# Policy 12

# Equality Information and Objectives

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The following assessments have been completed in relation to this policy

Workload impact ☐ Equality impact ☑ Trust virtues ☑

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***THIS POLICY SETS OUT OUR APPROACH TO EQUALITY AND THE EQUALITY OBJECTIVES FOR MITRE. SECTION 8 ALSO SETS OUT THE EQUALITY OBJECTIVES FOR LOWE'S WONG INFANT SCHOOL***

## 1. Aims

Our schools and the Trust as a whole aims to meet their 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

Minster Trust for Education promotes respect for difference and diversity in support of its stated mission that **"Together we help every child top flourish, opening doors to fulfilling futures."** Our core virtues of wisdom, integrity, service, collaboration and kindness underpin our mission and pursuit of equality.

## 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. , 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 our funding agreement and articles of association.

## 3. Roles and Responsibilities

### 3.1 The Board of Trustees

The Trustees will:

- Ensure that the equality information and objectives as set out in this statement is published and communicated throughout the trust, including to local governors, staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Appoint a link equality trustee to monitor the engagement of schools and ensure the trust is pursuing its equality objectives, meeting with the CEO at least twice every academic year.
- Delegate responsibility for monitoring the achievement of the school-specific objectives on a daily basis to the Head Teacher and the Local Governing Body of each school.

### 3.2 The Local Governing Body

- Each school will nominate an equality link governor who will meet with the Head Teacher or designated member of staff for equality at least twice each academic year. They will support the governing body in fulfilling their equality duties and discuss any issues that have been raised and how these are being addressed.
- The LGB will monitor progress being made against the school's equality objectives.
- Governors will ensure they are familiar with their duties and all relevant legislation and complete any training needed.

- The LGB will report back to the Trust Board regarding any issues.

### 3.3 The Head Teacher

The Head Teacher will, for their schools:

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

### 3.4 All staff

All staff across the trust 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 school and Trust 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.

Trustees, local governors and all staff are, where relevant, 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 as part of their annual updates.

The Head Teacher has designated equality responsibilities, and each school has an equality link governor. They regularly liaise regarding any issues and make trust 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 its schools aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by 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 extra-curricular activities)

### 5.1 Publishing information about pupils/students

In fulfilling this aspect of the duty the trust will, for every school:

- Publish attainment data for each school each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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)
- Through trend analysis of wider data associated with particular protected characteristics, identifying any issues which could affect our pupils

Relevant information about each school will be published on their individual websites.

### 5.2 Publishing information about staff

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will, where available, publish information to show:

- The make-up of our 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
- Analysis of engagement with professional learning opportunities for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## 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 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 and Acts of Worship dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Making sure our schools work with their 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 each school. For example, through representation on school councils and wide participation in extra-curricular activity. Schools 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.

# 7. Equality considerations in decision making

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

In all our schools, we will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, a school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils irrespective of their gender

The school 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 school trips and activities. The record is completed by the member of staff organising the activity or making the decision and is stored electronically.

# 8. Equality Objectives

## 8.1 Trust Equality Objectives

### Objective 1

Undertake an annual analysis of workforce data and trends with regard to race, gender and disability, and report on this to the Trust board.

**Why we have chosen this objective:** To ascertain whether there is a disparity between the workforce in each school and to consider whether staff are representative of a diverse workforce.

**To achieve this objective, we plan to:** Analyse workforce data to produce an annual report which can be discussed with trustees and leaders, resulting in strategic plans for workforce development.

**Progress we are making towards this objective**: A trust-wide HR system has been implemented to allow ready analysis of workforce information. Annual gender pay gap reporting is well established and is now ready to be extended to other characteristics. An annual report format has been developed in advance of publication.

### Objective 2

Develop and implement a trust-wide **People Strategy** which ensures equity of opportunity for all employees. In particular to ensure employees with protected characteristics are fully accessing professional learning opportunities.

**Why we have chosen this objective:** To ensure all our workforce is valued and arrangements are in place to make sure they can flourish at work and make the fullest contribution to the Trust.

**To achieve this objective, we plan to:** Develop and implement a People Strategy across the trust, including a clearly defined professional learning offer. We will also analyse participation in professional learning on an annual basis and report on this to trustees and trust leaders.

**Progress we are making towards this objective:** The People Strategy is in place and professional learning pathways are developed. There is now the need to track and monitor participation in training for employees including those with protected characteristics.

### Objective 3

Ensure students and pupils in all MITRE schools have the opportunity to explore diversity in the curriculum and through wider activity. Also to ensure that students and pupils with protected characteristics have a voice with school leaders.

**Why we have chosen this objective:** Our trust mission is that **Together we help every child to flourish, opening doors to fulfilling futures".** Our MITRE education model aims to instill a moral compass, offer rich experiences, build ambition and self-confidence, and explore diversity, faith and equality.

