

# Equality information and objectives

## Pioneer Educational Trust



Pioneer Educational Trust

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This plan will be reviewed internally every year

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## 1. Aims

Our Trust aims 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

## 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 Trust board 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 Head of School / Headteacher / CEO

The CEO / Headteacher / Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the Headteacher / Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Headteacher / Head of School in identifying any staff training needs, and deliver training as necessary

All Trust and 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 / school 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 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.

The Trust has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make executive leaders, 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 Trust and schools aim 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 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)

In fulfilling this aspect of the duty, the Trust / schools will:

- Collate 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)
- Collate further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

The Trust and schools aim 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 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.
- 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

The Trust / schools ensure they have due regard to equality considerations whenever significant decisions are made.

The Trust / 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

## 8. Equality objectives

**Objective 1:** *Ensure that reasonable adjustments have been provided to all staff and pupils with a protected characteristic.*

Why we have chosen this objective: To ensure that any disadvantages they experience are addressed.

To achieve this objective we plan to: Make reasonable adjustments as required for staff and pupils with a protected characteristic.

Progress we are making towards this objective:

**Objective 2:** *Celebrate diversity in education through 'Diversity Day' and a range of other events.*

Why we have chosen this objective: To reflect the Trust's commitment to diversity within education.

To achieve this objective we plan to: Host 'Diversity Day and other events.

Progress we are making towards this objective:

**Objective 3:** *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.*

Why we have chosen this objective: To ensure safer recruitment and promote a diverse workforce.

To achieve this objective we plan to: Deliver training to all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.

Progress we are making towards this objective:

## 9. Monitoring arrangements

This document will be reviewed by the Trust board at least every 4 years.

This document will be approved by the Trust board.

## 10. Links with other policies

This document links to all relevant policies.