



Equality Information and Objectives

This is a Trust Statement– details specific to individual academies and their procedures are added by the academy in *Appendix 2*. (For a copy of the statement for a specific academy which includes *Appendix 2* – see the individual academy website).

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A cord of three strands is not easily broken

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1. Aims

Peterborough Diocese Education Trust (the 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 (for details of protected characteristics - see *Appendix 1*);
- 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/academies 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 Academy Governance Committee (AGC) for each academy will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents / carers;
- meet regularly with the headteacher or designated member of staff for equality and other relevant staff members to discuss any issues and how these are being addressed;
- ensure they're familiar with all relevant legislation and the contents of this document;
- attend appropriate equality and diversity training.

The headteacher will:

- monitor the achievement of the objectives on a daily basis;
- promote knowledge and understanding of the equality objectives amongst staff and pupils;
- monitor success in achieving the objectives and report back to governors.

If an academy has a designated member of staff for equality, they will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- meet with the governors on a regular basis to raise and discuss any issues;
- support the headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives referred to in section 8 and set out in *Appendix 2*.

4. Eliminating discrimination

The Trust is committed to eliminating discrimination and 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.

How individual academies specifically work to eliminate discrimination is set out in *Appendix 2*.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust 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 gay pupils who are being subjected to homophobic 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 academy societies / clubs).

In fulfilling this aspect of the duty, each 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 their own pupils.

Any academy specific details as to how they will advance equality of opportunity can be found in *Appendix 2*.

6. Fostering good relations

The Trust 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 the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHRE) 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 collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worship and external speakers will also be invited to contribute;
- working with our local communities.

For academy specific details in relation to how they foster good relations – see *Appendix 2*.

7. Equality considerations in decision-making

The Trust and its academies ensure they have due regard to equality considerations whenever significant decisions are made.

For details of how individual academies consider the impact of significant decisions on particular groups – see *Appendix 2*.

8. Equality objectives

Individual academies Equality Objectives are set out in *Appendix 2*.

9. Monitoring arrangements

The headteacher will, in partnership with their AGC, update the equality information the academy publishes, described in sections 4-7 above and *Appendix 2*, at least every year.

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

The academy specific information in this document will be approved by the AGC and the Headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND

Appendix 1

The Protected Characteristics as set out in [The Equality Act 2010](#) are:

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

Appendix 2

Academy specific information

Name of academy: William Law CE Primary

Eliminating discrimination in our academy

We work to eliminate discrimination in the following ways:

- 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 or on staff meeting CPD schedules.
- new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every
- the Headteacher is responsible for Equality within the school
- a member of staff has responsibility for diversity across the school
- all staff and governors received 'Valuing All God's Children' training in 2018. This is referred to at induction and refreshed during the September inset
- our PSHRE curriculum specifically addresses different families, respect and tolerance of views, beliefs and faiths and explores difference. This all supports healthy relationships and a respect and tolerance towards others
- interview paperwork sections related to protected characteristics, is never given to the panel, until after the interviews and the decision has been made to offer employment
- our diversity champion is ensuring that books and resources provided to pupils, represent all protected characteristics
- collective worship covers themes of respect, tolerance and love. in addition to this, specific themes such as black history month are covered as part of the worship.

Advancing equality of opportunity

In our academy, in addition to what is mentioned in section 5, we advance equality of opportunity in the following ways:

- posters in all classrooms from Stonewall, 'same love different families'
- resources used with pupils and in worship sessions, have representations of different protected characteristics
- the PSHRE curriculum has a whole half term every year dedicated to teaching pupils about protected characteristics.

Fostering good relations

In our academy, in addition to what is mentioned in section 6, we foster good relations in the following ways:

- pupils visit a range of religious buildings as part of the RE curriculum through trips
- a selection of visitors that represent different faiths speak during RE sessions
- through collective worship, we cover national inclusive events such as Black History Month
- in the past we have worked with Gendered Intelligence to support a Transgender pupil. We would work with other support groups as needed in the future
- our pupil led bodies such as School Council, Head of Houses etc, represent a range of protected characteristics

Equality considerations in decision-making

In our academy, the ways in which we consider equalities in decision making, and record those decisions, are as follows:

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 pupils with disabilities
- Has equivalent facilities for boys and girls

The academy keeps a written record (known as an Equality Impact Assessment) 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 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.

