



# Equality Policy and Objectives

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## 1. Aims

Our school 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. Ethos and values

We are an equality-based Trust where we live by the mottos “no child an outsider” and “learn together to live together”. Our schools celebrate diversity, individuality and respects each child’s identity and that of their family equally. We are an Academy Trust of Rights Respecting Schools, and this education is embedded in all interactions and explicitly taught. This supports and underpins our unique, ethical Learn Together Curriculum that is taught throughout the school.

### 3. 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

#### 3.2 Guidance

This document is also based on Department for Education (DfE) guidance:

**The Equality Act 2010 and schools.**

#### 3.3 Rights Respecting

In line with our ethos, we are proud to be a Rights Respecting school. This policy advocates the following rights from the UN convention of the rights of the child

Articles: 2, 4, 12, 13, 14, 23, 28, 29 and 30

### 4. Roles and responsibilities

#### 4.1 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, 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 headteacher

#### 4.2 The equality link governor will

- Meet with the designated member of staff for equality at least once a year 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

#### 4.3 The headteacher will:

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

4.4 The designated member of staff for equality will (if applicable will):

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

4.5 All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

## 5. Eliminating discrimination

5.1 The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

5.2 New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every [September/insert other]. (You may wish to include information about the type of Equality Act training and refresher training offered to staff)

5.3 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.

## 6. Advancing equality of opportunity

6.1 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 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 (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)

6.2 In fulfilling this aspect of the duty, the school 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

## 7. Fostering good relations

7.1 The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting acceptance, 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 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.

## 8. Equality considerations in decision-making

8.1 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

## 9. Equality objectives

### **Objective 1: By summer 2025**

*Ensure that anti-racist practice is an integral part of the ethos and practice in our schools and that all staff have a clear understanding of what it means to be anti-racist and how to embed this into their professional practice.*

#### **Why we have chosen this objective:**

At ETAT we have always fought racism and promoted equality, equity, and inclusivity through education, both within our schools and the communities they serve. We are very proud of our richly diverse school community and as a Trust, we do not tolerate any form of racism or discrimination.

There is compelling evidence of the racial imbalance in our society, including in the areas in which the Trust operates:

- In one area where the Trust operates, over 60% of ethnic minority groups live in areas of economic disadvantage
- Bristol is ranked 7<sup>th</sup> worst out of 348 districts in England and Wales for inequalities experienced by groups and communities who are racially minoritized.
- A UN report (UN's Working Group of Experts on People of African Decent) has highlighted that a decade of economic austerity measures in the UK has exacerbated racism, racial discrimination and other intolerance which people of African descent encounter thereby eroding their rights
- The Runnymede Trust (2017) demonstrated that groups and communities who are racially minoritized in Bristol experience greater disadvantage than national average in education and employment

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

1. Work alongside the organization "Representation matters" founded by Aisha Thomas to create and embed a clear anti-racist strategy for our Trust  
<https://www.repmatters.co.uk>
2. From the work with Representation Matters, develop and embed our own framework of anti-racist practice so that there is a deep rooted and effective legacy of our anti-racist approach

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

##### **Summer 2023**

- Representation matters delivered training on anti-racist practice at staff meetings at each school and a Whole Trust INSET training day. 1:1 sessions with each of the head teachers were also delivered and Aisha met with members from the board of Trustees
- An audit was carried out of each school environment
- School survey was sent out to all members of staff, governors and Trustees
- Working party established to consider the development of a Trust Anti-Racist Framework, which will inform all of the Trust's future work

## **Summer 2024**

- Working party to create a Shared Inclusive language guidance met between January and July. Draft version to be completed in the summer and shared for initial consultation in Term 1 2024.
- Trust Anti-Racist Framework has been completed and shared for initial consultation.

## **Objective 2: By Summer 2025**

*For each school to advocate a culture of neurodiversity and have a shared understanding of the aims we aspire to in creating a “core offer” that ensures an inclusive learning environment and high quality teaching to remove or reduce any barriers to children with learning difficulties or disabilities accessing their education*

### **Why we have chosen this objective:**

In light of the SEND green paper and the current national context for SEND, we know that numbers of children with SEND are increasing and there are not enough spaces available within specialist provision. We are also aware that families and children experience a huge discrepancy in the quality of provision they receive at SEND support level within mainstream schools, depending on the area they live in. As a Trust we are committed to providing an excellent standard of Inclusive teaching practice within our schools and ensuring clarity for anyone connected with our school about what we can offer to children with SEND.

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

Work with staff to agree the aims we are aspiring and publish this as our “core offer” within our SEND information report. Ensure that all members of staff understand and have the training to deliver every aspect of the core offer. Create resources to share with parents and families so they can understand and see examples of each part of the core offer.

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

#### **Summer 2023**

- First version of Core offer published in SEND information report (working document to be reviewed with staff each year)
- Training delivered on key aspects including whole Trust inset on Word Aware, Colourful Semantics and Zones of Regulation. Individual schools have had additional training according to need.

#### **Summer 2024**

- Self-audits were carried out by all teachers before performance development reviews (PDRs) and each teacher asked to identify an area of development to work
- New Trust-wide guidance on High Quality Teaching created and core offer integrated within this document
- Review for next year to continue to ask teaching staff to audit new document and include objectives within PDRS and support staff to complete relevant approach

## Appendix one: UNCRC Rights of the child

**Article 2** Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 4** Governments must do all they can to make sure every child can enjoy their rights.

**Article 12** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

**Article 13** Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

**Article 14** Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 19** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

**Article 27** Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

**Article 28** Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity.

**Article 29** Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

**Article 30** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

**Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.

**Article 39** Children who have been neglected or abused should receive special help to restore their self-respect