



# **Equality Information and objectives**

**Approved by:**

**Last reviewed:** May 2019

**Next review due:** September 2022

## 1. Aims

1.1. The Academy aims to meet its obligations under the public sector equality duty by having due regard to the need to:

1.1.1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

1.1.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it

1.1.3. 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:

2.1.1. [The Equality Act 2010](#), which introduced the public sector equality duty

and protects people from discrimination 2.1.2. [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. Roles and responsibilities

3.1. The governing board will:

3.1.1. Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Academy, including to staff, students and parents, and that they are reviewed and updated at least once every four years

3.1.2. Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the principal

3.2. The equality link governor will:

3.2.1. 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

3.2.2. Ensure they are familiar with all relevant legislation and the contents of

this document

3.2.3. Attend appropriate equality and diversity training

3.2.4. Report back to the full governing board regarding any issues

3.3. The Principal will:

3.3.1. Promote knowledge and understanding of the equality objectives amongst staff and students

3.3.2. Monitor success in achieving the objectives and

report back to

governors 3.4. The designated member of staff for equality will:

3.4.1. Support the principal in promoting knowledge and understanding of

the equality objectives amongst staff and students 3.4.2. Meet with the equality link  
governor every term to raise and discuss

any issues 3.4.3. Support the principal in identifying any staff training needs, and deliver  
training as necessary

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3.5. All 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**

4.1. The academy is aware of its obligations under the Equality Act 2010 and

complies with non-discrimination provisions. 4.2. Where relevant, our policies include reference  
to the importance of avoiding

discrimination and other prohibited conduct. 4.3. 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. 4.4. New staff receive training on the Equality Act as part of their  
induction, and all

staff receive refresher training as part of the update to safeguarding training. 4.5. 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.

#### **5. Advancing equality of opportunity**

5.1. As set out in the DfE guidance on the Equality Act, the academy aims to  
advance equality of opportunity by: 5.1.1. Removing or minimising disadvantages suffered by people

which are

connected to a particular characteristic they have (e.g. students with disabilities, or gay  
students who are being subjected to homophobic bullying) 5.1.2. Taking steps to meet the

particular needs of people who have a particular characteristic (e.g. enabling Muslim students  
to pray at prescribed times) 5.1.3. Encouraging people who have a particular characteristic to  
participate

fully in any activities (e.g. encouraging all students to be involved in the full range of academy

extra-curricular activities) 5.2. In fulfilling this aspect of the duty, the school will:

5.2.1. Publish attainment data each academic year showing how students

with different characteristics are performing 5.2.2. Analyse the above data to determine strengths and areas for

improvement, implement actions in response and publish this information 5.2.3. Make evidence available identifying improvements for specific groups

(e.g. declines in incidents of homophobic or transphobic bullying) 5.2.4. Publish further data about any issues associated with particular

protected characteristics, identifying any issues which could affect our own students

## **6. Fostering good relations**

6.1. The academy aims to foster good relations between those who share a protected characteristic and those who do not share it by: 6.1.1. 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

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areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures 6.1.2. Holding assemblies dealing with relevant issues.

Students will be

encouraged to take a lead in such assemblies and we will also invite external speakers to contribute 6.1.3. 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 6.1.4. Encouraging and implementing initiatives to deal with tensions

between different groups of students within the academy. For example, our student council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in academy activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures 6.2. 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**

7.1. The academy ensures it has due regard to equality considerations whenever

significant decisions are made. 7.2. The academy always considers the impact of significant decisions on particular groups. For example, when a trip or activity is being planned, the academy considers whether the trip: 7.2.1. Cuts across any religious holidays 7.2.2. Is accessible to students with disabilities 7.2.3. Has equivalent facilities for boys and girls 7.3. 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 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

8.1. Objective 1: 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. 8.1.1. Why we have chosen this objective: In order that all recruitment

procedures take note of appropriate steps 8.1.2. To achieve this objective we plan to:

- 8.1.2.1. Identify relevant members of staff
- 8.1.2.2. Organise relevant training for these staff members
- 8.1.2.3. Evaluate the training conducted
- 8.1.3. Progress we are making towards this objective will be reported to the governing body in line with current schedules of meetings

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8.2. Objective 2: Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year. 8.2.1. Why we have chosen this objective: To help address the

under-representation of people with disabilities in the school workforce. 8.2.2. To achieve this objective we plan to:

- 8.2.2.1. Investigate requirements of the 'Two Ticks' campaign
  - 8.2.2.2. Draw up an action plan to implement this objective
  - 8.2.2.3. Review the impact of this in recruitment and selection information
  - 8.2.3. Progress we are making towards this objective will be reported to the governing body in line with current schedules of meetings
- 8.3. Objective 3: Reduce Fixed

## Term Exclusions and Seclusions of Key Stage 4

students to levels that are proportional to their representation within the student body, within a tolerance of 7%. 8.3.1. Why we have chosen this objective: To help address the disproportionate number of older students who display sanctionable behaviours 8.3.2. To achieve this objective we plan to:

8.3.2.1. Commission bespoke interventions targeted at Key Stage 4 students designed to improve their engagement with Academy life 8.3.2.2. Identify specific students for whom additional support with behaviour might be required and offer further Professional Development for staff to support their work with these students. 8.3.2.3. Work with students in this at risk group to review our rewards

system 8.3.3. Progress we are making towards this objective will be reported to the governing body in line with current schedules of meetings 8.4. Objective 4: By July 2020, 90% of staff to feel confident in responding

effectively to prejudice-related bullying, as shown by the annual staff survey and Safeguarding concern logs. 8.4.1. Why we have chosen this objective: To ensure all staff feel confident in tackling prejudicial behaviour 8.4.2. To achieve this objective we plan to:

8.4.2.1. Run further staff professional development sessions on protected characteristics 8.4.2.2. Work with local Policing teams to raise the profile of the local

response to Hate crime among the staff body 8.4.2.3. Develop a clear and robust response to incidences of prejudicial behaviour within the Academy community 8.4.3. Progress we are making towards this objective will be reported to the

governing body in line with current schedules of meetings 8.5. Objective 5: By July 2021, 90% of students to feel comfortable in articulating an understanding of gender reassignment, as shown by student voice activities. 8.5.1. Why we have chosen this objective: To promote tolerance, respect and understanding of individuals undergoing or considering gender reassignment owing to the growing population of school age children exploring this topic. 8.5.2. To achieve this objective we plan to:

8.5.2.1. Revise elements of our PSHE delivery to cover this as a topic area. 8.5.2.2. Work with outside provider agencies to raise student awareness of this topic 8.5.2.3. Take robust action, in line with Objective 4 above, to tackle any incidents of prejudicial behaviour. 8.5.3. Progress we are making towards this objective will be reported to the

governing body in line with current schedules of meetings **9. Monitoring**

### **arrangements**

9.1. The principal will update the equality information we publish, [described in sections 4-7 above], at least every year. 9.2. This document will be reviewed by the governing body at least every 4 years. 9.3. This document will be approved by the governing body.

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

10.1. This document links to the following policies: 10.2. Accessibility plan 10.3. Risk assessment