



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.....	2
2. Legislation and guidance	2
3. Roles and responsibilities	3
4. Eliminating discrimination	4
5. Advancing equality of opportunity	4
6. Fostering good relations	5
7. Equality considerations in decision-making	5
8. Equality objectives	5
9. Monitoring arrangements.....	5
10. Links with other policies.....	5
Appendix 1.....	6

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: Great Addington CE Primary School

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 and Governor 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 and when required.
- The academy has a designated member of staff and Governor for monitoring equality issues. Emily Birch, Kerry Cox (Governor) and Harry Darby (Chair of Governors). 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:

With the school located in a non-diverse area of the county, we ensure that celebration and beliefs of the wider multi-cultural community are supported in school through special Assemblies, songs, Religious Education and visits to both places of worship and places of cultural interest. Festivals such as Ramadan, EID, and Diwali, all feature on our annual calendar.

Staff are consulted, where required, and actions are agreed when community members disclose changes to situations (for example gender re-assignment to ensure the wishes of the individual are accommodated and members of the school community are informed appropriately).

Great Addington Primary School educates and challenges the whole community to respond appropriately to individuals and groups of individuals with protected characteristics through a broad and balanced curriculum and our range of policies.

Fostering good relations

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

- Leaders of local faith groups are invited to speak at collective worship and during RE lessons.
- School trips take pupils to places of worship across world religions, both here in the local community and further afield to places such as Birmingham, Leicester and London.
- Encouraging and implementing initiatives to deal with tensions between groups of children within the Academy who may form different points of view;
- All pupils are encouraged to participate in the school's activities, such as Sports Clubs;
- We also work with parents/carers to promote knowledge and understanding of different cultures, for example, through the activities organised by our PSA;
- We have developed links with people and groups who have specialist knowledge about particular characteristics which help to inform and develop our approach;
- The Headteacher has developed links with people and groups who have special knowledge about particular characteristics which helps to inform and develop our approach and gives us a network of professionals to support individuals and groups in school;

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*

Our Risk Assessment process shows consideration of all pupils' needs when planning local trips/visits and activities, for example, consideration of a child with physical disabilities on a trip.

Appendix 3

EQUALITY OBJECTIVES

Equality 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 have we chosen this objective:

We currently do not have an audit of our recruitment and staff data as a school.

To achieve this we plan to:

In July 2021 complete an audit, using the school's database and this will then be analysed and compared with the Trust and National picture.

Progress we are making towards achieving this objective:

Equality Objective 2 : To continue to promote understanding and respect for diversity.

Why have we chosen this objective:

The school is located in an area of Northamptonshire, which is lacking in cultural diversity. Children's only awareness of other religions and cultures comes through the work they do at school.

To achieve this we plan to:

Ensure school policies and procedures promote equality of opportunity. Ensure all staff are aware of our responsibility with regard to the Equality Act. Ensure our school; curriculum promotes tolerance of all groups to timetable the celebration of diversity and tolerance of other religions, cultures and groups of people within society.

Progress we are making towards achieving this objective:

Equality Objective 3 : To monitor assessment data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group.

Why have we chosen this objective:

In the past, some children identified as needing additional support or requiring help in accessing the full curriculum have belonged to a protected group.

To achieve this we plan to:

Carefully track attainment and progress for pupils with the protected characteristics to ensure reasonable adjustments are in place for these children.

Where appropriate, to work with outside Agencies to achieve the best start for our children.

Progress we are making towards achieving this objective: