the Trust, including to governors, staff, pupils and parents / carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years
- Delegate responsibility for monitoring the achievement of the objectives in each academy on a daily basis to the headteacher / head of school and delegate responsibility for monitoring progress of the objectives to the Academy Governance Committee (AGC).

### 3.2 The Academy Governance Committee (AGC) will:

- Meet regularly with the Headteacher / Head of School or designated member of staff for equality and other relevant staff members to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Monitor progress of the academy's Equality Objectives as set out in [Appendix 3](#)
- Attend appropriate equality and diversity training
- Report back to the Board of Directors through the Central Executive Team regarding any issues.

### 3.3 The headteacher / head of school will:

- Monitor the achievement of the objectives on a daily basis
- Promote knowledge and understanding of the equality objectives among staff and pupils
- monitor success in achieving the objectives and report back to governors.

If an academy has a designated member of staff for equality, they will:

- Support the Headteacher / Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the governors on a regular basis to raise and discuss any issues
- Support the Headteacher / Head of School in identifying any staff training needs, and deliver training as necessary.

### 3.3 All staff

All academy staff are expected to have regard to this document and to work to achieve the objectives referred to in section 8 and set out in [Appendix 3](#).

## 4. Eliminating Discrimination

The Trust is committed to eliminating discrimination and is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, Trust policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Directors, governors and all staff 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.

How individual academies specifically work to eliminate discrimination is set out in [Appendix 2](#).

## 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 by a particular characteristic they have (e.g. pupils / staff 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.

Academy specific details as to how they will advance equality of opportunity can be found in [Appendix 2](#).

## 6. Fostering Good Relations

The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance and friendship and understanding of a range of religions and cultures through different aspects of the 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
- Working with communities.

For academy specific details in relation to how they foster good relations – [see Appendix 2](#).

## **7. Equality Considerations in Decision-Making**

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

For details of how individual academies consider the impact of significant decisions on particular groups – [see Appendix 2](#).

## **8. Equality Objectives**

The Trust expects each academy to set their own objectives depending on their circumstances and context, whilst keeping in-line with the Trust's overall approach to equality set out in this Policy.

Individual academies Equality Objectives are set out in [Appendix 3](#).

## **9. Monitoring Arrangements**

The Board of Directors, acting through the Education Committee, will update the equality information it publishes, described in sections 4 to 7 above, at least every year and this whole document will be reviewed by them at least every 4 years.

The Headteacher / Head of School will, in partnership with their AGC:

- Update the equality information the academy publishes, described in [Appendix 2](#), at least every year; and
- Review and agree the academy-specific equality objectives in [Appendix 3](#) every four years.

## **10. Links with Other Policies**

This document links to the following policies:

- Accessibility plan
- SEND.

## Appendix 1

The Protected Characteristics as set out in [The Equality Act 2010](#) are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

## Appendix 2

### Equality Information - Academy Specific

*[NB – Prior to completing the following sections, you need to consider what evidence you hold in relation to each area for all of the protected characteristics e.g. how you eliminate discrimination in your school in relation to race, disability, religion and belief etc. in order to demonstrate how you do these things. Also, the statements below must be tailored / added to in order to reflect your particular school.]*

*Please ensure you publish this information and that you remove all guidance and red text prior to doing so and that you remove reference to [Appendix 2.](#)*

Name of academy: *[insert name]*

### Eliminating Discrimination in Our Academy

We work to eliminate discrimination in the following ways:

- 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]*
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every *[September/insert other]. [You may wish to include information about the type of Equality Act training and refresher training offered to staff]*
- *[The academy has a designated member of staff for monitoring equality issues. They regularly liaise with the governors regarding any issues and make them and senior leaders aware of these as appropriate.]*
- *[Include any other relevant information]*

### Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, we aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by 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 clubs).

### Fostering Good Relations

We aim 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 the 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 collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worship and external speakers will also be invited to contribute
- Working with our local community.

[an example of how we work with our local community is inviting leaders of local faith groups to speak at collective worship, 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.]
- [Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach – *state who and how.*]

### Equality Considerations in Decision-Making

We will always consider the impact of significant decisions on particular groups.

[For example, when an 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 all pupils regardless of gender].

[We keep 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.]

**Reviewed by the Headteacher / Head off School: *[insert date]***

## Appendix 3

### **[insert name of school] Equality Objectives**

*[Examples of objectives are included in italic text below. Please insert your own objectives relating to your academy's context (maximum of 3 objectives). There is guidance available to help you in writing equality objectives – [click here](#) to access it. Please ensure you publish these Equality Objectives and that you remove all guidance and red text prior to doing so and that you remove reference to Appendix 3.]*

#### *Example Objectives:*

*Objective 1: Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report to the AGC.*

*Objective 2: Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*

*Objective 3: Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.*

*Objective 4: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

*Objective 5: Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.*

#### **Objective 1:**

**Why have we chosen this objective:**

--

**To achieve this we plan to:**

--

**Progress we are making towards achieving this objective:**

**Objective 2:**

**Why have we chosen this objective:**

**To achieve this we plan to:**

**Progress we are making towards achieving this objective:**

**Objective 3:**

**Why have we chosen this objective:**

**To achieve this we plan to:**

Progress we are making towards achieving this objective:

Reviewed by the Headteacher / Head of School: *[insert date]*