



Equality Information and Objectives Policy

Frequency of Review: Objectives set every four years
Policy Review - annually

Committees: Standards Committee and Personnel Committee

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Statement of intent

CSAT recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Human Rights Act 1998
 - Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - Public Sector Equality Duty (PSED)
 - General Data Protection Regulation (GDPR)
- 1.2. This policy also has due regard for non-statutory guidance, including the following:

DfE (2014) 'The Equality Act 2010 and schools'
- 1.3. This policy operates in conjunction with the following School-level policies:
 - Admissions Policy
 - Complaints Procedures Policy
 - Equal Opportunities Policy
- 1.4. The Equality Act 2010 provides a modern, single legal framework with three broad duties:
 - Eliminate discrimination
 - Advance equality of opportunity
 - Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.
- 1.5. CSAT fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.
- 1.6. Protected characteristics, under the Act, are as follows:
 - Age
 - Disability
 - Race, colour, nationality or ethnicity
 - Sex
 - Gender reassignment
 - Maternity and pregnancy
 - Religion and belief
 - Sexual orientation
 - Marriage and civil partnership
- 1.7. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:
 - In relation to admissions.
 - In the way it provides education for students.
 - In the way it provides students access to any benefit, facility or service.

- By excluding a student or subjecting them to any other detriment.
- 1.8. The responsible body for the schools is the Central Shropshire Academy Trust.
 - 1.9. The trust's liability not to discriminate, harass or victimise does not end when a student has left the school, but will apply to subsequent actions connected to the previous relationship between school and student, such as the provision of references on former students or access to "old students" communications and activities
 - 1.10. CSAT and its schools will promote equality of opportunity for all staff and job applicants.

2. Principles and aims

- 2.1. We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.
- 2.2. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- 2.3. CSAT and its schools will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- 2.4. CSAT and its schools will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- 2.5. CSAT and its schools will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.
- 2.6. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth
- 2.7. CSAT and its schools will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.
- 2.8. CSAT and its schools are opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 2.9. CSAT and its schools will ensure that all staff comply with the appropriate equality legislation and regulations.
- 2.10. The CSAT schools' admissions policies will not discriminate against any protected characteristic in any way.
- 2.11. CSAT and its schools will:
 - Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the Local Governing Body and Trust.
 - Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.

- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for students with additional needs, maintaining a good level of awareness of issues surrounding equality.

3. Roles and responsibilities

3.1. CSAT Will

- Ensure that each LGB complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the trust's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

3.2. Each Local Governing Body will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.

- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

3.3. The Executive Principal will

- Implement this policy and its procedures.
- Ensure that the policy is reviewed each year in consultation with the Local Governing Bodies and Headteachers
- Provide regular reports and information to CSAT about the implementation of this policy.

3.4. The Headteachers will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

3.5. Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor students' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

3.6. Students will:

- Not discriminate or harass any other student or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to any appropriate member of staff.

- Abide by all the school's equality and diversity policies, procedures and codes.
- 3.7. CSAT and each school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

4. Equality objectives April 2020

4.1. CSAT Staff objective

CSAT aims to reduce the Gender Pay Gap by half for teaching staff and for support staff By March 2024

4.2. Belvidere School

The school is committed to promoting the welfare and equality of all its staff, students and other members of the school community. To achieve this, the school has established the following objectives:

- Monitor changes to the curriculum to ensure they result in good outcomes for students in all vulnerable groups, and to review the curriculum considering new performance measures
- Offer appropriate qualifications in English for students in all vulnerable groups
- Implement effective strategies to support students in all vulnerable groups following linear exam courses
- Improve the quality of support for students in all vulnerable groups in the classroom
- Continue to explore the use of new technologies to support students in all vulnerable groups in accessing their learning.

4.3. Mary Webb School and Science College

The school is committed to promoting the welfare and equality of all its staff, students and other members of the school community. To achieve this the School has established the following objectives

- Policies will reference LGBT+ inclusion, prejudice based bullying and explicitly reference homophobic, bi-phobic and transphobic (HBT) language
- Our policies will reference support for young trans and non binary people
- Staff, students and parents/carers will be aware of the relevant policies on HBT and their expectations
- Staff will enforce the school policy on HBT bullying effectively
- The gap between the achievement of girls and boys will be narrowed

4.4. Meole Brace School

- The achievement of boys will increase so that boys at Meole Brace obtain a Progress 8 score that is at least in line with the figure for boys nationally
- The school will aim to narrow the gap in Progress 8 between disadvantaged and non-disadvantaged students so that non-disadvantaged students

