

# **The Yare Education Trust**

## **Equality Information and Objectives**

### **(public sector equality duty)**

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**THE  
YARE EDUCATION  
TRUST**

## Equality Information and Objectives (public sector equality duty)

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## **1. Definitions**

“Headteacher” means the Headteacher of a school within The Yare Education Trust. This also refers to any other title used to identify the Headteacher, or other senior leader delegated to deal with the matter by the Headteacher. This includes the Chief Executive Officer for centrally employed staff.

## **2. 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.

## **3. 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.

## **4. Roles and Responsibilities**

The Trust will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, including to schools, staff, pupils/students and parents/carers, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the identified objectives to the Headteachers of the Trust’s schools.

The Headteachers will:

- Promote knowledge and understanding of the equality objectives amongst staff, parents/carers and pupils/students.

- Monitor success in achieving the objectives and report back to Local Governing Boards and the Chief Executive Officer.

The Chief Executive Officer will:

- Support the Headteachers in promoting knowledge and understanding of the equality objectives amongst staff and pupils/students.
- Report back to the Trust Board regarding any issues.

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

## **5. Eliminating Discrimination**

The schools in the Trust are made aware of their obligations under the Equality Act 2010 and that they comply with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Schools are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

Schools are required to ensure new staff receive training on the Equality Act as part of their induction. All staff will receive refresher training when schools determine this is appropriate.

Schools should regularly liaise with the Chief Executive Officer regarding any issues as appropriate.

## **6. Advancing Equality of Opportunity**

As set out in the DfE guidance on the Equality Act, the Trust's schools aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils/students with disabilities, or gay pupils/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 pupils/students to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils/students to be involved in the full range of school societies).

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

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

## **7. Fostering Good Relations**

The Trust's schools aim 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/students will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils/Students 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/students within the school. All pupils/students are encouraged to participate in the school's activities, such as sports clubs.

## **8. Equality Considerations in Decision-Making**

The Trust's schools ensure they have due regard to equality considerations whenever significant decisions are made.

Schools always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the schools consider whether the trip:

- cuts across any religious holidays;
- is accessible to pupils/students with disabilities;
- has equivalent facilities for boys and girls.

The schools keep written records (known as an Equality Impact Assessment) to show how they have actively considered equality duties and asked relevant questions.

## **9. Equality Objectives**

Each Trust school will determine the most appropriate objectives for itself on an annual basis. These suggested objectives will guide each schools' practice.

**Objective 1:** Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Staffing Committees of the Local Governing Boards.

**Objective 2:** Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

**Objective 3:** Ensure refresher training is available for 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.

## **10. Monitoring Arrangements**

The Trust's schools will update the equality information published at least every year so that their objectives are relevant to their own schools.

This document will be reviewed by the Trust Board at least every four years.

## **11. Links with Other Policies**

The Trust will ensure all policies will take due and appropriate regard to its obligations under the public sector equality duty.