



INSPIRE SUPPORT TEACH

**EQUALITY INFORMATION AND
OBJECTIVES**

Signed: _____ on behalf of Trustees

Date: _____

Equality Information and Objectives

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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 Trustees 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 Executive Headteacher/CEO

The equality link trustee is Patrick Neale. They will:

- Meet with the Leader for Inclusion 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 trustees regarding any issues

The heads of school will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to trustees

The Leader for Inclusion will:

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

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 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 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 every September.

The trust has a designated member of staff for monitoring equality issues, and an equality link trustee. They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

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. 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 schools 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 school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school 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 school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We continue to develop 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 schools ensure 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 pupils with disabilities
- Has equivalent facilities for boys and girls

The schools 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 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 by July, and report on this to the staffing and pay sub-committee of the Trustees.

Why we have chosen this objective: Scrutinising this data will allow the identification of whole trust trends and formulate an action plan to reduce inequalities where they are present.

To achieve this objective we plan to: Analyse recruitment data and formulate an action plan accordingly.

Progress we are making towards this objective:

Objective 2: Undertake an analysis of the attainment of pupils with a protected characteristic compared to those without and report on this to the Executive Headteacher/CEO, Heads of School and trustees.

Why we have chosen this objective: Scrutinising this data will allow the identification of whole trust trends and formulate an action plan to reduce inequalities where they are present.

To achieve this objective we plan to: Analyse attainment data formulate an action plan accordingly.

Progress we are making towards this objective:

Objective 3: Increase the representation of staff from groups with protected characteristics over a 4-year period (from this July to July in 4 years' time),

Why we have chosen this objective: Staffing at present is not representative of pupil population.

To achieve this objective we plan to: Analyse recruitment data and formulate an action plan accordingly

Progress we are making towards this objective:

Objective 4: Train all members of staff and trustees 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.

Why we have chosen this objective: All staff will have an understanding of their role in relation to equal opportunities

To achieve this objective we plan to: Implement a training schedule across the trust.

Progress we are making towards this objective:

Objective 5: Undertake an analysis of the prejudice-related bullying and language across the trust.

Why we have chosen this objective: Scrutinising this data will allow the identification of any whole trust issues which may need to be addressed.

To achieve this objective we plan to: Analyse data from across the Trust and formulate a response accordingly.

Progress we are making towards this objective:

9. Monitoring arrangements

The Leader for Inclusion, will update the equality information we publish at least every year.

This document will be reviewed by the trustees and Executive Headteacher/CEO at least every 4 years.

This document will be approved by trustees and Executive Headteacher/CEO

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Appendix 1: Version Control Log

Date of Change	Paragraphs Affected	Summary of Update