



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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| FINAL September 2021 |
| Reviewed November 2022 |
| Date for Next Revision – November 2023 |

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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 (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 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: Oundle C of E Primary School

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, in particular at the beginning of the academic year when the school is reading and revising policies for the year ahead.
- new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September as part of our understanding of Safeguarding.
- The SENCO is the designated member of staff for monitoring equality issues. They regularly liaise with the Head Teacher regarding any issues and these would be shared with Governors and staff as appropriate.

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:

- Devising systems for ensuring that all children with a disability are able to access the full curriculum with adaptations as necessary eg. Change of venue for residential trip, ensuring equipment is available to support accessibility to PE, specific playground equipment has been chosen to enable access etc.
- To promote understanding of disability through fund raising/charity focus eg. Duchenne
- Educate children about racism and how this is unacceptable in school and society through 'Black History Month' and 'Show Racism the Red card'.
- Educate children about appropriate protected characteristics through Collective Worship, RSHE, class circle time etc.
- Staff are exemplary role models through their language and actions for children to follow.
- Sports teams and clubs are mixed sex groups wherever possible.

Fostering good relations

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

- Our school hosts Oundle Baptist Church on site and invites representatives of St Peter's on a regular basis. Visits to other places of worship, or the invitation of guest speakers from other faiths, take place as appropriate to support children's learning, understanding and life experiences.
- Volunteers of all ages are welcome in school and the school embraces the opportunity for the children working with different ages and genders.
- We have a link with Oundle School where students of all ages and backgrounds come into school and work with groups of children to support their learning. In particular, we have a Chinese club, Latin Club and Maths Club.
- We encourage and implement initiatives to deal with tensions between different groups of pupils within the academy. For example our academy 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 academy's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures through our newsletters, sharing of work and events.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. For example, we have created a culture of openness to develop confidence in recognising difference through the use of presentations and dialogue from guest speakers eg. Black History Month, Referees from POSH.

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 within 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.

Equality Objectives

We aim to ensure that all children and staff members feel included and supported regardless of their specific protected characteristic.

In particular, as part of our on-going whole school monitoring, we focus on:

- Narrowing gaps in attainment between groups of pupils, for example, girls and boys.
- Improving the attendance of pupils from particular groups.
- Increasing the participation of particular groups in academy activities.
- Reducing prejudice-related bullying and the use of derogatory language
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities.
- Ensuring our recruitment process is fair to all candidates ie. No-name identified when shortlisting
- Ensuring recruitment adverts are posted in all local communities and not restricted to one area
- Ensuring our website photos/content reflect different people and cultures
- Ensuring all staff with a specific characteristic feel understood and supported in their role within school due to staff understanding, changes in systems and adaptations as necessary.

The following are two key areas that the school will focus on in the academic year 2022 – 2023:

Objective 1: Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective:

We have some members of staff with specific physical or recognised health impairments/disabilities.

To achieve this objective we plan to:

Make reasonable adjustments are made to ensure that they are able to access their role in school for the benefit of the children and their own satisfaction at work.

Progress we are making towards this objective:

Ensure there is a dialogue between the member of staff and their line manager to ensure needs are being met and support is in place as necessary. Regular review meetings should take place, especially after a change in circumstance. Attendance is good due to positive mental and physical health compared with previous years.

Objective 2: Reduce the number of racist and homophobic comments made by children in school.

Why we have chosen this objective:

The school has minimal incidents of inappropriate comments but strives to reduce this further regardless. The community has some exposure to the protected characteristics and therefore we must ensure that there is understanding.

To achieve this objective we plan to:

Ensure staff apply their training through regular reminding of 'Valuing God's Children' and 'Keeping Children Safe in Education'. Our systematic records and regular DSL/DDSL meetings ensure that incidents are known and the school reflects its actions to support the people involved. We have to assume our role as educators and not persecutors and therefore must evaluate an opportunity for change rather than just punishment.

Progress we are making towards this objective:

We monitor cases carefully through the use of My Concern and a separate log of these kinds of incidents. The school reflects on systems and makes changes as appropriate. The behaviour policy recognises the severity of these incidents and parents are informed as appropriate. A clear whole school approach and understanding is in place.

Appendix 3

Equality Objective 1 : Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

| Why have we chosen this objective: |
|---|
| We have some members of staff with specific physical or recognised health impairments/disabilities. |

| To achieve this we plan to: |
|--|
| Make reasonable adjustments are made to ensure that they are able to access their role in school for the benefit of the children and their own satisfaction at work. |

| Progress we are making towards achieving this objective: |
|---|
| Ensure there is a dialogue between the member of staff and their line manager to ensure needs are being met and support is in place as necessary. Regular review meetings should take place, especially after a change in circumstance. Attendance is good due to positive mental and physical health compared with previous years. |

Equality Objective 2 : Reduce the number of racist and homophobic comments made by children in school.

Why have we chosen this objective:

The school has minimal incidents of inappropriate comments but strives to reduce this further regardless. The community has some exposure to the protected characteristics and therefore we must ensure that there is understanding.

To achieve this we plan to:

Ensure staff apply their training through regular reminding of 'Valuing God's Children' and 'Keeping Children Safe in Education'. Our systematic records and regular DSL/DDSL meetings ensure that incidents are known and the school reflects its actions to support the people involved. We have to assume our role as educators and not persecutors and therefore must evaluate an opportunity for change rather than just punishment.

Progress we are making towards achieving this objective:

We monitor cases carefully through the use of My Concern and a separate log of these kinds of incidents. The school reflects on systems and makes changes as appropriate. The behaviour policy recognises the severity of these incidents and parents are informed as appropriate. A clear whole school approach and understanding is in place.

Appendix written November 2021

Reviewed November 2022

To be Reviewed November 2023