

Hope SENTAMU LEARNING TRUST

EQUALITY OBJECTIVES

THIS POLICY APPLIES TO THE HOPE SENTAMU LEARNING TRUST BOARD, THE CENTRAL TEAM, ALL TRUST SCHOOLS/ACADEMIES AND THE WORKFORCE DEVELOPMENT TEAM.
IT IS TO BE READ IN CONJUNCTION WITH NYCC'S SINGLE EQUALITY SCHEME
(WHERE APPLICABLE)

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Signed by:

_____ **Chief Executive Officer** **Date:** _____

_____ **Chair of the Trust Board** **Date:** _____

Document updates

Date	Page	Policy updates
April 2021		NEW document
October 2021	p6, item 5.1	Correction made to the terminology

1. Aims

- 1.1. Our Trust aims to meet its obligations under the public sector equality duty by having due regard to the need to:
- Eliminate unlawful discrimination, harassment, victimisation 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.
- 1.2. The Trust will annually review how well we achieve these aims with regard to the protected groups under the Equality Act 2010 (race, disability, gender, gender assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).
- 1.3. We aim to provide the highest possible education for all of our students. The ethos of our Trust reflects our commitment to fully including and respecting all members of our community.

2. Legislation and guidance

- 2.1. 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](#).

3. Roles and responsibilities

- 3.1. The Local Governing Committee (LGC) will:
- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school/academy, 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 3 years.
 - Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher/Principal.
- 3.2. The equality link governor 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 LGC regarding any issues.

3.3. The Headteacher/Principal will:

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

3.4. The designated member of staff for equality will:

- Support the Headteacher/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 Headteacher/Principal in identifying any staff training needs, and deliver training as necessary.

3.5. 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

- 4.1. The Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- 4.2. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 4.3. Staff and governors 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.
- 4.4. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. This takes the form of an update from the designated member of staff.
- 4.5. The school/academy has a designated member of staff for monitoring equality issues, 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

- 5.1. As set out in the DfE guidance on the Equality Act, the school/academy 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 LGBTQ+ pupils who are 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).

5.2. In fulfilling this aspect of the duty, the school/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 our own pupils.

6. Fostering good relations

6.1. The school/academy 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.

6.2. 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

- 7.1. The school/academy ensures it has due regard to equality considerations whenever significant decisions are made.
- 7.2. The school/academy 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
- 7.3. The school/academy keeps a written record 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 school 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 ensure staff and governors are aware of current legislation surrounding equality and diversity and understanding the Trust's responsibility.

Objective 2

Promote cultural understanding, awareness and tolerance of different religious beliefs between different ethnic groups within the Trust schools.

Objective 3

Promote mental health awareness and access and develop appropriate support and interventions.

Objective 4

Actively close the gaps in attainment and achievement for all groups of students.

Objective 5

Continue to review and improve accessibility across the Trust's schools for students, staff and visitors with disabilities, including access to specialist teaching areas.

Objective 6

Monitor and address the incidence of the use of racist, homophobic and sexist language by students.

Objective 7

To continuously review and revise KS1-KS5 curriculum to ensure that it represents a diverse culture and encourage and promote tolerance and respect.

9. Monitoring arrangements

- 9.1. The Principal will update the equality information we publish, described in sections 4-7

above, at least every year.

9.2. This document will be reviewed by the Principal at least every 4 years.

9.3. This document will be approved by the Trust Board.

10. Links with other policies

10.1. This document links to the following policies:

- Accessibility plan
- Risk assessment
- Child Protection and Safeguarding Policy
- Student Mental Health and Wellbeing Policy