



# CHANGE SCHOOLS PARTNERSHIP

## 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 Board of Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the schools, including to staff, pupils and parents, and that they are reviewed and updated at least once every two years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Trust Board will have a named equality link trustee:

They will:

- Liaise with the Local Governing Body and the Headteacher termly and other relevant staff members, to discuss any issues and how these are being addressed and to what extent the impact of the intended actions is being achieved.
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils – in particular the protected characteristics of: age, disability, gender reassignment, race,

religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

- Monitor success in achieving the objectives and report back to governors and engage in communication with the link trustee.

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 school 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 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 periodic refresher training annually.

Staff are required to notify the headteacher of any concerns they have regarding equality issues.

## 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
- 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

In fulfilling this aspect of the duty, each school will:

- Ensure that it knows the characteristics of its pupils well and that these are recorded as accurately on management information systems once the necessary permissions have been sought.
- Evaluate achievement attainment data of all pupils each academic year taking into account groups of pupils with different characteristics
- Analyse the above data to determine strengths and areas for improvement, implement actions and objectives in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying) based on wider data and information.

## 6. Fostering good relations

Each school within 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 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 will seek advice from outside agencies who have specialist knowledge about particular characteristics, to help inform and develop our approach

## 7. Equality considerations in decision-making

The school ensures it has 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
- Provides appropriate accommodation to ensure cultural or personal characteristics are met

This forms part of the risk assessment process and is recorded as such.

## 8. Equality objectives

All schools within the Trust are expected to fully comply with this policy agreed by the Trust. Each school has determined a key focus area for the period September 2019 – July 2021. These areas are as follows:

### Cann Hall Primary School

*To train all members of staff in supporting children with disabilities so that they can access all areas of the curriculum and the school site safely and effectively.*

[The school now has a number of children with physical disabilities and significant medical needs]

### John Ray Junior School

*To train all members of staff in supporting children with disabilities so that they can access all areas of the curriculum and the school site safely and effectively.*

[The school now has a number of children with physical disabilities and visual impairment]

### Notley Green Primary School

*To build greater pupil understanding and eradicate potential or actual prejudice against those with significant Special Educational Needs and/or disabilities. This will be achieved through developing relationships with a local special school and undertaking visits and discussions involving pupils and staff.*

[The school has identified that pupils need a greater understanding of this protected characteristic and that potential prejudice and fear can be overcome through knowledge, experience and the building of positive relationships with this group.]

### Shalford Primary School

*To train all members of staff in supporting children with disabilities so that they can access all areas of the curriculum and the school site safely and effectively.*

[The school now has a number of children with physical disabilities and visual impairment]

## **9. Monitoring arrangements**

The Trust will update the equality information and policy at least every two years or sooner if required by a change in legislation.

This document will be approved by the Trust Board.