ALEC REED ACADEMY

PROUD TO LEARN

Equality Information and Objectives

Policy Owner:	Phil Cosby	**Approved By:**	Principal/
Target Audience:	Staff, Pupil and Parents	**Requirement to Publish on Website:**	Yes
Purpose:	To meet the obligations under the Public Sector Equality Duty	**Statutory Policy:**	Yes
Review Date:	Feb 2028	**Approval Date:**	Feb 2025
Oversight by: **Board Member/ Committee**	Board of Trustees' Education Sub Committee		

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1. Aims

Our academy 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 Board of Trustees 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 Principal/CEO

The equality link governor will:

- Meet annually with the 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
- Report back to the full Board of Trustees regarding any issues

The Principal/CEO will:

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

The designated member of staff for equality will:

- Support the Principal/CEO in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor annually to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training as necessary

All academy 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 academy 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 trustees 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 on an annual basis.

The academy 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 trustees aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy 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 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 our own pupils

6. Fostering good relations

The academy 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 specialist 'Drop Down Days' dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- 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 pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as 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 academy ensures it has due regard to equality considerations whenever significant decisions are made.

The academy 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

8. Equality objectives

Objective 1

Increase the representation on the senior leadership team from local black and minority ethnic communities over a 4-year period.

This objective is important to the academy as we have a diverse workforce which represents the community we serve. We now need to extend this diversity into the Leadership of the Academy.

We plan to achieve this objective by providing leadership opportunities for staff from black and ethnic minorities and actively promoting our desire to appoint leaders that better reflect the diversity of the community we serve.

Objective 2

Within the next 12 months train all members of staff and trustees involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

This objective is important as it will ensure that the academy is compliant with national expectations surrounding equal opportunities and non-discrimination in the recruitment and selection process.

Appropriate training will be organised and delivered to staff and trustees

Objective 3

Develop an appreciation and understanding amongst staff of the barriers that may impact on the academic achievement of Black Caribbean pupils. Identify and employ techniques which can minimise the impact and improve outcomes.

We have chosen this objective as we recognise that Black Caribbean are one of the underachieving subgroup within our academy community. Although numbers pf pupils within this sub group are relatively small the impact on these pupils is significant. The knowledge and skills that will be developed and shared will also benefit other underperforming ethnic minority groups.

To achieve this objective we will have specific training for all staff on the September PD Day provided by a specialist in this area.

9. Monitoring arrangements

The Education Sub Committee, in conjunction with the Principal/CEO and Diversity and Inclusion lead will update the equality objectives on an annual basis.

This document will be reviewed and approved by the Education Sub Committee at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment