

Equality information and objectives policy

Level of Delegation:	Trustees	Approval date:	30 October 2023
Last reviewed on:	20 October 2023	Next review due:	June 2026
Based on:	This policy is based on The Key		

1. Aims

Our trust, including all our schools, aims 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.

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 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 CEO who, in turn, will delegate to the head teacher as appropriate.

The CEO will:

- Promote knowledge and understanding of the equality objectives among centrally employed staff and senior school leaders.
- Monitor success in achieving the objectives and report back to trustees.

The head teacher(s) will:

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

4. Eliminating discrimination

The trust, and its school(s), 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, governors and trustees are regularly reminded of their responsibilities under the Equality Act – for example, during meetings or publications. 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 on an annual basis.

The head teacher is responsible for monitoring equality issues and reporting to the CEO / Local Governing Bodies. 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 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 pupils who are being subjected to 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 school societies).

In fulfilling this aspect of the duty, the school could:

- Publish number of behaviour incidents related to each protected characteristic.
- 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 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 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.
- Working with our local communities. This includes inviting leaders of local faith groups to meet children, 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. 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 may develop links with people and groups who have specialist knowledge about particular characteristics, which could 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

Where necessary, the school will undertake an Equality Impact Assessment to actively consider our equality duties and ask ourselves relevant questions. This could be recorded at the same time as the risk assessment when planning school trips and activities by the member of staff organising the activity.

8. Equality objectives*

8.1. Objective 1 – Trust level

Ensure that the implementation of new policies and systems does not disadvantage any member of staff, with regard to protected characteristics.

Why we have chosen this objective: BOAT is a new trust and we want to ensure equality of opportunity for all.

To achieve this objective we plan to:

- Consult with staff and local governors about policies that may affect them.
- Work with the unions and consider their advice.
- Undertake staff survey.

Progress we are making towards this objective:

- We meet two or three times per year with the unions (Joint Consultation and Negotiation Committee).
- The trust will continue to consult with staff.

8.2. Objective 2 – School level

Ensure that all pupils, regardless of prior attainment/background, make equitable progress.

Why we have chosen this objective: Data shows that children with higher prior attainment/starting points in maths are making less progress than those with expected and below expected starting points.

To achieve this objective we plan to:

- Further analysis of the data in all year groups in Maths and other subjects.
- Have a whole school priority focus on high expectations.

- Work with an external consultants to consider good practice in other settings.
- Talk to children to understand the different learning motivations.

Progress we are making towards this objective:

- Consultant working with school
- Pupil interviews and surveys organised for later in the autumn term.

9. Monitoring arrangements

The CEO will update the equality information we publish, described above, at least every year.

This document will be reviewed by the governing body and board of trustees at least every 4 years.

This document will be approved by the Board of Trustees, following consultation with the Local Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment