



Inspiring All to Excellence

The Fierté Multi-Academy Trust

Equality Policy



Soaring to excellence

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Document and Version Control

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Section	Changes Made

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1. Aims

The Fierte Multi-Academy 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.

Our trust aims to promote respect for difference and diversity in accordance with our values: *we celebrate individuality, we are brave, we leave no one behind and, we care.*

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any individual and it helps to promote equality across Fierté Multi- Academy Trust.

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 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](#).

This document also complies with our Funding Agreement and Articles of Association.

3. Roles and responsibilities

3.1 The board of trustees

The board of trustees will:

- 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.
- 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 daily to the Headteacher and Local Governing Committee.

3.2 The link equality trustee

The link equality trustee will, for their academies:

- Meet with the designated member of staff for equality every annually, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full board of trustees regarding any issues.

3.3 The headteacher

The headteacher will, for their academy:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

3.4 The designated member of staff for equality

The designated member of staff for equality will, for their school:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the link equality trustee annually to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs and deliver training as necessary.

3.5 All staff across the trust

All staff across the trust 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.
- Trustees, 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 annually.
- Each academy has a designated member of staff for monitoring equality issues, and equality link governors. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Fierte Multi-Academy Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by 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 Muslim pupils to pray at prescribed times).
- 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).

5.1 Publishing information about pupils

In fulfilling this aspect of the duty the trust will, for every school:

- Publish attainment data for each school each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above 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 pupils.

Relevant information about each school will be published on their individual websites.

5.2 Publishing information about staff

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:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics.
- Gender pay-gap reporting and other pay equality issues.
- Recruitment and retention rates for staff with different protected characteristics.
- Applications for flexible working and their outcomes for staff with different protected characteristics.
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics.
- Grievances and disciplinary issues for staff with different protected characteristics.
- Policies and programmes in place to address equality concerns from staff.
- Information from staff surveys:
 - 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.

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 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, all speakers will be risk assessed in-line with anti-radicalisation policy and practice.
- Making sure schools 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.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the Academies. For example, our Academy councils have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the Academies' activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach.

7. Equality considerations in decision-making

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

In all our academies, we will always consider the impact of significant decisions on particular groups. For example, when a school 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 all pupils irrespective of their gender.

The academy 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 electronically with the completed risk assessment.

8. Equality objectives

Each Academy sets their own objectives depending on their circumstances and context, always in line with the overall approach to equality the Trust has set out in this policy.

At Garden Village Primary Academy, we have set the following set of Equality Objectives:

Objective 1

Undertake an analysis of recruitment data and trends regarding race, disability or any gender pay gap, and report on this to the governing board.

Why we have chosen this objective: as a new academy, we wish to establish our commitment to equality from the outset ensuring we actively recruit from those who share a protected characteristic and those who do not. On our Local Governing Committee, we also wish to have representation from the widest range of backgrounds adding a depth and richness to this vital group.

To achieve this objective, we plan to: collect data from each staff member recruited (recording this on the MIS) and undertake an analysis of this termly, reporting to governors through the Headteacher's Report. We will also extend this approach to the recruitment of members of the Local Governing Body Committee proactively seeking governors from the widest spectrum.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities, to better meet their better and ensure that any disadvantages they experience are appropriately addressed.

Why we have chosen this objective: as a new academy, we wish to establish our commitment to equality from the outset ensuring any required adaptations for staff who are disabled are identified and implemented so any disadvantages are appropriately mitigated. Furthermore, we are conscious of the potential for a significant workload arising from being part of a small staff and the need to prevent any harmful mental health issues from emerging.

To achieve this objective, we plan to: sensitively and regularly remind staff of our obligations developing academy-wide and personalised Risk Assessments as required. The academy will take a proactive approach to reducing workload and promoting a positive work-life balance engaging with Trust and national initiatives.

Objective 3

Promote cultural understanding and awareness, valuing and celebrating a diverse range of cultures and religious beliefs including those amongst different ethnic groups within the Garden Village Primary Academy community.

Why we have chosen this objective: a unique opportunity exists to devise a curriculum and ethos that embraces diversity, celebrating equality and promoting British Values.

To achieve this objective, we plan to: curriculum planning will place diversity as a key principle at its core, for example, through the canon of literature children are exposed to in and outside of English lessons. Opportunities such as Black History Month and community events will be capitalised on. Assembly themes will reflect a diverse range of cultures and backgrounds. Links will be made with parents/carers, the local and wider community to maximise opportunities to raise awareness of equality and diversity. Staff will receive training to confidently respond to any occurrences of discrimination taking necessary action in line with Trust policies and procedures.

Objective 4

Carefully monitor the progress and achievement of pupils against relevant and appropriate protected characteristics.

Why we have chosen this objective: this will ensure that individual pupils are fulfilling their potential, any issues are rapidly identified and addressed.

To achieve this objective, we plan to: analyse and evaluate all data as it becomes available, for example, the EYFS baseline and any 'concerns' highlighted on Tapestry alongside Little Wandle phonics data, in response, devising appropriate strategies for groups or individuals as appropriate. Subsequently, identifying the impact of any adaptations implemented and making any further amendments in approach as necessary.

9. Monitoring arrangements

The CEO will update the equality information we publish, described in sections 4-7 above, at least every year.

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

School-specific equality objectives will be reviewed by the Headteacher annually.

This document will be approved by the board of Trustees.

School-specific equality objectives will be approved by the local governing committee.

10. Links with other policies

This document links most particularly to the following:

- Accessibility Plan
- Risk assessments.
- SEND Policy
- Behaviour Policy