

Equality Information and Objectives Policy - Trinity Academy

Cathedral Schools Trust

November 2023

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 governing 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
- 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
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mr Rehman. They will:

- Meet with the designated member of staff for equality at least annually 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
- Report back to the full governing board regarding any issues

The headteacher will:

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

All 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 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year, normally in September. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make 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 school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that 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 school will:

- Analyse attainment data for groups to determine strengths and areas for improvement, implement actions in response and publish this information

6. Fostering good relations

The school 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 REP, 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 dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our house representatives have representatives from different year groups and the group is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as performing arts and 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 school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers 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

The school will complete a written record (known as an Equality Impact Assessment) where appropriate (e.g. in developing new policies or planning school activities) to show we have considered our equality duties and asked ourselves relevant questions. The record is completed by the member of staff organising the activity or developing the change in policy.

8. Equality objectives

Objective 1

The leadership team to work with Integrity Coaching to follow a Race and Identity School Leadership Course

Why we have chosen this objective:

Leadership teams shape the culture, the vision, the ethos of their schools and hence through their actions, determine what race equality and social justice look like within their own contexts. And so, it is vital school leaders develop the self-awareness, knowledge and competencies to drive this work forward.

To achieve this objective we plan to:

Follow a 2 year course facilitated by Integrity Coaching and Leadership development

Objective 2

Achieve the Anti Racist School Award from Leeds Beckett University

Why we have chosen this objective:

This award takes a community school approach to developing a culture of anti-racism in our school providing a framework to evidence policies and initiatives for both staff and pupils within the wider school community. Using a development framework, schools will evaluate current anti-racist practices, identify gaps, develop and strengthen these and work towards building an anti-racist community for all.

To achieve this objective we plan to:

Follow the Leeds Beckett Programme

Objective 3

Continue to work towards achieving gender equality, including; addressing misogynistic attitudes with students, the gender pay gap, representation of women at all levels of leadership and supporting all females to realise their personal and professional aspirations.

Why we have chosen this objective:

The gender pay gap in the Trust is still too wide. Student and staff voice indicates that misogynic and sexism attitudes are sometimes present in our student body. Girls' attendance is lower than boys, especially in the upper school.

To achieve this objective we plan to:

Work with local community leaders, guest speakers and local businesses to develop our understanding of intersectionality and understand the best ways to tackle stereotypical views of women in a culturally sensitive way. A planned curriculum to deliberately address these issues delivered through PSHE, assemblies and drop down days. We will continue to monitor and respond to incidents of discrimination or misogyny using our anti-discrimination clinics and interventions. A member of the senior leadership team will lead 'Leading Women into Leadership' across the CST trust.

Objective 4

Embed our Belonging strategy and increase celebration of our wonderfully diverse community.

Why we have chosen this objective:

To ensure that every person feels like they belong and like they all have something of value to offer our school community. To understand 'all that we share' and that we have more that unites us than divides us. So that all students and staff, regardless of their race, gender, sexuality, religion, appearance or disability feel safe and celebrated. To ensure there is harmony and acceptance between all groups and identities within our diverse school community.

To achieve this objective we plan to:

Work with the local community, including local religious leaders, to increase the representation and amplification of diverse voices that work with our students. Further develop student leadership so that students from all backgrounds have a voice and are able to influence important decisions. Ensure students hear from a representative and diverse range of guest speakers. Embed our cultural calendar and House system to ensure all students feel celebrated and safe in our school community.

9. Monitoring arrangements

The Local Governing Body (LGB) will update the equality information we publish, at least every year.

This document including the equality objectives will be reviewed by the LGB at least every 4 years.

This document will be approved by the LGB.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment