

Equality information and Objectives

Version	Author	Dated	Status
1	Compliance officer	07.02.2018	
2	Compliance officer	23.05.2019	
3	Head of Governance and Safeguarding	03.07.2024	16.07.2024: agreed by Trustees

This policy outlines the trustees vision and objectives for equality, diversity and inclusion across Elevate Multi Academy Trust (Elevate).

Aims:

Elevate and its academies 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.

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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#)

This document also complies with the Funding Agreements and Articles of Association.

Links with Other Elevate Policies:

Elevate Child Protection & Safeguarding;
Elevate Intimate Care;
Elevate Positive Handling;
Elevate Behaviour & Anti-Bullying; Elevate Health and Safety; Elevate Inclusion policy;
Code of Conduct for staff;
Admission policy;
Whistleblowing policy.
Special Educational Needs policy.

Roles and Responsibilities:

The trustees have overall responsibility for the effective operation of this policy and for ensuring compliance with equality legislation.

Day-to-day operational responsibility is delegated to the Chief Executive Officer

and academy headteachers.

Regular review in line with legislation and business need is the responsibility of Elevate's senior executive team (SET). Academy head teachers will review school-level equality objectives in line with the trust boards on an annual basis.

Elevate will set equality objectives, and publish information to demonstrate its compliance with the public sector single equality duty.

Our academies will publish their own academy equality, diversity and inclusion statement, which is reviewed and updated annually.

The Trustees will:

- ✿ Ensure that the equality information and objectives as set out in this statement are published and communicated throughout Elevate and its academies, including staff, children and parents, and that they are reviewed and updated at least once every 4 years;
- ✿ Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher;

The Head teacher of each academy will:

- ✿ Promote knowledge and understanding of the equality objectives amongst staff and children;
- ✿ Within the Head teacher's report to governors raise and discuss any issues; ✿ Identify any staff training needs and deliver training as necessary.

Local Governing Bodies:

The link governor on the local governing bodies will, for their academies:

- ✿ Meet with the head teacher 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 full board of trustees regarding any issues.

Staff:

All academy staff are expected to have regard to this document and to work to achieve the objectives as set out in equality objectives below.

Eliminating Discrimination:

- ✿ Elevate and its academies are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.
- ✿ Where relevant, their policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- ✿ Trustees, 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.
- ✿ New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

Advancing Equality of Opportunity:

As set out in the DfE guidance on the Equality Act, Elevate and its academies 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. children with disabilities, or gay children 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 children to pray at prescribed times);
- ✿ Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children to be involved in the full range of academy societies).

In fulfilling this aspect of the duty, the trust will:

- ✿ Publish attainment data each academic year showing how children 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 the children.

Relevant information about each academy will be published on their individual websites. Publishing information about staff

In addition to the information about children, Elevate will consider how their activities as an employer affect staff with protected characteristics. As a trust, they will publish information to show:

- ✿ The make-up of the workforce, with breakdowns of staff with different protected characteristics;
- ✿ Gender pay-gap reporting and other pay equality issues;
- ✿ Recruitment and retention rates for staff with different protected characteristics;
- ✿ Applications for flexible working and their outcomes for staff with different protected characteristics;
- ✿ Applications for learning and development opportunities and their outcomes for staff with different protected characteristics;
- ✿ Grievances and disciplinary issues for staff with different protected characteristics; ✿ Policies and programmes in place to address equality concerns from staff;
- ✿ Information from staff surveys.

Elevate will make sure that with any data they publish to show how they meet their equality duties, individual staff or children will not be identifiable. This

means Elevate may suppress some data if it relates to a very small number of staff or children to preserve their confidentiality.

Fostering Good Relations:

Elevate and its academies 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 the 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, children will be introduced to literature from a range of cultures;
- ✿ Holding assemblies dealing with relevant issues. Children will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- ✿ Making sure academies work within their local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community;
- ✿ Encouraging and implementing initiatives to deal with tensions between different groups of children within the academy. For example, each academy has a pupil council with representatives from different year groups and is formed of children from a range of backgrounds. All children are encouraged to participate in the academy's activities, such as sports clubs. The academies 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 how they implement their approach.

