

**EQUALITY INFORMATION AND
OBJECTIVES POLICY
(Public Sector Equality Duty)**



Equality Information and Objectives Policy
(Public Sector Equality Duty)

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| Summary | Equality Information and Objectives Policy (Public Sector Equality Duty) | | |
| Responsible Person/Author: | Principal – BBG Academy | | |
| Applies to: (please circle/delete as appropriate) | Staff <input checked="" type="checkbox"/> | Student <input checked="" type="checkbox"/> | Community <input checked="" type="checkbox"/> |
| Ratifying Committee(s) | Trust Board | | |
| Available On: | Compliance Library <input checked="" type="checkbox"/> | Website <input checked="" type="checkbox"/> | |
| Date of Approval | 5 July 2021 | | |
| Effective from: | September 2021 | | |
| Date of Next Formal Review: | Policy – 4 year cycle / objectives - annually | | |
| Review Period | 4 years/annually | | |
| Status: | Statutory | | |
| Owner | The Rodillian Multi Academy Trust | | |
| Version: | 1 | | |

DOCUMENT CONTROL

| Date | Version | Action | Amendments |
|---------------|----------------|---------------------------------|-------------------|
| February 2020 | 1 | Policy first implemented | N/A |
| May 2021 | 2 | Policy Reformatted and reviewed | |
| | | | |

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Introduction

1. The Rodillian Multi Academy 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;
 - Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
2. As a public authority we will:
 - Publish equality objectives at least every 4 years;
 - Provide information to demonstrate our compliance with the public sector equality duty annually.
3. The Trust is committed to eliminating discrimination, to promoting equal opportunities and to celebrating difference in relation to age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Legislation and Guidance

4. 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.
5. This document is also based on Department for Education (“DfE”) guidance.

Scope and Roles and Responsibilities

6. The Trust Board will:
 - Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, including to staff, students 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 Chief Executive and the Principals.
7. Principals will apply the principles outlined within this Policy.
8. Staff, students and volunteers will:

- Challenge discrimination in any form and to foster and promote equality of opportunity
- Endeavour to further these objectives by showing respect for, and appreciation of, each other as individuals

Dissemination and implementation

9. We will educate and develop students to challenge discrimination in any form and to foster and promote equality of opportunity. We acknowledge the complexity of British society and recognise the need to prepare our students to play an integral part in that society. When students leave the Trust they will be well prepared to participate in and to contribute to society, to form worthwhile relationships with those around them and to care for themselves and others.
10. The curriculum of each department, where possible, promotes equality in relation to age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These also constitute key aspects of our citizenship curriculum.
11. We passionately believe that all our students are entitled to every opportunity to achieve their own potential without any limitations based on age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Obligations under the public sector equality duty

Eliminating discrimination

12. The Trust is aware of its obligations under the [Equality Act 2010](#) and complies with non-discrimination provisions.
13. Our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
14. Staff, Trustees and Local Review Board members are regularly reminded of their responsibilities under the [Equality Act](#).
15. Each Academy within the Trust follows an Admissions Policy, which does not permit age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation to be used as criteria for admissions.
16. All allegations of discrimination, verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic by any person within the Trust are treated seriously and the relevant procedures followed.
17. Where there are allegations of discrimination, verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic concerning a student or a group of students, a careful note made by the with Head of School must be kept of any such

incidents concerning students. This will be the case, whether they take place in the grounds of the academy grounds, on corridors or teaching in teaching areas. If such an incident occurs and the appropriate action will be taken. If there are subsequent incidents, then the appropriate senior staff member should be informed and consideration should be given to involving the parents.

18. Allegations of discrimination concerning staff will be referred to the Director of HR and if necessary, addressed under the Personal and Professional Code of Conduct for staff, the Grievance and Bullying and Harassment Policy and Procedure and the Disciplinary Policy and Procedure. Appropriate action will be taken and it will be made clear to offending individuals that such behaviour is unacceptable.
19. Racist symbols, badges and insignias on clothing and bags are forbidden in the Academies and will be confiscated. Graffiti should be removed immediately.
20. Allegations of discrimination concerning staff will be referred to the Director of HR and if necessary, addressed under the Disciplinary Policy. Appropriate action will be taken and it will be made clear to offending individuals that such behaviour is unacceptable.
21. Students' names must be accurately recorded and correctly pronounced at registration and students must respect names from other cultures.
22. New staff are directed to the Trust's Equality and Diversity Policy which outlines the requirements of the [Equality Act](#).
23. All staff have access to the Equality and Diversity Policy and the Public Sector Equality Duty on the academy website and in staff areas on the network.

