



Policy title	Equality Objectives
Written by	Director of People
Policy owner	Director of People

Status	Approved
Summary of change	Trust-wide consultation to determine current priorities and objectives

Approval date	19 October 2023
Approval authority	Board of Trustees
Review date	Term 5 2027

1. Background

- 1.1 The Public Sector Equality Duty which came into force in 2011 requires public authorities, including schools, to have due regard to the need to achieve the objectives set out under the Equality Act 2010 (section 149), i.e. to:
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
 - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 1.2 The duty requires the publishing of:
- equality objectives, at least every four years (from 6th April 2012)
 - information to demonstrate their compliance with the public sector equality duty

2. Development of the Equality Objectives

- 2.1 A cross-Trust group, including teaching and academic leadership staff contributed to the development of the current objectives with key stakeholders consulted on the draft objectives.
- 2.2 The objectives focus on the following, which are underpinned by a range of Trust-wide actions (**appendix 1**), plus actions either expected of academies or recommended:
1. To offer a rich, broad and balanced curriculum so that all pupils have access to a wealth of knowledge and relevant educational experiences
 2. To deliver a range of cultural capital experiences built within the curriculum so that: all pupils are able to go beyond their “day to day lived experiences”; and such experiences support pupils’ development towards living their own best life
 3. To create an inclusive and innovative culture that enables everyone to ‘be yourself’ by recognising the uniqueness of staff, pupils and academy communities
 4. To develop a highly inclusive safeguarding culture
- 2.3 A cross Trust group will be established to monitor progress towards the objectives.

Appendix 1

Equality Objectives

1. To offer a rich, broad and balanced curriculum so that all pupils have access to a wealth of knowledge and relevant educational experiences
2. To deliver a range of cultural capital experiences built within the curriculum so that: all pupils are able to go beyond their “day to day lived experiences”; and such experiences support pupils’ development towards living their own best life

Recommended Academy Actions	Person Accountable
To develop its curriculum for each subject to ensure that covers a wealth of knowledge and suitable experiences offered	Principal
To offer a programme of professional development across the whole curriculum to equip teachers with the professional expertise to deliver the curriculum including substantive knowledge, rich experiences and opportunities to build cultural capital	Principal
To ensure that the monitoring cycle includes the full range of the curriculum subjects and identifies that a wealth of knowledge and experiences, and the building of cultural capital is delivered through high quality teaching	Principal
To draw on the opportunities within its gift (school grounds, the local area, visits to free museums and art galleries, offers by charities and institutions to the academy, expert visitors) so that opportunities are free or low cost and are not a stressor for the disadvantaged and working poor	Principal

Measures to show impact
Pre and post evaluation by pupils of cultural capital activities/tasks delivered
External views of curriculum and cultural capital experiences including: Ofsted (good or better for QE and PD,BA); Challenge Partner reviews; parental and community

3. To create an inclusive and innovative culture that enables everyone to ‘be yourself’ by recognising the uniqueness of staff, pupils and academy communities

Trust-wide Actions	Person Accountable
Review and revise the Equality policy	Director of People
Develop a Dignity and Respect at Work policy that includes processes to follow for bullying, harassment and victimisation	Director of People
Develop awareness and understanding of gender diversity through inclusive language, behaviour and practices	Director of People – Staff Safeguarding & Welfare Lead - Pupils
Provide Equality Leadership training for all leaders	Director of People
All new staff to complete the online Equality & Diversity module by end of 1st month of employment. All existing staff to complete the module by mm/yyyy followed by x yearly refresher.	Senior Management Team
Develop mechanisms for staff & pupils to access support when they feel that they cannot be themselves	Director of People – Staff Safeguarding & Welfare Lead - Pupils
Develop employee health plans that support gender reassignment	Director of People
Conduct a pulse survey to establish how staff are currently feeling about equality at work and what activities/initiatives they would welcome	Director of People
Carry out staff equality data collection exercise	Director of People

Measures to show impact
Pupil voice results demonstrate that pupils feel they can be themselves, as appropriate, at work or school and feel able to raise concerns and feel listened to
Staff survey results demonstrate that staff feel they can be themselves, as appropriate, at work
Complaints demonstrate that academy communities feel able to be themselves, as appropriate, within an educational setting for children
Reduce % of staff with equality data not declared or 'Prefer not to say '
% new staff complete the online Equality & Diversity module by end of 1st month of employment
% existing staff complete the online Equality & Diversity module
Pulse survey benchmark - to be developed

4. To develop a highly inclusive safeguarding culture

Expected Academy Actions (except where *)	Person Accountable
<p>*Trust-wide Action: To reinforce protected characteristics of disability, gender reassignment, race, religion or belief, sex and sexual orientation through a culture of respect. Culture is supported by up to date policies, procedures and systems</p>	* Senior Management Team
<p>To ensure the safeguarding curriculum is a golden thread that runs through every part of our organisation and is explicitly delivered to pupils by well-trained academy team members, who are aware of, and sensitive to the challenges faced within the context of their community. Staff are provided with high quality professional development activities</p>	Principal
<p>To regularly collect stakeholder voice and feedback on actions planned and undertaken to improve attendance, safeguarding and pupil mental health. Stakeholder voice is proactively used to inform pupil welfare policies and practice</p>	Principal
<p>To have at least 1 trained Mental Health First Aider (Child) per 100 children and a Senior Mental Health Lead to support the mental health and emotional wellbeing of pupils</p>	Principal
<p>To embed a culture of continuous improvement in pupil welfare and attendance practice. Professional challenge and self-critique is undertaken via case studies and lessons learned exercises</p>	Principal / Safeguarding & Welfare Lead

Measures to show impact
Overall attendance for children is in line with national average and/or rising sustainably
Attendance data demonstrates improving and sustainable trends for all pupils, including disadvantaged cohorts
Pupils' attendance and well-being reports are positive and expectations recorded as 'high' by internal and external evaluators

Internal quality assurance activities demonstrate that reflective practice is effective in improving outcomes for pupils
External views of safeguarding culture are that this is effective in improving outcomes for pupils, e.g. Ofsted, Challenge Partners, Local Authority
External pupil voice reviews evidence strong, whole school safeguarding cultures that promote dignity and respect, so that everyone is valued
Staff demonstrate an increase in understanding of pupil welfare through regular knowledge checks and forums