

CHRISTOPHER NIEPER  
EDUCATION TRUST



## Equality – Information and Objectives

<b>Policy Name</b>	<b>Equality – Information and Objectives</b>
<b>Policy Lead/Owner or Originator</b>	<b>Kathryn Hobbs</b>
<b>Approval level</b>	<b>Academy Governing Board</b>
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<b>Version 1</b>	<b>Policy rewritten and approved Autumn 2022</b>

<b>Signed:</b> <i>Governor or Trustee Lead</i>	<b>David Ashton</b>
<b>Date:</b>	<b>September 2022</b>

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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 David Ashton. They will:

- › Meet with the designated member of staff for equality (Headteacher) every year and termly at committee meetings, 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 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 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 September Inset.

The academy has a designated member of staff for monitoring equality issues (Headteacher), and an equality link governor (David Ashton). 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 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)
- › 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)

In fulfilling this aspect of the duty, the academy will:

- › Produce 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 at Governor committees identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- › Producing 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 (PSHCE) 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 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 academy 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 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

## 8. Equality objectives

Ethos:

The academy stands against all forms of discrimination on the grounds of age, disability, gender reassignment, ethnic origin, religion, sexual orientation, gender, disability or ability.

This is achieved through the following objectives set in Autumn 2022

### Objective 1

Promotion of cultural understanding and awareness of different ethnic groups within our academy community

Why we have chosen this objective: As a predominately white British community it is very important to ensure that the cultural awareness and understanding of all is supported and enhanced and that all ethnic groups feel comfortable within the academy community.

To achieve this objective we plan to: Ensure our assembly, PSHCE, RE and tutor program addresses such issues coherently throughout the year.

Progress we are making towards this objective: Programmes are in place. Impact monitored via behaviour logs and pastoral concerns.

### Objective 2

Reduce the incidence of the use of racist, homophobic, and sexist language by students in the academy

Why we have chosen this objective: We are aware that there are some incidences of racist, homophobic and sexist language in the academy (logged and dealt with via academy systems). Any such incident is one too many.

To achieve this objective we plan to: Continue our work in PSHCE, RE and assembly and tutor programs to ensure that all pupils are aware of what is acceptable and understand why. Any incidents to continue to be sanctioned alongside an education program to reduce and prevent future incidents.

Progress we are making towards this objective: Behaviour incidents and actions reported termly to Pastoral Governor Committee.

### Objective 3

Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the academy, including leadership opportunities, especially students with special educational needs and disabilities along with those in receipt of Pupil Premium

Why we have chosen this objective: We have a very wide range of extra curricula activities and leadership opportunities and want to ensure that we are actively promoting and facilitating involvement to all groups of pupils.

To achieve this objective we plan to: Track all involvement in extra curricula activities and leadership opportunities, along with trips and visits and House events and activities (see tracker for full analysis)

Progress we are making towards this objective: Reports provided termly to HR, Staffing & Outreach committee. PP currently at 40% (v 46% of academy population) involvement SEND at 10% (v 23% of academy population).

### Objective 4

Increase the representation of staff from black and minority ethnic communities over a 4-year period (from September 22 to September 26) so that this group increases from the current 3% of the workforce.

Why we have chosen this objective: We are under represented by black and minority ethnic staff and believe that this a very important way of developing understanding and awareness of all in our academy community.

To achieve this objective we plan to: Review our recruitment processes and advertising to ensure that it is attractive to a wider range of staff including those from out of the area.

Progress we are making towards this objective: Currently at 4% of teaching workforce and 3% of total workforce

### Objective 5

To encourage women to seek promoted posts including Middle and Senior Leadership.

Currently 50% of Senior Leaders are women and 50% of Middle Leaders heading a team are women yet 67% of teaching staff are women and 75% of support staff are women. 93% of Seconds are women compared to 50% of Heads of section. 16% of the Middle Leaders are on part time roles (all women) compared to 22% of all staff

Why we have chosen this objective: We are aware that there is the potential for imbalance in the numbers of women desiring, feeling able to and applying for promoted posts.

To achieve this objective we plan to: Review our CPD and talent spotting processes to ensure that all staff are encouraged to consider future routes and possibilities. To ensure that all posts are reviewed to consider implications and any barriers to part time applicants. To provide a comprehensive return to work induction after any period of leave.

- Progress we are making towards this objective: 50% of our Leadership Team are female with a female Head in post since conversion to Academy status in Sept 2016 and an Assistant Head on 0.8 contract.

## **9. Monitoring arrangements**

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by HR, Staffing & Outreach Committee at least every 4 years.

This document will be approved by David Ashton.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- Pupil Premium Strategy
- Relationship and Sex Education policy