



Equality Information and Objectives

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Approved by:	LGB	TBC
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1. Aims

Our Trust aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

The Equality Act has nine protected characteristics. It is against the law to discriminate against someone because of a protected characteristic. These are:

- age
- race
- disability
- religion or belief
- gender reassignment
- sex
- marriage and civil partnership
- sexual orientation
- pregnancy and maternity

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. It 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 the constituent academies, including to staff, children and parents
- 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 Principal.

Mrs Clarke, Principal will have overview and responsibility for equality within Pilgrim Academy.

The designated member of staff for equality will:

- Work with senior leaders in promoting knowledge and understanding of the equality objectives among staff and children
- Meet with the equality link governor once every term to raise and discuss any issues
- Work with senior leaders in identifying any staff training needs, and deliver training as necessary

All Trust and academy 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, trustees 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. Additionally, Academy Policies have reference to the Equality Act 2010, which are regularly shared with all staff at Pilgrim Academy.

New staff, as part of their induction receive safeguarding, low level concerns and whistleblowing training, all of which give reference to the Equality Act 2010, and all staff receive refresher training every September as part of our Safeguarding update and KCSIE training.

Each academy has a designated member of staff for monitoring equality issues. They regularly liaise with senior leaders and the principal regarding Equality information and the academy objectives outlined in **section 8**.

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 that are connected to a particular characteristic they have (e.g. the introduction of a gender neutral toilet)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim children to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children to be involved in the full range of school societies, including those who may be disadvantaged)

- Fostering an equal opportunities approach to staff recruitment by ensuring information about the protected characteristics of applicants are not shared. Assistance is offered and provided to those with disabilities to enable them to attend interviews and, where staff are recruited, reasonable adjustments are made to facilitate equality and success.

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

- Publish attainment data each academic year showing how children 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 children

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, children will be introduced to literature from a range of cultures
- Holding assemblies which utilise up to date educational resources, dealing with relevant/current issues. Children will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute e.g., the police, Compass Go and local and national charities.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of children within the school. For example, our school council has representatives from different year groups and is formed of children from a range of backgrounds. All children are encouraged to participate in the academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The Trust and constituent academies ensure due regard to equality considerations whenever significant decisions are made.

Each academy always considers the impact of significant decisions on particular groups. For example, when a trip or activity is being planned, the academy considers whether the trip:

- Is in conflict with any religious holidays
- Is accessible to children with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives (Academy)

Objective	Rationale	Actions
To increase awareness and understanding of equality and diversity through training (for staff, Local Boards and Trustees)	Expert governance is one of the cornerstones of a strong Trust. School staff need to refresh their knowledge and understanding each year, alongside those working in governance	Source and deliver bespoke training every two years so that governance and staffing at all levels can support, challenge and respond to all matters
To promote cultural knowledge, development and understanding through curricular and co-curricular experiences and opportunities	Schools in North East Lincolnshire are not as culturally diverse as other areas of the country. Student knowledge and understanding needs to be actively cultivated and developed.	Scrutinise curriculum intent to ensure that cultural diversity is developed, with plans being amended as appropriate
		Review the academy's wider curriculum and enrichment programme, such as assemblies and awareness days ensuring that they promote understanding
		Review the SMSC policy identifying learning opportunities
To eradicate prejudice and increase the understanding and practice of equality through culture, ethos, teaching and the work of pupil groups	Equality needs to permeate the life, policies and practice of the academy and this has to be revisited and formalised	Review Behaviour Policies to capture practice and identify gaps
		Develop whole-school practice, working towards the Inclusion Quality Mark (all schools) in the future.
		Establish (or extend the remit of) pupil groups to provide feedback on the effectiveness of Approaches.

To prioritise and tackle any prejudice-related bullying in relation to all the protected characteristics listed in the Equality Act 2010 (for staff and pupils)	Communities must always work on inclusivity, particularly in relation to protected characteristics and respond to any issues raised robustly.	Review behaviour processes and systems to impact on outcomes
		Use pupil groups to ensure that expectations are clear
		Ensure that the response to any incident is at the highest level
To narrow the gap in progress between specific groups of pupils	Historic outcomes indicate that there is some inequality between gender, SEN and vulnerable learners. we seek to eliminate these variations between groups of pupils.	Ensure equality of access for all pupils
		Review data and action in line with the Trust's framework for school improvement
		Exploit resources fully (particularly linked to CPD) to maximise outcomes and embed in school improvement plans

9. Monitoring arrangements

The representative governor, Principal and designated teacher will update the equality information we publish, in sections 4 to 7, at least every year.

This document will be reviewed by representative governor, Principal and designated teacher at least every 4 years.

This document will be approved by the governing board and board of Trustees

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Child Protection Policy
- Behaviour Policy
- SEND Policy