



## Oak Trees Multi Academy Trust

### Equality Policy (2019 – 2023)

This policy covers the 9 groups of people having protected characteristics – disability, gender, race, religion/belief, sexual orientation, gender reassignment, age, pregnancy & maternity.

**Issue Status: -**

Date	Issue	Comment	By
	A	Original document	TL

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This policy sets out our approach to equality for Oak Trees Multi Academy Trust.  
Section 8 sets out the equality objectives for the Trust.

## 1. Aims

Our 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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), 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](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

### 3.1 The board of trustees

The board of trustees will:

Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to staff, pupils and parents, and that they are reviewed and updated at least once every 4 years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteachers and local governing bodies

### **3.2 The headteacher**

The headteacher of each school 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

### **3.3 The designated member of staff for equality**

The designated member of staff for equality will, for their school:

Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

Report to the local governing body every year to raise and discuss any issues

Support the headteacher in identifying any staff training needs, and deliver training as necessary

### **3.4 All staff across the trust**

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

## **4. 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/other prohibited conduct.

Trustees, local governors and all staff 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 induction, and all staff receive refresher training every 3 years.

Each school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and local governors aware of these as appropriate.

## **5. 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 by 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 school societies)

### **5.1 Publishing information about pupils**

In fulfilling this aspect of the duty the trust will, for every school:

Analyse data to determine strengths and areas for improvement, implement actions in response and may publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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

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

## 5.2 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 analyse information to show:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Recruitment and retention rates for staff with different protected characteristics
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

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

## 6. 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 ensuring that the schools are:

- Promoting 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, 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
- Making sure pupils work with their local community. This includes each school 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 each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures
- Schools develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

## 7. Equality considerations in decision-making

The trust ensures it has due regard to equality considerations whenever significant decisions are made.

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:

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

The schools keep a written record (known as an Equality Impact Assessment) to show when, from time to time, they have actively considered their equality duties and asked themselves 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 if applicable.

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish on the Trust website and promote the Equality Policy through the Governors/Trustees and staff meetings.	Via parent, staff and children surveys. School Council meetings. Staff and Governors meetings. Information sent to parents.	CEO/ Headteacher/ Trustees	Ongoing	Staff apply the principles of the Equality Policy and use them when planning lessons, creating class room displays.  Parents are aware of the Equality Policy.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	CEO/ Headteacher/ Trustees	Annually in September / October	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Curriculum leaders/Class teachers / Lead teacher in assemblies	Ongoing	Increase in participation and confidence of targeted groups.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE & RE.	Curriculum leaders/Class based staff / Headteacher / Governing Body	Ongoing	More diversity reflected in school displays across all year groups in all academies.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election), class assemblies, fund raising etc.	School Council representation monitored by race, gender, disability. Records of activities/events	Member of staff leading on School Council	Ongoing	More diversity in School Council membership.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Policy. Report the figures to the Governing body / Trust Board/CEO on a termly basis.	The CEO/Trust Board will use the data to assess the impact of the school's response to incidents	CEO /Headteacher / Trust Board	Reporting termly to Board	Teaching staff are aware of and respond to racist incidents.

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>
Gender Equality Duty	Encourage boys and girls to take up extra-curricular activities.	Monitoring of the gender attendance at clubs by each academy.	PE Subject Leaders	Ongoing	Balance of girls and boys attending clubs.
Community Cohesion	Celebrate the cultural diversity within our school, in terms of race, gender and disability, through a display in the main corridor. Promote role models and heroes that all children can positively identify with.	Raised children's awareness about other cultures and successful people within them.	Curriculum leaders / RE co-ordinator	From September 2020	Increased participation and confidence. All children feeling valued and proud.
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and cultures e.g. arts week, whole school RE assembly	RE activities in class. Annual whole school assembly to celebrate the main world religions. Arts weeks	RE, Music and Art Subject Leaders	Ongoing	Increased awareness of different communities shown in RE lessons and assemblies.