5. Collecting and using information

5.1. CSAT Schools will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.

- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
 - Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.
- 5.2. CSAT will build a staff equality profile to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:
- Recruitment and promotion
 - Numbers of part-time and full-time staff
 - Pay and remuneration
 - Training
 - Return to work of women on maternity leave
 - Return to work of disabled employees following sick leave relating to their disabilities
 - Appraisals
 - Grievances (including about harassment)
 - Disciplinary action (including for harassment)
 - Dismissals and other reasons for leaving
- 5.3. The Trust will use the information they obtain to analyse any gaps present in their equality documentary, including the Equal Opportunities Policy.
- 5.4. Any personal data the school collects will be processed in accordance with the Data Protection Policy.

6. Publishing information

- 6.1. The Trust and its schools will publish information to demonstrate its compliance with the Act.
- 6.2. The Trust will publish information relating to persons within the school community who share relevant protected characteristics, these will include:
- The school's employees
 - Other persons affected by the Trust's policies and procedures
- 6.3. The Trust will not provide this information if:
- The employee is employed under contract personally to do work.
 - The employer does not have, and it is not reasonably practicable for the employer to obtain the data.
- 6.4. The Trust will publish findings in their annual report.
- 6.5. The Trust will publish the following information annually with regard to the gender pay gap:
- The difference between the mean hourly rate of pay of male and female full-pay relevant employees
 - The difference between the median hourly rate of pay of male and female full-pay relevant employees
 - The difference between the mean bonus pay paid to male and female employees
 - The difference between the median bonus pay paid to male and female employees

- The proportions of male and female relevant employees who were paid bonus pay
 - The proportions of male and female full-pay relevant employees in lower, lower middle, upper middle, and upper quartile pay bands
- 6.6. The information stipulated in 6.5 will be published on the school website for three years, commencing on the publication date, in a manner that is accessible to all.

7. Promoting equality

- 7.1. In order to meet our objectives, the schools have identified the following priorities:
- The schools will provide auxiliary aids that are directly related to disabled student's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.
 - Staff will ensure that all students are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
 - The schools will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
 - There will be differential schemes of work designed to meet the abilities and learning styles of all students.
 - There will be a clearly defined system stipulated in the Behaviour Policies, which will be consistently enforced.
 - The schools will ensure access for disabled children and young people to the school curriculum and will take necessary steps to meet students' needs by using a variety of approaches and planning reasonable adjustments for disabled students, enabling them to take as full a part as possible in the activities of the school.
 - The schools will ensure there is adequate access to the physical environment of the school.
 - The schools will seek the views of advisory staff, outside agencies and local schools.
 - Throughout the year, the schools will plan ongoing events to raise awareness of equality and diversity.
- 7.2. The schools will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.
- 7.3. Equality objectives will be published at least every four years commencing on the date of the last publication.
- 7.4. Bullying and prejudice will be carefully monitored and dealt with accordingly.
- 7.5. Annual training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Addressing prejudice-related incidents

- 8.1. CSAT schools are opposed to all forms of prejudice and we recognise that students and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

- 8.2. The Trust and schools will ensure that students and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.
- 8.3. If incidents continue to occur, the Trust and/or schools will address them immediately and report them to the LA.

9. Appeal process

- 9.1. Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.
- 9.2. The school will adhere to the Grievance Procedure or the Complaints Procedures when following the grievance procedure.

10. Curriculum

- 10.1. All students will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.
- 10.2. When planning the curriculum, CSAT schools will take every opportunity to promote and advance equality.
- 10.3. When teaching the curriculum, CSAT schools will promote equality and will not subject individuals to discrimination.
- 10.4. Each CSAT school will develop an appropriate curriculum for all students in all vulnerable groups.
- 10.5. CSAT schools will ensure PSHE lessons are designed for students to develop their knowledge of the world and the importance of equality.

11. Monitoring and review

- 11.1. The Executive Principal will review this policy annually, to ensure that all procedures are up-to-date.
- 11.2. The policy will be monitored and evaluated by the Executive Principal and CSAT in the following ways:
 - Individual attainment data
 - Equal opportunities recruitment data
 - Equality impact assessments
 - Ofsted inspection judgements on equality and diversity
 - Incident records related to harassment and bullying
- 11.3. Any changes made to this policy will be communicated to all members of staff.