



EMPOWER
LEARNING ACADEMY TRUST

Equality Information and Objectives

Agreed by C.E.O.: October 2018

Next Review Date: October 2022

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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 Trust Board will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout its academies, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years;

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principals.

The CEO will:

Meet with the Principals 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 Trust board regarding any issues.

The Principals will:

Promote knowledge and understanding of the equality objectives amongst his/her staff and pupils;

Monitor success in achieving the objectives and report back to the Local Governance Committee (LGC).

All 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 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.

Staff and governors 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 their induction, and all staff receive refresher training every at least annually. This will be reported to Trustees annually when the objectives are reviewed.

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 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 transgender pupils to transition in a supportive environment);

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).

In fulfilling this aspect of the duty, the Trust's academies 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 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, 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 external speakers will be invited to contribute

Working with our local community. This includes inviting leaders of local faith groups and groups which represent people with protected characteristics 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 councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs with attendance monitored for inclusivity. We also work with parents to promote knowledge and understanding of different cultures

Links have been developed with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. Expertise is shared across the Trust.

7. Equality considerations in decision-making

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

Its academies must 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 boys, girls, transgender and gender neutral students

The Trust and its academies keep written records (known as an Equality Impact Assessment) to show equality duties have been actively considered and relevant questions have been asked. This is recorded in the minutes of the relevant decision making meetings.

8. Equality objectives

1. Develop attendance of all sub-groups of students, working towards at least the level of the national average for those outside of the sub-groups.
2. Repeat above for exclusions.
3. Repeat above for examination performance.
4. Reduce the number of students receiving fixed term exclusions by occasion.
5. Minimise incidents of bullying based upon prejudice and ensure that education is a key component of rehabilitation of perpetrators.
6. Ensure that Empower Learning Academy Trust remains an equal opportunity employer.

9. Monitoring arrangements

The CEO and Principals will update the equality information we publish, at least every year.

This document will be reviewed by the Trust board at least every 4 years.

This document will be approved by the CEO.

10. Links with other policies

This document links to the following policies:

- Academy Accessibility plans;
- Risk assessments.