

# Chulmleigh Academy Trust

# Equality information and objectives

Approved by the Directors: 3rd May 2023

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### 1. Aims

Our trust 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 Directors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the schools in the trust, including to staff, pupils and parents
  - Ensure that the published equality information is reviewed and updated as necessary 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 Executive Headteacher
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The Executive Headteacher will:

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

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.

Staff and directors 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.

Staff are encouraged to make senior leaders and directors aware of any equality issues 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 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 reasonable 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 trust will:

- › consider attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above 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)
- › Consider further data about any issues associated with particular protected characteristics, identifying any pupils

The trust recognises that the

## 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, personal, social, health and economic (PSHE) education, but also activities in tutor time (at the College) and 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.
- › Encouraging and implementing initiatives to promote interaction between different groups of pupils within the schools in the trust. For example, our schools' councils have representatives from different year

groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the schools' activities, such as sports clubs.

## 7. Equality considerations in decision-making

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

The trust always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the trust considers whether the trip:

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

The trust keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is prepared as part of the planning of school trips and activities, and contained within the risk assessment or other appropriate document. The record is completed by the member of staff organising the activity and is stored electronically.

## 8. Equality objectives

### Objective 1

Undertake an analysis of recruitment data and trends in regard to race, gender and disability annually, and report on this to Business and Finance Committee of the Board of Directors.

**Why we have chosen this objective:** the trust wishes to ensure that no particular group is disadvantaged by any element of our recruitment process; if adverse trends are identified, the trust will look at steps it can take to address these trends

**To achieve this objective we plan to:** request data in relation to race, gender and disability from every candidate, and collate this information in a spreadsheet together with confirmation as to whether the candidate was shortlisted and/or appointed, analyse the data at least once a year, report findings to the directors, and consider such steps as are appropriate to address any adverse trends identified

**Progress we are making towards this objective:** our personnel team have been tasked with creating a data collection sheet and monitoring system to be in place and ready to be populated by the end of the academic year.

### Objective 2

Ensure that all possible steps are taken to ensure that pupils are achieve the best results they are capable of achieving by encouraging and facilitating high levels of attendance at school, irrespective of race, gender or disability, or social or financial background.

**Why we have chosen this objective:** We want our schools to be environments where children are supported and encouraged to achieve their potential, irrespective of background, race, gender or disability; higher levels of attendance have been clearly linked to higher levels of attainment

**To achieve this objective we plan to:** amend and enact the schools' attendance policies, analyse progress and attainment data and take steps to address any adverse trends identified, either globally or in relation to a specific child.

**Progress we are making towards this objective:** Pupil attendance is a current focus at all schools, and policies are in the process of being considered and reviewed.

### Objective 3

Become a Disability Confident Committed employer at level 1 of the Disability Confident scheme, to help address the under-representation of people with disabilities in the school workforce.

**Why we have chosen this objective:** the scheme provides a structured framework which will enable to us ensure our recruitment process is inclusive and accessible, communicate and promote vacancies effectively, and anticipate and provide reasonable adjustments

**To achieve this objective we plan to:** submit an application to become accredited, and comply with the scheme's criteria, making such changes as are necessary and appropriate to enhance inclusivity.

**Progress we are making towards this objective:** a member of the SLT is reviewing the criteria with a view to submitting an application for accreditation before the end of the academic year

## 9. Monitoring arrangements

The Executive Headteacher will ensure that the trust reviews the equality information we publish at least every year.

Progress towards the Equality Objectives will be reported to the Business and Finance Committee on a regular basis

This document will be reviewed by the Board of Directors at least every 4 years.

This document will be approved by the Board of Directors

## 10. Links with other policies

This document links to the following policies:

- › Accessibility plan
- › Equality Policy and Accessibility Plan
- › Equal Opportunities Policy
- › Director Recruitment Induction Policy