



Equality Information and Objectives

This is a Trust Statement– details specific to individual academies and their procedures are added by the academy in *Appendix 2*. (For a copy of the statement for a specific academy which includes *Appendix 2* – see the individual academy website).

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Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination	4
5. Advancing equality of opportunity	4
6. Fostering good relations	5
7. Equality considerations in decision-making	5
8. Equality objectives	6
9. Monitoring arrangements.....	6
10. Links with other policies.....	6
Appendix 1.....	7
Appendix 2.....	8
Appendix 3.....	10

1. Aims

Peterborough Diocese Education Trust (the 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 (for details of protected characteristics - see *Appendix 1*);
- 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/academies 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 Academy Governance Committee (AGC) for each academy will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents / carers;
- meet regularly with the headteacher or designated member of staff for equality 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.

The headteacher will:

- monitor the achievement of the objectives on a daily basis;
- promote knowledge and understanding of the equality objectives amongst staff and pupils;
- monitor success in achieving the objectives and report back to governors.

If an academy has a designated member of staff for equality, they will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- meet with the governors on a regular basis to raise and discuss any issues;
- support the headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives referred to in section 8 and set out in *Appendix 2*.

4. Eliminating discrimination

The Trust is committed to eliminating discrimination and 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.

How individual academies specifically work to eliminate discrimination is set out in *Appendix 2*.

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;
- 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 academy societies / clubs).

In fulfilling this aspect of the duty, each academy 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 their own pupils.

Any academy specific details as to how they will advance equality of opportunity can be found in *Appendix 2*.

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 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;
- holding collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worship and external speakers will also be invited to contribute;
- working with our local communities.

For academy specific details in relation to how they foster good relations – see *Appendix 2*.

7. Equality considerations in decision-making

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

For details of how individual academies consider the impact of significant decisions on particular groups – see *Appendix 2*.

8. Equality objectives

Individual academies Equality Objectives are set out in *Appendix 2*.

9. Monitoring arrangements

The headteacher will, in partnership with their AGC, update the equality information the academy publishes, described in sections 4-7 above and *Appendix 2*, at least every year.

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

The academy specific information in this document will be approved by the AGC and the Headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND

Appendix 1

The Protected Characteristics as set out in [The Equality Act 2010](#) are:

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

Appendix 2

Academy specific information

Name of academy: Pytchley Endowed C of E Primary School

Eliminating discrimination in our academy

We work to eliminate discrimination in the following ways:

- 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 yearly refresher training when required;
- The academy has a designated member of staff for monitoring equality issues. The Head teacher – Tania Watts will regularly liaise with the governors regarding any issues and make them and senior leaders aware of these as appropriate.

Advancing equality of opportunity

In our academy, in addition to what is mentioned in section 5, we advance equality of opportunity in the following ways:

- Publish and promote the Equality Plan through the school website, newsletter and staff meetings
- Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils
- Extra and additional support for pupils who are under achieving, in order to make progress in their learning and their personal well-being
- Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity
- Listening to parents/carers
- Listening to pupils at all times

Fostering good relations

In our academy, in addition to what is mentioned in section 6, we foster good relations in the following ways:

- Ensuring that Pytchley C of E Primary School is seen as a community school by promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship

Equality considerations in decision-making

In our academy, the ways in which we consider equalities in decision making, and record those decisions, are as follows:

For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- *Cuts across any religious holidays*
- *Is accessible to pupils with disabilities*
- *Has equivalent facilities for boys and girls*

Our risk assessment process shows consideration for all pupils' need when planning local trips / visits and activities e.g. consideration of child with visual impairment on trips.

Equality Objectives

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Appendix 3

Equality Objective 1 : To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why have we chosen this objective:

We regularly analyse our end of key stage and year data, we can then see from this analysis if there are gaps between these groups and those of others and address accordingly.

To achieve this we plan to:

Closely monitor, analyse and compare our data with the trust and the National picture.

Progress we are making towards achieving this objective:

Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.

Equality Objective 2 : To raise levels of attainment in core subjects for vulnerable learners.

Why have we chosen this objective:

We regularly analyse our end of key stage and year data, we can see from this analysis that there are gaps between these groups and those of others in Reading and Mathematics.

To achieve this we plan to:

Monitor gaps in learning and put in place interventions for extra support and booster groups.

Progress we are making towards achieving this objective:

Groups have been identified and we analyse their data on a termly basis. Individual learning plans are discussed and implemented for these pupils. review impact of additional interventions and support.

Equality Objective 3 : To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Why have we chosen this objective:

To ensure all pupils and parents are given the same opportunities to be involved in school life and learning and to support all to engage.

To achieve this we plan to:

Ensure all parents can access the opportunities that the school offers and support all parents to be involve in school life.

Progress we are making towards achieving this objective:

Parents' voice and supportive communication from school with different options to achieving involvement.