



Equality Information and Objectives

This is a Trust Statement– details specific to individual academies and their procedures are added by the academy in *Appendix 2*. (For a copy of the statement for a specific academy which includes *Appendix 2* – see the individual academy website).

FINAL September 2019

Date for Next Revision – September 2023
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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 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 Academy Governance Committee (AGC) for each academy will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents / carers;
- meet regularly with the headteacher or designated member of staff for equality 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.

The headteacher will:

- monitor the achievement of the objectives on a daily basis;
- promote knowledge and understanding of the equality objectives amongst 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 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 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 referred to in section 8 and set out in *Appendix 2*.

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, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

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 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;
- 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 societies / clubs).

In fulfilling this aspect of the duty, each academy 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 their own pupils.

Any 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, 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 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

Individual academies Equality Objectives are set out in *Appendix 2*.

9. Monitoring arrangements

The headteacher will, in partnership with their AGC, update the equality information the academy publishes, described in sections 4-7 above and *Appendix 2*, at least every year.

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

The academy specific information in this document will be approved by the AGC and the Headteacher.

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

Academy specific information

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 eg how you eliminate discrimination in your academy in relation to race, disability, religion and belief etc.

Name of academy: St Mary's CE Primary Academy

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
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.
- 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.

Advancing equality of opportunity

In our academy, in addition to what is mentioned in section 5, we advance equality of opportunity in the following ways:

- Everyone is treated with respect and tolerance regardless, of disability, sexual orientation and gender as promoted through our school values and curriculum.
- Opportunities for pupils of other faith to celebrate and worship in line with their own faith.

Fostering good relations

In our academy, in addition to what is mentioned in section 6, we foster good relations in the following ways:

- We invite leaders of local faith groups and visitors from other communities to speak in collective worship. In addition to organising trips and activities based in and around our 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.*

Equality considerations in decision-making

In our academy, the ways in which we consider equalities in decision making, and record those decisions, are as follows:

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 boys and girls*

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 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.

Equality Objectives

Objective 1: To ensure that all children are aware of the need to treat everyone with respect.

Why we have chosen this objective:

As a church school we need to positively promote respect for everyone regardless of age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnerships, race, religion or belief, sex and sexual orientation.

To ensure we are meeting the needs:

- Positively promote the value of respect for all within collective worship
- Positively promote the value of respect for all within the school curriculum and environment

To achieve this objective, we plan to:

- Staff training on Equality
- Review school curriculum to ensure it promotes equal opportunities
- Review school environment to ensure it promotes equal opportunities
- Challenge incidents of inequality by staff and pupils
- Log incidents of inequality

Progress we are making towards this objective:

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

Why we have chosen this objective:

To ensure we are meeting the needs of all staff with disabilities

To achieve this objective, we plan to:

- Review staff disability needs and identify any reasonable adjustments
- Have individual discussions with staff regarding any adjustments that need to be accommodated for

Progress we are making towards this objective:

Objective 3: *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.*

Why we have chosen this objective:

To ensure all staff and governors involved in recruitment and selection are trained in equal opportunities and non-discrimination

To achieve this objective we plan to:

- Staff training on equal opportunities and non-discrimination
- Governor training on equal opportunities and non-discrimination

Progress we are making towards this objective:

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