

## Equality Statement and Objectives:

### Disclaimer – Template Policy

This is a template policy. Academies must not delete or amend the content of this policy, other than where directed. Once updated, academies must read and implement this policy within their academy. Please delete this disclaimer once updated.

## Scholar

<b>Version:</b>	2.0
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### Revision History:

Version	Date	Author	Summary of Changes:
1.0	December 2019	EM	Trust template Equality Statement and Objectives
2.0	May 2024	SMCA	Reworded elements to make more succinct. Section 6 Eliminating Discrimination – specified staff refresher training occurs every 2 years. Section 10: Objectives – included examples of school equality objectives.

# Equality Statement and Objectives

## Scholar

### 1. Aims

1.1 Our school 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 opportunities for individuals with and without protected characteristics.
- Foster good relations among people across all protected characteristics, regardless of whether they share the same characteristics.

### 2. Scope

2.1 This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

### 3. Legislation and guidance

3.1 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

3.2 This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3.3 This document also complies with our funding agreement and articles of association.

### 4. Roles and responsibilities

4.1 The Academy Council will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, scholar and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal.
- Receive reports on the progress made towards achieving the school's equality objectives.

4.2 The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and scholar.
- Monitor success in achieving the objectives and report back to academy councillors.

#### 4.3 School staff

- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **5. Related documents**

5.1 This document links to the following policies:

- Accessibility plan
- Risk assessment

### **6. Eliminating discrimination**

6.1 The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

6.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

6.3 Staff and academy councillors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

### **7. Advancing equality of opportunity**

7.1 As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Addressing or reducing disadvantages experienced by scholars due to their specific protected characteristic, such as disabilities or exposure to homophobic bullying.
- Implementing measures to accommodate the specific needs of scholars with certain protected characteristics (e.g. arranging for scholar to pray at prescribed times).
- Promoting full participation in all activities by scholars with particular characteristics (e.g. Castle Character time, sporting opportunities)

7.2 In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how scholar 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 scholar groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own scholar.

## 8. Fostering good relations

8.1 The school aims to foster good relations among people across all protected characteristics, regardless of whether they share the same characteristics 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, exploring diverse perspectives through Poetry in Voice and our Castle Canon, our ‘Meanwhile, elsewhere...’ approach in history, and rich and diverse texts on offer in our English curriculum.
- Conducting assemblies that address relevant topics and encouraging scholar leadership and participation.
- Collaborating with parents to enhance understanding and appreciation of different cultures, e.g. Culture Day

## 9. Equality considerations in decision-making

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

9.2 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 scholar with disabilities; and
- has equivalent facilities for boys and girls.

## 10. Equality objectives

Equality Objective as defined on the school's website	Progress against the equality objective to date.	Actions going forward
To ensure that our curriculum reflects the rich diversities of the UK, our local area and of our school to meet the needs of our children.	<ul style="list-style-type: none"> <li>• Curriculum review and refinement is ongoing and Curriculum Leaders are challenged, through line-management, as to how their curriculum reflects our diverse school community and local area in a meaningful way. History, English and geography are</li> </ul>	<ul style="list-style-type: none"> <li>• Continue, through line-management and quality assurance, to critique subjects' curricula</li> <li>• Use Curriculum Leaders' Forum to showcase how individual subjects reflect our rich diversity</li> </ul>

	particularly excellent examples of this.	
Ensure staff and scholars are taught about protected characteristics.	<ul style="list-style-type: none"> <li>Scholars taught about protected characteristics through form time PSHE programme.</li> </ul>	<ul style="list-style-type: none"> <li>Plan opportunities to continue to quality assure, through Culture of Critique activities led by Subject Leader for PSHE, scholars and staff understanding of protected characteristics and ensure rapid response from leadership accordingly.</li> <li>EDI training for staff to be finalised</li> </ul>
Aim for staff (including Academy Council) make-up to be diverse and representative of the scholar cohort.	<ul style="list-style-type: none"> <li>Marketing materials planned to be reviewed, to include 'talking head' videos from staff and scholar representatives</li> </ul>	<ul style="list-style-type: none"> <li>Work closely with SCITT and other ITT providers to on their recruitment strategy for teachers entering the profession</li> </ul>
Ensure analysis of behaviour/attendance/safeguarding data is broken down into vulnerable groups.	<ul style="list-style-type: none"> <li>All in place for these said reports, and also outcomes data.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure this analysis continues to inform future strategy and intervention.</li> </ul>

## 11. Monitoring arrangements

11.1 Castle Mead Academy will update the equality information we publish at least annually.

11.2 This document will be reviewed at least every 4 years.

11.3 The Equality Statement and Objectives template will be approved by the Board on behalf of the Trust and the Principal the version completed on behalf of the school.