

Equality Policy and Objectives

1. Aims

The Kenton Schools Academy 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
- 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 policy also complies with the Trust's Funding Agreement and articles of association.

3. Roles and responsibilities

The Trust Board and Local Governing Body (LGB) will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust's schools, including to staff, students 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

Trust schools must ensure that there is an Equality Link Governor, who will:

- Meet with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full LGB regarding any issues

The Principal will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors
- Appoint a member of the school's Senior Leadership Team as the designated member of staff in relation to equality.

The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives among staff and students
- 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 school staff are expected to have regard to this policy and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, 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.

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.

5. Advancing equality of opportunity

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 who are connected to a particular characteristic they have (e.g. students with disabilities, gay students 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 students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school's clubs and societies)

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

- Publish attainment data each academic year showing how students 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 racist, homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

6. Fostering good relations

Trust schools aim to:

- Promote 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, students will be introduced to literature from a range of cultures.
- Foster good relations between groups and individuals through the non-use of discriminatory language in the teaching of the curriculum and in all other aspects of the schools' work.
- Use assemblies as a forum in addressing relevant issues, encouraging students and/or inviting external speakers to contribute.
- Work 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 promote positive relations between different groups of students within the school. For example, a school council which has representatives from different year groups and is made up of students from a range of backgrounds and through encouragement to participate in the full range of the school's activities.
- Work with parents and carers to promote knowledge and understanding of different cultures.
- Foster links with people and groups who have specialist knowledge about particular characteristics, helping to inform and develop the school's and the Trust's approach.

7. Equality considerations in decision-making

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 students with disabilities
- Caters for boys, girls and those who are transgender or gender neutral

8. Equality objectives

Objective 1

Review our risk assessments and reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

We have chosen this objective in order to ensure trust and school risk assessments are up to date and take into account any additional issues caused by the covid-19 pandemic. We will work with staff to consider any reasonable adjustments required. We will monitor and report to the F& GP committee on an annual basis, numbers of staff with disabilities and % of adjustments requested that have been implemented.

Objective 2

Train all members of staff, trustees and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

We have chosen this objective as we are committed to ensuring our workforce have not only a good understanding of legal requirements in relation to equalities and diversity, but good practice and an awareness of the issues affecting our workforce and wider community.

We will look to ensure that this training remains part of our induction and deliver annual refreshers to all staff, governors and trustees.

Objective 3

Continue to guarantee a place on the short-list for all applicants who have identified that they meet the definition of a disability under the Equality Act 2010 where they have evidenced they meet all the essential criteria for the post.

We have chosen this objective as we are committed to ensuring that our workforce is representative of the wider community and that disability is not a barrier to employment within our trust. We will work with shortlisted candidates to identify any reasonable adjustments required and offer them where possible.

We will report to the F & GP committee in relation to the number of disabled applicants in line with Objective 1 above.

Objective 4

We will continue to conduct risk assessments on all staff who are at increased risk of susceptibility to covid-19 for reasons linked to health, ethnicity or age, both when appointed to a post within the trust as part of induction support, then on an ongoing basis either once a term, or when DfE/NHS guidance in relation to these groups of staff changes.

We have chosen this objective to ensure that we make reasonable adjustments as far as possible to reduce risks to these groups of staff.

Objective 5

Meet with the Student Council at least once per term to discuss issues around equality and specifically to ensure students have the necessary support and know who to see to address concerns around issues to do specifically with:

- *Race and all forms of racial discrimination*
- *Gender equality*
- *Gender identity and associated issues*
- *Issues around LGBTQ*
- *All other issues which can lead to students feeling marginalised*

We have chosen this objective to ensure that there is a regular forum to obtain and act on the views of our students. We will monitor these actions through student voice each term to ensure the concerns are acted upon. Students will be directed to their form tutors initially to raise concerns if they feel these issues are not being addressed following the raising of the issues with Student Council representatives.

9. Monitoring arrangements

The trust board and local governing body will update the equality information we publish, at least every year.

This document will be reviewed by the local governing body at least every 4 years.

This document will be approved by the local governing body and F & GP committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Code of Practice on Recruitment and Selection

Last reviewed on:	23 February 2021
Agreed by F&GP	6 May 2021
Next review due by:	23 February 2025