Advancing equality of opportunity

24. 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. students with disabilities, or gay students who are being subjected to homophobic bullying)
 - Taking steps to meet the particular needs of people who have a particular characteristic (e.g. The Trust enables Muslim students to pray at prescribed times if requested)
 - Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school trips and societies)
 - All staff and volunteers should be aware of possible cultural assumptions and bias within their own attitudes. Staff must be vigilant regarding their own expectations in relation to the achievement, and behaviour of each student and must not make assumptions based on any protected characteristics

- In order to understand the background and experience of ethnic minority students and to raise expectations of their potential, staff need to be aware of the historic and contemporary contexts which have caused racism.
- Close liaison with families from such backgrounds is encouraged and beneficial to all concerned. Within an individual academy the pastoral care system should be used, particularly with regard to home/school liaison and for dealing with any situation of discrimination or harassment.
- All students must have full access to the curriculum. The curriculum must be balanced, objective and sensitive and should highlight diversity.
- The Trust views linguistic diversity positively and staff should be aware of the language and dialect spoken by students and their families.
- Staff must be conscious of any perceived racist or sexist connotations in the language they themselves use.
- In all staff appointments the best candidate will be appointed, based upon strict professional criteria in line with the Trust's Recruitment and Selection Policy and Procedure.
- Parents will be made aware of the Trust's commitment to equal opportunities.

25. In fulfilling this aspect of the duty, the Trust will:

- Consider further analysis of attainment data each academic year to assess how students with different characteristics are performing.
- Seek to analyse the above data to determine strengths and areas for improvement.

Fostering good relations

26. 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 our curriculum. This includes teaching in Religious Education ("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, students will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;

- Students must be encouraged to make choices that are based on interest, aptitude and ability rather than reacting to pressure to conform to stereotypes based on protected characteristics;
- 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 students within the academies. For example, student voice/the school council have representatives from different year groups and is formed of students from a range of backgrounds;
- All students are encouraged to participate in the academies activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures;
- The Trust will continue to develop links with people and groups who have specialist knowledge about particular characteristics, which will help inform and develop our approach.

Equality considerations in decision-making

27. The Trust ensures it has due regard to equality considerations whenever significant decisions are made. Each academy always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the academies will consider whether the trip:
- Cuts across any religious holidays;
 - Is accessible to students with disabilities;
 - Has equivalent facilities for boys and girls.

Equality objectives – 2020-2024 (Last reviewed May 2021):

28. Promote cultural understanding, awareness and tolerance of different religious beliefs between different ethnic groups within our Academies communities through RE, history, English, modern foreign languages, citizenship and PSHE.
29. Actively close gaps in attainment and achievement between students for all groups of students; especially the gap between boys and girls English Key Stage 4 results, students eligible for Student Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
30. Continue review and revise the curriculum so that it reflects diversity and encourages tolerance and respect.
31. Develop and embed curriculum-based work on homophobia, biphobia, transphobia and reduce behaviour incidents linked to these characteristics and to race, religion or belief, gender and

disability, by increasing students' awareness, understanding and empathy citizenship and PSHE and other parts of the curriculum.

32. Monitor and reduce the incidence of the use of homophobic, biphobic, transphobic, sexist and racist language by students in the Academies.
33. Develop staff and student awareness of key terms relating to gender e.g. gender identity, gender dysphoria, cisgender, gender reassignment, transsexual, transgender, intersex.
34. Develop staff and student awareness of key terms key non-binary terms such as gender neutral, non-gender, third gender, gender fluid, androgynous.
35. Develop staff and student awareness of key terms of the differences between sexual orientation and gender identity. E.g. a trans person may be gay, straight, bisexual, asexual or any other sexual orientation.
36. To increase the extent to which all students, including in particular those with protected characteristics as defined by the [Equality Act](#), feel valued and confident, and in consequence more likely to achieve their potential.
37. Actively promote mental health awareness and develop appropriate interventions where necessary through increased staff training and PSHE.
38. Continue to improve accessibility across the Trust for students, staff and visitors with disabilities, including access to specialist teaching areas.
39. To work towards more detailed monitoring of recruitment data and trends with regard to race, gender and disability.
40. To continue to ensure that the Trust's Managing Attendance Policy is applied as required in relation to managing attendance and making reasonable adjustments where necessary.