Equality Objectives

Objective 1: Undertake an analysis of recruitment data and trends with regard to race, religion, gender, sexuality and disability by July 2022, and report to the AGC Oct 2022.

Why we have chosen this objective: To ensure that our school represents the diverse society that we live in.

To achieve this objective we plan to:

- create an analysis of current staff groups based on religion, gender, race, disability and sexuality
- when applications are received, data will be collated regarding those that were invited to interview and those that were not. Data will also be collated and analysed regarding who was successful and who was not

Progress we are making towards this objective:

- 79% of staff are from a White British background, the rest are from other ethnic backgrounds. This is as at September 2022.
- 88% of staff identify as female.
- 65% of staff identify as heterosexual. 22% of staff preferred not to say. The rest are from other groups of sexual orientation
- One member of staff has declared that they have a disability
- 59% of staff have a Christian faith. 18% of staff preferred not to say. The rest are from other faiths.
- Not all applicants complete the Equalities information as this is voluntary. The numbers we currently have on record are too small to report on at this time.

Objective 2: Have in place a reasonable adjustment agreement for all staff with disabilities by July 2022, to meet their needs better and ensure that any disadvantages they experience are addressed. Report the data to the AGC October 2022.

Why we have chosen this objective: many members of our staff have hidden disabilities. We need to accommodate the needs of these staff to get the best from them. We can only do this when we know about their needs.

To achieve this objective we plan to:

- Inclusion Lead to survey all staff and identify those with a disability
- Inclusion Lead to create a staff disability register with reasonable adjustments listed
- Inclusion Lead to produce an anonymised report for AGC regarding reasonable adjustments made for members of staff

Progress we are making towards this objective:

- Although only one person has formally disclosed that they have a disability, we are supporting at least two other members of staff. These tend to be disabilities which would fall under neuro diversity or dyslexia. When known, support is put in place for members of staff to enable them to do their jobs effectively.

Objective 3: Increase the representation of staff from local black and minority ethnic communities over a 4-year period (September 2021 to September 2025), so that this group increases from 8% to 25% of the workforce.

Why we have chosen this objective: William Law has a predominately White British staffing. This is not representative of Peterborough or the pupil profile (approx. 75% white British)

To achieve this objective we plan to:

- increase the profile of our staff to reflect the cultural and diverse society we live in as part of living in Peterborough.

Progress we are making towards this objective:

- As of September 2022, this is 6%.
- 10 members of staff have not disclosed this information.

Objective 4: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by September 2023. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: Governors and staff have never had equal opportunities training. To raise staff and Governors awareness of equal opportunities when selecting and interviewing candidates.

To achieve this objective we plan to:

- Deliver training as part of an AGC meeting this academic year 2021/22.

Progress we are making towards this objective:

- Training on Smartlog for Governors
- Training as part of the AGC Planner on Equality and Diversity via Governorhub
- Staff training for those involved in recruitment to be implemented in academic year 2022.

Objective 5: All staff across the academy to receive diversity training by the start of the next academic year.

Why we have chosen this objective: To ensure that staff understand diversity and equal opportunities. Staff will understand unconscious bias and the impact that this has on the school community.

To achieve this objective we plan to:

- all staff to access the training by September 2023.

Progress we are making towards this objective:

- Training planned for academic year 2022/23.

Objective 6: To ensure that the resources we use with pupils represent a range of protected characteristics.

Why we have chosen this objective: To ensure that books and resources represent a range of protected characteristics

To achieve this objective we plan to:

- appoint a diversity champion within the school for the academic year 2021/22
- diversity champion to audit the resources, books and provision we have to support children
- headteacher to provide £1000 to source diverse books for libraries and reading material
- diversity champion to monitor lessons and books to ensure that diversity is being represented
- diversity champion to create an action plan (Spr-2023) to share with AGC addressing any gaps in provision
- diversity champion to evaluate action plan and update AGC on the progress they have made (Sum 23)

Progress we are making towards this objective:

- Schemes used within the school for PSHRE promote diverse representation and focuses on teaching children about diversity and inclusion.
- Schemes for Maths, Art, PSHRE, computing represent diversity and inclusion.
- Diversity champion has been appointed.
- When books are purchased, considerations are taken into account to represent a wide range of diversity.
- Action plans are being worked on and will be taken to the AGC later this academic year.