



# **EQUALITY Information & Objectives**

## Introduction

As a Trust we are committed to equality and diversity and we recognise the importance of making sure our policies, procedures and the way we run our schools are barrier free.

The purpose of this document is to show how our schools are going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to the views of all stakeholders in developing the work of our schools. We recognise that equality will only be achieved by the whole school community working together - students, staff, governors, and parents / careers. All school staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

## Equality Aims

This document has been prepared in line with the National legal context including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

- This policy also has due regard for non-statutory guidance, including the following:
- DfE (2014) 'The Equality Act 2010 and schools'

## The Equality Act

Our schools aim 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

## Protected characteristics

The protected characteristics are identified in the Equality Act 2010:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.



## Roles and responsibilities

The Local Academy Committee's in each school will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils 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 headteacher in each school
- Ensure they're 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 headteacher will:

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

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

## Our Approach

As a Trust we will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At InMAT, we believe that diversity is a strength and, as such, should be celebrated by all who learn and teach in InMAT schools.

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## Leadership, Management and Governance

The Local Academy Committee's in each school are committed to meeting their duties under the Equality Act 2010 and aim to follow the good practice set out within the statutory codes of practice and guidance which support the legislation. While the LAC has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The LAC recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance. The LAC recognises that discrimination may occur on more than one of the grounds at the same time and that equality of opportunity cannot be achieved by treating all people alike. The LAC acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

### **Policy planning, implementation and review**

The LAC will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

All policies, procedures and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality. As further equality requirements come into force policies, procedures and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be reported to the LAC and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

A link governor is assigned to monitor the school's Equality Objectives (see below) annually and reports to the board findings on progress made towards the objectives set.

### **Admissions, attendance, behaviour and exclusion**

Admissions to InMAT schools are through the LA Admissions Team.

The Trust's procedures for managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The Trust takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions. Where possible we seek to find alternatives to exclusions. For all exclusions there is a right to appeal in line with current legislation.

Exclusions and attendance are monitored and evaluated resulting in effective action taken in order to identify trends and therefore reduce gaps between different groups of pupils.

Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues. There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Students, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any vulnerable group is always unacceptable.

Appropriate and reasonable provision is made for leave of absence for religious observance for both pupils and staff.

## **Recruitment**

We promote inclusive staff body and ensure staff are trained in safer recruitment practices.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every academic year e.g. updates to current legislation in relation to equality, inclusivity, safeguarding and code of conduct.

## Disability

The Disability Discrimination Act 2006 defines a disabled individual as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’

The Trust makes every reasonable adjustment to accommodate disability to ensure that everyone can access education. Changes, where necessary and reasonable, are made to ensure that access to provision is available.

## Advancing equality of opportunity

At InMAT, we promote 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 gay pupils who are being subjected to homophobic bullying)
- Taking 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)
- 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 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 all pupils to participate in the school’s activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## Equality considerations in decision-making

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

Our schools always consider 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

## **Equality objectives**

### **Objective 1:**

*To embed the No Outsiders approach into the curriculum.*

#### **Why we have chosen this objective**

This program is designed to create a sense of positive inclusion for all people with difference. This approach will ensure consistent and progressive teaching and learning of the positive skills and attitudes towards equality and all protected characteristics.

#### **To achieve this objective, we plan to**

- Purchase No Outsiders and associated materials.
- Assign an Equalities curriculum leader
- Embed new Trust PHSE curriculum across the school
- Subject Leader will review materials to support the Trust PHSE curriculum
- Whole school assemblies planned across the year
- Create displays
- Monitor children's knowledge and understanding

### **Objective 2:**

*To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.*

#### **Why we have chosen this objective**

This will ensure that our curriculum reflects society and our local community and equips children for the next stage in their education and life.

#### **To achieve this objective we plan to**

- Assign an Equalities/PSHE curriculum leader
- Link protected characteristics further to Trust Values
- Ensure all protected characteristics are planned progressively through our curriculum
- Review curriculum for RSE/PSHE/RE/British Values

### **Objective 3:**

*To narrow the gap in Reading between boys and girls.*

#### **Why we have chosen this objective**

Boys historically achieve less well than girls at InMAT schools.

#### **To achieve this objective we plan to**

- Assess children's attainment termly in this area
- Hold regular pupil progress review meetings with teachers
- Complete high quality CPD training for teaching staff
- Engage in peer coaching CPD and engage in latest educational research
- Raise the profile of reading for pleasure
- Improve the range of appropriate literature
- Develop the library
- Hold author events