Monitoring

41. The Trust Board will update the equality information annually. This document will be reviewed by the Trust Board every 4 years.

References

42. All our policies include the appropriate references to the protected characteristics. This document links particularly to the following policies:
 - Access Provider Policy
 - Admissions Policy
 - Accessibility plans
 - Anti-Bullying Policy
 - Equality and Diversity Policy
 - Grievance and Bullying and Harassment Policy and Procedure

- Managing Attendance Policy and Procedure
- Recruitment and Selection Policy
- Risk Assessments
- Sex and Relationship Education Policy
- Whistleblowing Policy

Diversity

43. The Rodillian Multi Academy Trust is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and students. The Trust will always comply with the requirements of the [Equality Act 2010](#) and associated guidance produced by the Department for Education.

Appendix 1: Equality Impact Assessment

Equality, Diversity, Cohesion, and Integration Screening.

As a public authority, the Rodillian Multi Academy Trust needs to ensure that all our strategies, policies, service, and functions, both current and proposed have had proper consideration of equality, diversity, cohesion, and integration.

A screening process can help judge relevance and provides a record of both the process and decision. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services, and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion, and integration.
- whether or not equality, diversity, cohesion, and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

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|-------------------------------------------------------------|-----------------------------------------------------------------------|
| Organisation: The Rodillian Multi- Academy Trust | Department responsible for the Policy: Central Service Team |
| Lead Person: Saira Luffman, Principal BBG Academy | Contact Number: |

1. Title: Equality Information and Objectives Policy

2. Please provide a brief description of what you are screening

The Policy demonstrates that the Trust is adhering to the Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination. This Policy demonstrates we have fulfilled our duty under the Equality Act 2010 (Specific Duties) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives and demonstrates that as an organisation we are committed to eliminating discrimination, to promoting equal opportunities and to celebrating difference in relation to age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

| Relevance to equality, diversity, cohesion, and integration | | |
|------------------------------------------------------------------------------------------------|------------|-----------|
| Questions | Yes | No |
| Is there an existing or likely differential impact for the different equality characteristics? | | x |
| Have there been or likely to be any public concerns about the Policy or proposal? | | x |

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| Could the proposal affect how services are organised, provided, located and by whom? | | x |
| Could the proposal affect our workforce or employment practices? | x | |
| Does the proposal involve or will it have an impact on: -? Eliminating unlawful discrimination, victimisation, and harassment Advancing equality of opportunity Fostering good relations | x | x x |

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| 4. Considering the impact on equality, diversity, cohesion, and integration |
| Scope of the proposal: Students, staff, parents and community. Who is likely to be affected? Students, staff, parents and community. Consultation and engagement activities with those likely to be affected? The Policy is available through the Trust and Academies websites and a written copy can be provided on request. |
| Key findings We have considered the potential positive and negative impact on different equality characteristics in relation to the Policy and do not believe that any groups will be adversely affected. The Trust is vigilant in adhering to the appropriate legislation in relation to protected characteristics and to preventing discrimination. Managers are supported and trained in relation to these areas. The Policy has considered religious, racial and gender-specific clothing requirements and those of staff with disabilities in line with the Equality Act. We have considered the perception that the proposal could benefit one group at the expense of another and we do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format. |
| Actions The Trust will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation. |

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| 5. Governance, ownership, and approval | | |
| Please state here who has approved the actions and outcomes of the screening | | |
| Name | Job title | Date |
| Andy Goulty | Chief Executive | 10.06.21 |
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| 6. Publishing | |
| This screening document will act as evidence that due regard to equality and diversity has been given. | |
| Date screening completed | 28.05.21 |
| Date agreed at Trust Board | 05.07.21 |