

Equality Information and Objectives Policy

Approval confirmed:

Designation	Name	Date	Signature
CEO:	Mrs Lyn Dance		
Chair of Trust Board:	Mrs Kerry Brimfield		

Monitoring and Evaluation	
Original implementation date:	February 2022
Review frequency:	4 years
Date of next Review:	February 2026
Review delegated to:	

Document Version control

Version	Changes made	Date
1.0	Initial set up of Trust-wide policy	February 2022

1. Introduction

- 1.1. This policy aims sets out the approach to equality and the equality objectives for SAND Academies Trust.

2. Aims

- 2.1. Our trust aims to meet its obligations under the public sector equality duty by having due regard to the need to:
 - 2.1.1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
 - 2.1.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - 2.1.3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- 2.2. The protected characteristics are:
 - 2.2.1. Age
 - 2.2.2. Disability
 - 2.2.3. Gender reassignment
 - 2.2.4. Marriage and civil partnership
 - 2.2.5. Pregnancy and maternity
 - 2.2.6. Race
 - 2.2.7. Religion or belief
 - 2.2.8. Sex
 - 2.2.9. Sexual orientation

3. Legislation and guidance

- 3.1. This document meets the requirements under the following legislation:
 - 3.1.1. [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
 - 3.1.2. [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
- 3.2. This document is also based on the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).
- 3.3. This document also complies with our funding agreement and Articles of Association.

4. Roles and responsibilities

4.1. The board of trustees

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- 4.1.1. Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to local governors, staff, pupils and parents and that it is reviewed and updated at least once every 4 years.
- 4.1.2. Delegate responsibility for monitoring the achievement of the objects on a daily basis to the headteacher and link local governor.

4.2. The Local Advisory Board

- 4.2.1. Receive regular updates from the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed.
- 4.2.2. Ensure they are familiar with all relevant legislation and the contents of this document.
- 4.2.3. Attend appropriate equality and diversity training.
- 4.2.4. Report back to the board of trustees regarding any issues.

4.3. The headteacher

- 4.3.1. Promote knowledge and understanding of the equality objectives amongst staff and pupils
- 4.3.2. Monitor success in achieving the objectives and report back to the Local Advisory Board.
- 4.3.3. Report to the Local Advisory Board on a regular basis to raise and discuss any issues.

4.4. All staff across the trust

- 4.4.1. All staff across the trust are expected to have regard to this document and to work to achieve the objectives as set out in appendix 1.

5. Eliminating discrimination

- 5.1. The trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- 5.2. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 5.3. Trustees, local governors and all staff 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.
- 5.4. The headteacher is responsible for monitoring equality issues and will make senior leaders and local governors aware of these as appropriate.

6. Advancing equality of opportunity

- 6.1. As set out in the DfE guidance on the Equality Act, SAND Academies Trust aims to advance equality of opportunity by:
 - 6.1.1. Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have (eg: pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

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- 6.1.2. Taking steps to meet the particular needs of people who have a particular characteristic (eg: enabling Muslim pupils to pray at prescribed times)
- 6.1.3. Encouraging people who have a particular characteristic to participate fully in any activities (eg: encouraging all pupils to be involved in the full range of school activities)

7. Publishing information about pupils

- 7.1. In fulfilling this aspect of the duty the trust will, for every school:
 - 7.1.1. Publish attainment data for each school each academic year showing how pupils with different characteristics are performing
 - 7.1.2. Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
 - 7.1.3. Make evidence available identifying improvements for specific groups (eg: declines in incidents of homophobic or transphobic bullying)
 - 7.1.4. Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils.
- 7.2. Relevant information about each school will be published on their individual websites.

8. Publishing information about staff

- 8.1. In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will publish information to show:
 - 8.1.1. The make-up of our workforce, with breakdowns of staff with protected characteristics
 - 8.1.2. Gender pay-gap reporting and other pay equality issues
 - 8.1.3. Recruitment and retention rates for staff with different protected characteristics
 - 8.1.4. Applications for flexible working and their outcomes for staff with different protected characteristics
 - 8.1.5. Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
 - 8.1.6. Grievances and disciplinary issues for staff with different protected characteristics
 - 8.1.7. Policies and programmes in place to address equality concerns from staff
 - 8.1.8. Information from staff surveys
- 8.2. We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

9. Fostering good relations

- 9.1. SAND Academies Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

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- 9.1.1. Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the 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.
- 9.1.2. Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- 9.1.3. Making sure pupils work with their local community. This includes each school inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- 9.1.4. Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example: 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 their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures.
- 9.1.5. Schools develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach.

10. Equality considerations in decision-making

- 10.1. SAND Academies Trust ensures it has due regard to equality considerations whenever significant decisions are made.
- 10.2. In all of our schools, we will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school will consider whether the trip:
 - 10.2.1. Cuts across any religious holiday
 - 10.2.2. Is accessible to pupils with disabilities
 - 10.2.3. Has equivalent facilities for all pupils irrespective of their gender.
- 10.3. The school keeps a written record (known as an Equality Impact Assessment) to show we 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 organising the activity and is stored with the risk assessment.

11. Equality Objectives

- 11.1. SAND Academies Trust equality objectives are outlined in appendix 1 along with the reasons why the objective has been chosen and how the trust intend to achieve the objective.

12. Monitoring arrangements

- 12.1. The board of trustees will update the equality information we publish at least every year.
- 12.2. This document will be reviewed by the board of trustees at least every 4 years.

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- 12.3. The equality objectives will be reviewed by the board of trustees and published at least once every 4 years.
- 12.4. The document will be approved by the board of trustees.

Appendix 1 – Equality objectives

- Undertake an analysis of recruitment data and trends with regard to race, gender and disability
- Put in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed
- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of next academic year.
- To ensure pupils have equality of opportunity
- To ensure staff and potential staff have equality of opportunity
- To ensure all curriculums are broad and balanced and provides opportunities for all pupils and promotes understanding between different groups of people, cultures and societies
- We will ensure that our systems for recruiting, retaining and managing staff (and potential applicants) support all those in groups protected by the Equalities Act.
- We will undertake equality assessments of all new and existing policies and procedures.
- Our behaviour for learning policies will outline how we will deal with students who use discriminatory homophobic or otherwise offensive language.
- We will maintain a rigorous anti-bullying stance so that all students and staff, including those with protected characteristics, are protected from harassment and discrimination of all kinds.
- Our curriculum will include an element of PHSE education that tackles stereotypes and challenges student's perceptions.
- We are committed to improving the attainment of vulnerable groups of students, including students with Special Educational Needs, students with disabilities and those entitled to Free School Meals so that the gap between their attainment and that of other students is narrowed.
- We will aim to raise aspirations among children and young people, their parents and communities and raise awareness of career and higher education opportunities, to challenge stereotypes.
- To ensure that our classrooms are diverse and inclusive to allow all children to succeed and flourish.
- To ensure pupils experience a curriculum which develops their understanding of diversity in a meaningful, positive way.
- Pupils understand the protected characteristics and know how to challenge harassment, discrimination and bullying in an appropriate way.