
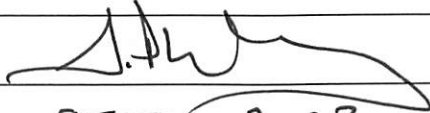


EQUALITY OBJECTIVES AND INFORMATION

Approved by: Trust Board	
Chair	Adam Hearnden
Signed:	
Date:	27 SEPT 2023
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Signed:	
Date:	8 SEPT 2023

Policy Owner:	Chief Operating Officer
Implementation Date	Autumn 2023
Review Date:	Autumn 2024

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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

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.

This document 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 school, including to 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 on a daily basis to the headteacher

The headteacher will:

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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- 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 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 and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

Each Trust school publishes an Accessibility Plan which specifically focuses on how we will improve equality of access to education for pupils with disabilities, to work for employees with disabilities, and to work for a family life for visitors and other members of our school community with needs that we must make reasonable adjustments for (reasonable and proportionate steps to overcome barriers that may impede some people), alongside other protected groups.

The school has a designated member of staff for monitoring equality issues. 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, the school 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. 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. ensuring access to halal menu options for Muslim students)
- 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 extra-curricular activities)

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

- Prepare 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
- Monitor attendance of people who have a particular characteristic at out-of-school hours sports clubs and extra-curricular activities
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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

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 prepare information showing:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Applications for flexible working 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 minority representation of students with ethnicity other than white British in the Trust student population and in the area as a whole creates a major challenge to the Trust in maintaining a high profile for the theme of cultural diversity and fostering good relations. To prepare students adequately for life in a global and multi-cultural society it is important that they are made aware of the cultural diversity which exists more prominently in other geographical locations. Students will have opportunities to study issues relating to intolerance, prejudice, discrimination and racism.

Without the immediacy of a multi-cultural community to act as a resource, we must actively seek opportunities across the curriculum to present positive role models and images of an ethnically rich community.

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 including Personal Development, 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
- Working with our local community. This includes 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 school. For example, our school 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 school'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 ensures it has due regard to equality considerations whenever significant decisions are made.

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

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

The Trust 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

Objective 1

To improve the recruitment, retention, progression, development and experience of the people employed by Furness Education Trust to enable the organisation to become an inclusive employer of choice, and report on this to the Trust Board

Why we have chosen this objective: to advance equality of opportunity and reduce discrimination

To achieve this objective we plan to: regularly report on retention and progression, include key equality information in all aspects of recruitment, and receive feedback from exit interviews to inform our progress

Progress we are making towards this objective: Implementation of Trust-wide people strategy to help support recruitment, retention and staff development.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by the end of the academic year, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: to advance equality of opportunity and reduce discrimination

To achieve this objective we plan to: regularly consult staff with disabilities to ensure their needs are adequately catered for and ensure any reasonable adjustments are made where required

Progress we are making towards this objective: Staff surveyed to identify any needs, with a focus on neurodiversity as well as disability

Objective 3

Reduce the gender attainment gap yearly, between boys and girls studying for final examinations

Why we have chosen this objective: to advance equality of opportunity for Post 16 provision options for boys

To achieve this objective we plan to: implement targeted interventions and strategies with proven success with groups of boys

Progress we are making towards this objective: (to be added Autumn 2023, after final results known)

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: to ensure staff who are involved in recruitment are aware of the legal requirements with regards to equality and diversity

To achieve this objective we plan to: All staff involved in recruitment will undertake equality and diversity training, completing the Equality and Diversity training course accessed through our training provider.

Progress we are making towards this objective: Staff who frequently interview are undertaking equality training as part of new year training requirements.

Objective 5

Understand our diverse communities and embed that understanding in how we shape policy and practice across our Trust.

Why we have chosen this objective: to reduce discrimination and ensure we foster good relations

To achieve this objective we plan to: use inclusive language through our policies, practices and wider curriculum

Progress we are making towards this objective: Staff survey produced to further understand the diversity of our staff, including LGBTQ+, race, gender preference and more to ensure we are using inclusive language in the Trust

9. Monitoring arrangements

The Chief Executive Officer will update the equality information we publish at least every year.

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

This document will be approved by the Trust Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment