

1. Policy Aim

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.
- 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 Trusts 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 Trusts](#).

3. Roles and Responsibilities

The Trust Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, 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 Principal.

The Equality Link Governors are:

Discovery Academy - TBC
Excel Academy - TBC
Eaton Park Academy - TBC
Maple Court Academy - TBC
Sneyd Academy - TBC

They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The Senior Strategic Lead for the Trust is Paula Smith, they will:

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

The Designated Member of Staff for Equality at each Academy is as follows:

Discovery Academy – Beck Prince
Excel Academy – Kyla Tideswell
Eaton Park Academy – Jessica Bell
Maple Court Academy – Norah Minshall
Sneyd Academy – Rosina Lee

They will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the Principal in identifying any staff training needs, and deliver training as necessary.

All Trust 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 Trust 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

Each Academy in the Trust has a designated member of staff for monitoring equality issues (as listed above), and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 (for example, 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 (for example, enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (for example, encouraging all pupils to be involved in the full range of Trust societies).

In fulfilling this aspect of the duty, the Trust 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 (for example, 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.

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 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 trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the Trust. For example, our student councils have representatives from different year groups and consists of pupils from a range of backgrounds. All pupils are encouraged to participate in the Trust'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 to inform and develop our approach.

7. Equality Considerations in Decision-Making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made.

Each Academy always considers the impact of significant decisions on particular groups. For example, when a 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 all genders

Each 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 Trust trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality Objectives

Objective 1

To increase staff and parents/carer understanding of equality and diversity and its implications on a day to day basis, so that by December 2021 all staff are aware of equality and diversity and its impact on learning, as shown in a staff survey, and parents feel they have a voice in the Academy.

Objective 2

To increase the level of pupil voice by extending our Trust council; Trust leadership and student voice to include a fair representation of all pupils in the Trust, and in this way to foster good relationships in the Trust between those who have protected characteristics and those who do not as shown in a student survey.

Objective 3

To increase the membership of vulnerable pupils in out-of-school or after school clubs/ activities, so that 85% students on the SEN register take part in some form of activity

Objective 4

To narrow the gap between pupils who are Pupil Premium and non Pupil Premium in the level achieved in English and Maths at the end of year 11 and year 6 so that the gap for progress 8/ 4+/ SATs closes.

Objective 5

To develop health and support services to support the achievement of those with protected characteristics as listed in the equality Act 2010 so that 90% of staff feel confident reporting incidents and 100% of students have had their needs met as evidenced on 'My Concern'.

9. Monitoring Arrangements

The Senior Strategic Lead will update the equality information we publish, at least every year. This document will be reviewed by the Inclusion, Community and Engagement Committee every year. This document will be approved by Trust Board.

10. Links with other Policies

This document links to the following policies:

- SEND Policy

11. Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed annually, and any necessary recommendations for improvement will be made as required.

Approval

Approved by the Chief Executive Officer

Signed: *Simon French*

(Chief Executive Officer)

Approved by the Alpha Academies Trust Board

Signed: *Kate Townshend*

(Chair)

Linked to: Appendix A – Equality Data and Objectives
Appendix B – Accessibility Plan