



Equal Opportunities Policy Information and Objectives

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Information and Objectives

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• Aims

Our Trust aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our Trust aims to promote respect for difference and diversity in accordance with our values;

Ambitious- always have high expectations and aspirations for everyone; learning from the best and having an optimistic outlook

Empowering- believing and investing in our people; developing talent and potential; celebrating diversity and individuality; working collaboratively and celebrating achievement

Ethical- doing what is right and challenging what is wrong; showing kindness and compassion; promoting wellbeing and sustainability

- **Legislation and guidance**

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the PSED 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 PSED and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

- **Roles and responsibilities**

The Board of Directors

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, including to staff, pupils and parents/guardians
- 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 Trust ELT, SLT and headteachers

The Headteacher

The Headteacher will, for their school:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All staff across the Trust

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

- **Eliminating discrimination**

The Trust 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually. This is via our online learning platform.

Directors, governors and staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings and Trust newsletter.

- **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
- 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

- **Publishing information about pupils**

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

- Collect 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
- Collect further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Relevant information about each school will be published on their individual websites.

- **Publishing information about staff**

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a Trust, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation)

and part-time work)

- Gender pay-gap reporting and other pay equality issues
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

- **Fostering good relations**

The Trust 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, philosophy 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

- **Equality considerations in decision-making**

The Trust ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

In all of our schools, we will always consider 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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils irrespective of their gender
- Cuts across any religious holidays

- **Equality objectives**

Objective 1: Trust objective- *Undertake an analysis of recruitment data and trends with regard to race, gender and disability.*

Why we have chosen this objective:

So that we can identify any significant differences between particular characteristics and the various roles that groups have applied for during the academic year.

To achieve this objective, we plan to:

Collate and analyse the data that we hold in our information management system and report on our findings.

Progress we are making towards this objective:

Ensuring that all data that pertains to the protected characteristics throughout the recruitment process is accessible and securely stored.

Objective 2: Trust objective- *Train all members of staff and governors and Directors 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:

To ensure that our recruitment panels hold the appropriate knowledge and skills to support the recruitment process. Our Trust aims to ensure that no job applicant suffers discrimination because of any of the protected characteristics and that individuals are treated on the basis of their relevant skills and abilities.

To achieve this objective, we plan to:

Provide and undertake equality and diversity training either on the Trust's online learning platform or through face-to-face training.

Progress we are making towards this objective:

At least one member of any shortlisting and interview panel has undertaken equality and diversity training.

Objective 3: School specific objective

This year we are focusing on our school specific objective – Each curriculum subject or area is planned to maximise opportunities to represent diversity, challenge stereotypes, raise aspirations, promote spiritual, moral, social and cultural development and foster good relations.

Why we have chosen this objective:

To ensure children's curriculum experience is strategically broadened and diversity regularly celebrated (or normalised). So that all children see themselves/their heritage reflected positively and to confirm our curriculum's unconscious bias is challenged.

To achieve this objective, we plan to:

Review Reading Spine across the school to ensure diversity is reflected positively and key people of study throughout topic learning reflects diversity.

Highlight and mark national events such as Black History Month, LGBT history month, religious celebrations, Windrush.

Support and become part of Black Voices Cornwall to develop the curriculum across Cornwall.

Maintain teaching of Children's Rights as detailed in the United Nations Convention on the Rights of the Child.

PSHE curriculum to be continually reviewed and ensure all are reflected in our teaching.

We will update below throughout the year with celebrations of our achievements towards this.

• **Monitoring arrangements**

The Board of Directors have delegated the updating of the equality information we publish, such as the gender pay gap analysis, at least every year, to the Executive and Senior Leadership Teams.

The Board of Directors have delegated the updating of the equality objectives, at least every 4 years, to the Executive and Senior Leadership Teams.

• **Links with other policies**

This document links to the following policies:

- Equality and Diversity- Employee policy
- Accessibility plan
- Safer recruitment