



**EQUALITY POLICY
INFORMATION AND OBJECTIVES**

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

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Author:	Principal
Ratified by:	
Date ratified:	
Review date:	

Revision History:

Version:	Date:	Author:	Summary of Changes:
1.0	May 2021	RHI	New Policy

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.

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 the TMET funding agreement and articles of association.

Roles and responsibilities:

The Academy Council 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/carers, 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 Principal

All school staff are expected to have regard to this document.

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.

School outcomes and processes are monitored to evaluate their impact on different groups and action is taken to reduce gaps.

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 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.

Fostering good relations:

The school 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.
- 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 benefit from compulsory enrichment which forms part of the school day, and furthermore are encouraged to participate in the school activities, such as sports clubs. We also work with parents 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:

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 academy considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

Equality objectives:

Objective 1: Undertake an analysis of pay progression data and trends with regard to race, gender and disability, and report on this to TMET.

Why we have chosen this objective: to ensure there is equality in pay and progression.

To achieve this objective, we plan to: report to the Trust annually.

Progress we are making towards this objective: finding ways to extract data and report meaningfully.

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

Why we have chosen this objective: to ensure all staff can manage their roles.

To achieve this objective, we plan to: ascertain needs at appointment stage and thereafter as they arise.

Progress we are making towards this objective: already in place.

Monitoring arrangements: The Principal will update the equality information we publish, at least every year.

Links with other policies:

This document links to the following policies:

- Accessibility plan.