**To achieve this objective, we plan to:** Include a focus on these areas of our MITRE education model through the annual review, giving feedback to school leaders and supporting them to implement new ideas and projects.

**Progress we are making towards this objective:** The MITRE education model is well established, and all staff have been supported with their understanding of equality, diversity and inclusion through a trust-wide conference. Many examples of good practice are evident in individual schools and this now needs to be more formally captured in the coming review cycle.

## 8.2 Lowe's Wong Infant School Equality Objectives

### Objective 1

To narrow the gap in outcomes between boys and girls in writing, both at the expected and the greater depth levels, to ensure all children are supported in readiness to succeed when they move to KS2.

**Why we have chosen this objective:**

Monitoring measures show persistent gaps on average between the attainment of boys and girls, most markedly in writing, and although cohort specific, tracking over time does indicate a general trend.

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

- Set cohort and individual targets for key groups of pupils and closely track their progress over time.
- Work with parents/carers in the best interest of the child.
- Ensure all pupils falling behind receive additional support and intervention.
- Support all staff through training, including writing moderation, so they have the skills to make an impact on pupil achievement.

**Progress we are making towards this objective:**

Targets are set both for individual pupils and for the cohort. These are shared with staff, who can then focus on individual learners in the classroom.

There are well documented interventions and support plans for those pupils whose attainment is falling behind.

Good tracking of progress in writing is in place, including the tracking of smaller steps for those pupils with SEND. This is supporting the best next steps and maintaining a focus on progress.

Staff have engaged with a range of training to support the teaching of writing through our writing scheme "Literacy Tree – Writing Roots", and staff also attend the EYFS & KS1 moderation networks.

### Objective 2

Enhance the curriculum for pupils to broaden their horizons and engage meaningfully with different cultures and communities, so that the fundamental British values of mutual respect, tolerance and individual liberty are appreciated.

**Why we have chosen this objective:**

Pupils that attend the school mostly live in and around the town of Southwell and have fewer opportunities to engage with multi-cultural Britain. Our aim is to ensure pupils have the opportunity to develop an understanding and appreciation of how our lives are enriched by diversity and how equality is an important principle.

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

- Review our curriculum to identify opportunities to learn about different cultures and communities.
- Carefully choose key reading texts and library books to broaden cultural horizons and link with the enquiry curriculum.
- Plan meaningful units of learning within our enquiry curriculum to learn about different cultures.
- Augment classroom-based learning with trips and visitors that engage pupils with real-world contexts.

**Progress we are making towards this objective:**

The school has recently reviewed its curriculum and included wide-ranging opportunities to explore diversity and equality. Many opportunities feature in the PSHE curriculum and also throughout the enquiry themes.

Class books support the exploration of equality, diversity and tolerance. For example, in F2 pupils read "The Best Diwali Ever" by Sonali Shah and "So Much" by Trish Cooke.

Visitors engage pupils with different faiths and cultures, for example, a Hindu workshop with year 2.

## 9. Monitoring arrangements

The CEO will update the equality information we publish, described in section 5 above, at least every year.

This document will be reviewed by the CEO and approved by the board of trustees at least every 4 years.

The Head Teacher in each school along with the governors will update the equality objectives published at least every 4 years.

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

This document will be approved by the Trust Board

## 10. Links with other policies

This document links to the following policies / documents

- Accessibility plan

- Risk assessment
- Equality impact assessment
- Trust strategic plan
- People strategy

## Appendix A : Equality Impact Assessment

| Consideration | Response |
|---|---|
| Name of policy/funding activity/event being assessed | |
| Summary of aims and objectives of the policy/funding activity/event | |
| What involvement and consultation has been done in relation to the policy? (e.g. with relevant groups and stakeholders) | |
| Who is affected by the policy/funding activity/event? | |
| What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event? | |

| Protected Characteristic Group | Is there a potential for positive or negative impact | Please explain and give any examples of any evidence/data used | Action to address negative impact (e.g. adjustment to the policy) |
|---|---|---|---|
| Disability | | | |
| Gender reassignment | | | |
| Marriage or civil partnership | | | |
| Pregnancy or maternity | | | |
| Race | | | |
| Religion or belief | | | |
| Sexual orientation | | | |
| Sex (gender) | | | |
| Age | | | |

## Evaluation

| Question | Explanation/justification | |
|---|---|---|
| Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people? | | |
| Final Decision | Tick the relevant box | Include any explanation/justification required |
| No barriers identified, therefore activity will proceed | | |
| The policy or practice will not proceed because the data shows bias towards one or more groups. | | |
| The planned activity or policy requires adapation and further consideration to address bias and will be updated. | | |
| Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore implementation will proceed with caution, providing justification for this decision. | | |

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|---|---|
| Will this EIA be published? | Yes/No |
| Date completed: | |
| Review date (if applicable): | |

## Change Log

| Name | Date | Version | Change |
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