

Holy Trinity CE Primary Academy & Nursery



Equality information and objectives

2023-2024

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Approved By:

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Chris Harris - Chair of Local Academy Committee *Chris Harris* Date: 16th February 2024

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1. Aims

Our academy 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 LAC (Local Academy Committee) 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 Executive Principal
- Meet with the designated member of staff for equality every term, 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 LAC regarding any issues

The Executive Principal 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 academy 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 LAC 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.

The academy monitors equality issues as part of its processes to ensure that none impact unfavourably on a protected characteristic group.

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, 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 clubs)

In fulfilling this aspect of the duty, the 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 our own pupils

6. Fostering good relations

The school 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 (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, in art children will study artists from a range of cultural backgrounds
- › Holding assemblies and using circle time for dealing with relevant issues. Pupils also have a weekly focused lesson using the "Picture News" materials.

- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising visits 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 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 academy's activities, such as sports clubs. Data from attendance at these clubs is analysed to ensure pupils from a range of backgrounds attend and action taken if necessary to promote greater attendance. We also work with parents to promote knowledge and understanding of different cultures through special days and events celebrating the different cultures represented in the academy and community.
- › 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 a school 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 now 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 at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To improve progress and attainment of boys in EYFS particularly in communication and language to support higher attainment in the specific areas

Why we have chosen this objective: Currently there is a gap in attainment by the end of EYFS between Girls and boys. This is particularly large in communication and language (81.8% Girls attained expected against 54.5% of boys in this Prime area). Low attainment in this area impacts on attainment in the specific areas of literacy and maths in particular and can impact on pupils' ability to access all areas of the curriculum if not addressed.

To achieve this objective we plan to:

- Provide a curriculum that focusses on language development.
- Ensure the environment in EYFS supports language and communication. As part of this we will ensure staff understand how to provide high quality interactions with pupils that support their language development.
- Screen pupils in EYFS for potential communication and language difficulties or gaps and provide focused interventions for identified pupils ("Talk boost" programme).
- Ensure EAL pupils' stage of language development is identified promptly, tracked accurately and that whole class, group and individual support is in place to enable progress for these pupils.

Progress we are making towards this objective:

Objective 2

Provide training for staff in how to provide a learning environment that supports pupils and staff with a range of protected characteristics

Why we have chosen this objective: Within our academy population we have an average of 30% EAL pupils and around 20% from non-white British backgrounds. The academy has children from a range of faiths including Christian, Muslim and Hindu. Statistical research suggest we will also have pupils who are exploring their assigned gender. Amongst our staff we have a wide range of ages, staff who are members of the LGBT+ community, staff who are Non-White British and staff who are EAL. It is important that we provide good role models for pupils of a welcoming community and ensure that all stakeholders feel comfortable within the school environment. We have very few racist incidents and on the whole pupils, staff and parents demonstrate tolerance and respect for the range of faiths and cultural backgrounds within the community but we are aware of some groups that are less well supported and may not feel so comfortable or welcome.

To achieve this objective we plan to:

Provide initial whole staff training in legal duties related to the Equality Act and preventing discrimination academic year 2022-2023.

From 2023-24 onward to ensure that training related to our duty under the equality act forms part of induction for new staff.

Identify a designated lead for Equality and Diversity within the academy by end of academic year 2023-24

Identify a link LAC member for Equality and Diversity who will liaise with the lead teacher and be a champion for this aspect of the academy's work (to be completed in the academic year 2024-2025)

Train or provide refresher training for the lead teacher for equality and diversity in areas that will support their role and enable them to provide professional development for staff and be confident to identify opportunities to improve our work in this area and be an advocate for this aspect of the academy over 2022-2025

Progress we are making towards this objective:

Objective 3

Ensure that all activities and changes to policies and procedures are scrutinized for unintended consequences and in particular do not disadvantage any groups with protected characteristics

Why we have chosen this objective:

Currently there is not a consistent process in place ensuring that impact assessments are always used when reviewing policies and procedures. This opens the academy up to the possibility that they may unintentionally make changes that are detrimental to a group that holds a protected characteristic.

To achieve this objective we plan to:

Ensure we have a standard template for assessing impact from the start of the Autumn term 2023

Training staff in the assessing of impact over the academic year 2023-2024

Including in the Staff handbook and subject leader handbook a reminder to assess impact when reviewing and making changes and when planning activities from Autumn 2023 onwards

Train LAC to monitor for impact when ratifying, agreeing and discussing policies or setting strategic vision – starting in Autumn 2023

Progress we are making towards this objective:

Objective 4

Train all members of staff 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.

Why we have chosen this objective: Currently staff who are involved in recruitment do not have this knowledge as a whole and have not received this training. The academy wishes to ensure that its recruitment processes do not discriminate against any group with protected characteristics and would like in the longer term to increase the representation of groups with protected characteristics within the academy.

To achieve this objective we plan to:

- Find an appropriate trainer and course for staff during the academic year 2022-2023
- Follow up with refreshers bi-annually for recruitment staff and include this as part of induction for LAC members, SLT and business staff.

Progress we are making towards this objective:

9. Monitoring arrangements

The Executive principal will update the equality information we publish at least every year.

This document will be reviewed by the LAC committee at least every 4 years.

This document will be approved by the LAC committee

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- EVC policy
- Subject policies and planning
- Supporting pupils with medical needs
- SEND policy