



## 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).**

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## 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 .....	6
7. Equality considerations in decision-making .....	6
8. Equality objectives .....	7
9. Monitoring arrangements .....	7
10. Links with other policies .....	7
Appendix 1 .....	7
Appendix 2 .....	8
Appendix 3 .....	12

## 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:** *[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**

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

*[include details of what you do in your academy and also provide examples of how you do those things mentioned in section 5 – for example you might state that in ‘taking steps to meet the particular needs of people who have a particular characteristic’ – you enable Muslim pupils to pray at prescribed times.]*

#### **Fostering good relations**

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

- *[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.]*
- *[we have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.]*

### **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

*Examples of objectives are included in italic text. Please insert your own objectives relating to your academy's context. There is guidance available to help you in writing equality objectives – [click here](#) to access it. There is also a template for publishing equality objectives – please see Appendix 3.*

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

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

**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.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

**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.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

**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.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

**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.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

### **Appendix 3**

Equality Objective 1 : *(add objective statement)*

Why have we chosen this objective:

To achieve this we plan to:

Progress we are making towards achieving this objective:

**Equality Objective 2 : *-(add objective statement)***

**Why have we chosen this objective:**

**To achieve this we plan to:**

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