

# North Norfolk Academy Trust

## Equality Information and Objectives Policy



North  
Norfolk  
**Academy  
Trust**



*Preparation for life's journey*

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Owner: Dr A Richardson

Lead: Dr A Richardson

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## 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 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 Trustees will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents/carers;
- › 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 Headteacher/ Head of School.

There is an equality link Governor at each school. They will:

- › Meet with the Headteacher/ Head of School/designated senior leader every term, and any 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 Trustees regarding any issues

The Headteacher/ Head of School will:

- › Promote knowledge and understanding of the equality objectives amongst staff and students;
- › Monitor success in achieving the objectives and report back to governors/Trustees.

The designated member of staff for equality (if not the Headteacher/ Head of School) in each school will:

- › Support the headteacher/Head of School in promoting knowledge and understanding of the equality objectives amongst staff and students;
- › Support the headteacher/Head of School in identifying any staff training needs, and be involved in the delivery of training as necessary.

All Trust 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 schools are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.

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

Staff, governors and Trustees are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it should be recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

Each school has an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors/Trustees aware of these as appropriate.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the 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. students with disabilities, or 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 societies.)

In fulfilling this aspect of the duty, the schools 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 homophobic or transphobic bullying.)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect their own students.

## 6. Fostering good relations

The 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 curricula. This includes teaching in RE, Philosophy and Ethics, 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.
- Holding assemblies dealing with relevant issues. Students may take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local communities. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local communities.
- Encouraging and implementing initiatives to deal with relationships between different groups of students within the schools, for example, school council. All students are encouraged to participate in the schools'

activities, such as sports clubs. Schools also work with parents/ carers to promote knowledge and understanding of different cultures.

- Schools have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our Trust approach.

## **7. Equality considerations in decision-making**

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

The 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 students with disabilities;
- Has equivalent facilities for boys and girls.

The schools keep a written record (known as an Equality Impact Assessment) to show they 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 organizing the activity and is stored electronically with the completed risk assessment.

## **8. Equality objectives**

### **Objective 1**

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.

Why we have chosen this objective: To ensure staff well-being.

To achieve this objective we plan to: Ensure Headteachers/ Heads of School have recorded meetings with relevant staff.

### **Objective 2**

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: To ensure equality in appointments/ recruitment.

To achieve this objective we plan to: Look towards satisfying the 2 ticks benchmarks.

## **9. Monitoring arrangements**

The CEO will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by Trustees at least every 4 years.

This document will be approved by Trustees.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessments