



HALES VALLEY TRUST

Equality Information and Objectives

Autumn 2018

Revision 0

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1. Aims

Our school 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

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 following characteristics are protected characteristics:

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

- [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 governing board/committee 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, and that they are reviewed and updated at least once every four 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors annually

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 school 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. 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 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBT 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)

6. Fostering good relations

The school 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, 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. This may also include schools funding transport for coaches in order to facilitate the trip.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has 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 school ensures it has due regard to equality considerations whenever significant decisions are made.

The school 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 school keeps a written record 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 completed risk assessment.

8. Equality objectives

Trust Level:

Objective 1: *Increase the representation of teachers and governors from local black and minority ethnic communities over a 4-year period (from this September to September in 4 years' time), so that this group increases from less than 10% to more than 10% of the teaching workforce.*

Why we have chosen this objective:

- To ensure that our school communities are more equitably represented across the teaching & governance profile.

To achieve this objective we plan to:

- Ensure that our recruitment procedures are fair and equitable
- Ensure that our recruitment procedures reach out to a wide range of our communities

Progress we are making towards this objective:

- Autumn 2018 - we have recruited 2 new governors and 2 teachers from black and minority ethnic communities

School level:

Objective 2: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.*

Why we have chosen this objective:

- To ensure governors are fully aware of how our staff community is representative of race, gender and disabilities at Priory.

To achieve this objective we plan to:

- Analyse the recruitment data of all staff employed in 2017/18 and 2018/19 to collate race, gender and disabilities.
- Analyse if there are any significant groups not represented by our staff community at Priory.
- Report to pay sub-committee of governing board.

Progress we are making towards this objective:

- Autumn 2018 staff from ethnic minority groups were employed as well as a member of staff with a learning disability.

Objective 3: *Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective:

- To ensure all staff are treated equally and that reasonable adjustments allow all staff with disabilities to carry out their role successfully.

To achieve this objective we plan to:

- SLT will work together to create a written agreement that states reasonable adjustments will be planned and risk assessed in the response to a permanent or temporary disability of a member of staff.

Progress we are making towards this objective:

- Risk assessments are put in place as part of the absence management/return to work procedure, if a member of staff has an injury/issue that may effect them fully carrying out their role. The risk assessment offers reasonable adjustments if needed.
- Previous member of staff had reasonable adjustments such as screen protector, safe lighting relating to a disability which was detailed on a care plan.

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 the recruitment process at Priory is fully in line with equal opportunities.

To achieve this objective we plan to:

- Train governors and members of SLT in the most recent guidance of equal opportunities when recruiting and selecting members of staff.
- Evaluate the training to ensure the guidance is understood by all SLT members and Governors.

Progress we are making towards this objective:

- Always at least one member of an interview panel has had safer recruitment training.

9. Monitoring arrangements

The governing board/committee will update the equality information we publish at least every year.

This document will be reviewed by governing board/committee at least every 2 years.

This document will be approved by governing board/committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Policy for visiting speakers