Equality Considerations in Decision-Making:

Elevate and its academies:

- ✿ Ensure it has due regard to equality considerations whenever significant decisions are made;
- ✿ Considers the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, the academy considers whether the trip:
 - ✿ Cuts across any religious holidays;
 - ✿ Is accessible to children with disabilities;
 - ✿ Has equivalent facilities for all children irrespective of their gender.
- ✿ Keeps a written record (known as an Equality Impact Assessment) to show they have actively considered their equality duties and asked the relevant questions. This is recorded at the same time as the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Monitoring Arrangements

This document will be reviewed and approved by Elevate Audit Risk & Resources Committee at least every 4 years.

Objectives:

Elevate's academies formulate and publish specific and measurable

objectives, based on the evidence they have collected. The objectives identified take into account national and local priorities and issues as appropriate. The academies continually review their equality objectives and report annually on progress towards achieving them.

Elevate's academies need to publish information showing how they are meeting their duty to have due regard for equalities, and to publish objectives which show how they will better their performance in this area. See **Appendix A** for an example of how Elevate Academies can approach this.

Staff Development and Training:

All staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Appendix A: A suggested framework for publishing information and objectives

Equality Objectives

Name of academy is an inclusive academy where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- 🌱 All learners are of equal value
- 🌱 We recognise and respect difference
- 🌱 We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- 🌱 We observe good equalities practice in staff recruitment, retention and development.
- 🌱 We aim to reduce and remove inequalities and barriers that already exist. 🌱 We have the highest expectations of all our children.

Equality Information

Number of children on roll at the academy:

Age range of children:

Information on children by protected characteristics

The Equality Act 2010 protects people from discrimination based on protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

To ensure that all children are protected from discrimination, the academy collects information on protected characteristics.

Information on other groups of children

In addition to children with protected characteristics, we gather further information on the following groups of children:

- 🌱 Children eligible for Free School Meals (FSM)
- 🌱 Children with Special Educational Needs (SEN)
- 🌱 Disadvantaged group
- 🌱 Children with English as an Additional Language (EAL)
- 🌱 Young carers

- 🌱 Looked after children
- 🌱 Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of children with a characteristic is low and the information is sensitive personal information. In these cases, we have indicated this by an asterisk*.

Race/Ethnicity

White and Asian
background

Any other Black
background

Any other ethnic group

Any other mixed
background

Any other White
background

Bangladeshi

Black - African

Black Caribbean

Indian

Refused

White - British

White - Irish

White and Asian

White and Black African

White and Black
Caribbean

Gender: % male, % female

Children eligible for Free School Meals (FSM): %

Children eligible for Pupil Premium Funding – Disadvantage

group: % Children with

Special Educational Needs (SEN): %

Children with English as an Additional Language
(EAL):

% Young carers:

Looked after children: %

Through rigorous tracking and monitoring of individuals and of all the groups of

children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we consider equality issues in everything that we do at **Name of academy**. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents and carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- ✿ Adoption of the single Equality Scheme
- ✿ Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- ✿ Reporting, responding to and monitoring all racist incidents
- ✿ Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- ✿ Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- ✿ Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- ✿ Ensuring that all pupils could access extra-curricular provision

Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- ✿ Using the information, we gather to identify underachieving groups or individuals and plan targeted intervention
- ✿ Ensuring participation of parents/carers and pupils in school development ✿ Listening to parents/carers
- ✿ Listening to pupils at all times.

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- ✿ Ensuring that **name of academy** is seen as a community school within our local community
- ✿ Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

Equality Objectives

At **name of academy**, we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

To further support our children, raise standards and ensure inclusive teaching, we have set the following objectives: -

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for our children.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.