Rainbow Education Multi Academy Trust

Equality Objectives and Policy

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1. Aims

Our trust and schools aim to meet its obligations under the Public Sector Equality Duty (PSED) 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.
For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.

- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the Trust Board.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

3. Roles and responsibilities

The Local 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Collecting Information:
In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)

- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

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 Local Academy Councillors (LAC) 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.

The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

The Trust has an EDI (Equality, Diversity and Inclusion) Transformation Team, made up of personnel from across the trust to cover all roles.

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 that 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 designated 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:

- Present 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)
- Present further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. 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
- 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 have developed 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 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 and all children

8. Equality objectives

The following equality objectives are on a 4 year cycle and are reviewed annually.

Objective 1
To promote spiritual, moral, social and cultural development through all appropriate curricular and extracurricular opportunities . To promote cultural development and understanding through a rich range of experience, both in and beyond the school.

Why we have chosen this objective:

- We believe that children benefit from a wide range of opportunities that will promote their SMSC development.
- We want all children to achieve well, no matter their background or circumstances and to benefit from a rich variety of experiences that promote wider learning.

To achieve this objective we plan to:

- Pay particular attention to issues of equality and diversity – see PSHCE scheme of work.
- Carefully planned trips and experiences

Progress we are making towards this objective:

- The school has a clear curriculum in place and a clear outline of SMSC opportunities within the curriculum.
- Extra Curricular activities promote SMSC
- All children are accessing a wider range of trips and experiences

Objective 2

To ensure pupils and staff understand the different types of bullying and why it is wrong. To appropriately sanction if they are perpetrators; and are supported if they are victims. To reduce prejudice and increase understanding of equality through direct teaching across the curriculum – see planning cycle.

Why we have chosen this objective:

- We believe that it is imperative to staff and children's development to understand what equality is so that everyone is treated fairly and equally
- A number of recent prejudice-related incident reports have indicated that racist bullying is a problem in schools.

To achieve this objective we plan to:

- Teach all the importance of equality through all aspects of the curriculum
- To improve teaching around prejudice and bullying, with racism specifically being addressed – this will be done via assembly in the autumn term and on the next PSHE day.
- To improve training for staff in how to identify, understand and handle incidents of racist bullying and support victims – this will be enacted as soon as possible.

Progress we are making towards this objective:

- The curriculum clearly supports equality and diversity and teaching is embedding this with the children.
- Curriculum development
- CPD
- EDI working party

Objective 3

To adopt methods that move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.

Why we have chosen this objective:

- We want staff and children to be fluid in thought and aware of differences between people and celebrate diversity. We want to eliminate unconscious bias.

To achieve this objective we plan to:

- Adopt appropriate teaching and learning methods through all aspects of the curriculum

Progress we are making towards this objective:

- The curriculum clearly supports equality and diversity and teaching is embedding this with the children.

Objective 4

To narrow the gap in attainment in all subjects between different groups (boys and girls, pupil premium and non pupil premium).

Why we have chosen this objective:

- We want all children to achieve well, no matter their background or circumstances

To achieve this objective we plan to:

- Ensure all aspects of the curriculum are taught appropriately with targeted support provided to key groups

Progress we are making towards this objective:

- Gaps are closing between groups

Objective 5

To ensure the school's Local Academy Council and Trust board are representative of the school's local communities.

Why we have chosen this objective:

- The school and trusts serve diverse communities and this is not always represented in our boards.

To achieve this objective we plan to:

- Consider whether the current Local Academy Council/Trust Board is able to sufficiently represent the potential needs of the communities and families we serve

Progress we are making towards this objective:

- Directed recruitment
- To ensure the school's board is representative of the school's local community.
- Review recruitment processes and procedures.
- Reach out to organisations who can provide support with this.

Objective 6

To sustain or reduce the number of reported racist incidents and eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.

Why we have chosen this objective:

- We want no children to be discriminated against and no bullying to occur, and if it does that it is dealt with quickly

To achieve this objective we plan to:

- Set a clear behaviour policy, teaching children about bullying and racism

Progress we are making towards this objective:

- We have clear flowcharts in place
- We have a working party in place tackling these issues

Objective 7

To decrease prejudice and promote understanding in relation to people with disabilities.

Why we have chosen this objective:

- We want no children or adults to be discriminated against and no bullying to occur, and if it does that it is dealt with quickly. We want to make sure children and staff understand about disabilities

To achieve this objective we plan to:

- Promote understanding through our PSHE curriculum for our children
- Promote understanding through CPD for our staff

Progress we are making towards this objective:

- Our curriculum is clear and includes all aspects of discrimination
- Our CPD offer covers discrimination

Objective 8

To improve the understanding of the Public Sector Equality Duty to support better policy development, decision making, to ensure HR procedures do not inadvertently discriminate against staff who have a protected characteristic and to improve the lived experience of our staff and pupils.

Why we have chosen this objective:

- We want our staff and pupils to feel fully included in school and to represent diversity.

To achieve this objective we plan to:

- Review staff recruitment procedures
- Review school/Trust policies and procedures

Progress we are making towards this objective:

- Ensuring we encourage our staff team to be diverse and represent our community.

9. Monitoring arrangements

The Executive Headteacher/ Headteacher will update the equality information we publish, at least every year.

This document will be reviewed and approved by Rainbow Education Multi Academy Trust (REMAT) at least every 4 years.

The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.
The school/trust is opposed to all forms of prejudice. The school/trust will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA/appropriate body.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy