

Equality objectives

2022-26

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Aims

Pele Trust and Heddon-on-the-Wall St. Andrew's CE Primary School aims to meet its equality obligations by having due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not.

Legislation identifies 9 protected characteristics:

1. age;
2. disability;
3. gender reassignment;
4. marriage and civil partnership;
5. pregnancy and maternity;
6. race;
7. religion or belief;
8. sex;
9. sexual orientation.

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;
- Pele Trust's Funding Agreement and Articles of Association;
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Roles and responsibilities

The Trust will:

- Ensure that the equality information and objectives as set out in this statement are published on both the school and Trust websites
 - They will be communicated to staff, pupils and parents/carers;
 - They will be reviewed and updated at least every two years.
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher in each Pele Trust school.

Academy Committees will:

- Familiarise themselves with all relevant legislation and the contents of this document;
- Identify any training needs in respect of quality; ensure these needs are recorded and then prompt action taken to address them;
- Appoint a link Academy Committee member with a focus on Equality;
- The link AC member will:
 - Meet with the designated member of staff for equality at regular intervals and at least twice in an academic year;
 - Meet with other relevant staff as required;
 - Provide an annual written report to the Academy Committee.

The Headteacher will:

- Ensure that the importance of equality and diversity is given a high profile and regularly reinforced to staff and pupils;
- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Track and review the extent to which the school is successful in meeting the objectives;
- Include a regular written update to AC members through the termly Headteacher Report;
- Appoint a designated member of staff to support them in promoting knowledge and understanding of the equality objectives amongst staff and pupils.

The designated member of staff for equality will:

- Meet with the equality link whenever required and at least twice per year;
- Provide support in identifying staff training needs;
- Make arrangements for staff training and/or AC member training as appropriate.

All staff are expected to have regard to this document and to work to achieve the objectives as set out.

Eliminating discrimination

The Trust has clear obligations under the Equality Act 2010 to ensure that school-based provision complies with the legislation and is non-discriminatory.

To ensure that the importance of equality is given a high level of importance, we will take regular and appropriate opportunities to reinforce this, including:

1. Policies and procedures
 - a. Where relevant, these will highlight the need to ensure equality and avoid any potential discrimination.
2. Headteacher Reports (termly)
 - a. There will be a discrete section for feedback on how the school is meeting its equality objectives.
3. Staff induction and training
 - a. All staff including Directors and Academy Committee members will receive training on equality and diversity during their induction programme;
 - b. All staff including Directors and Academy Committee members will receive face-to-face training every 2 years.
4. Meetings
 - a. Stakeholders will be mindful of their legal duties under the Equality Act 2010 during meetings, seeking further advice and guidance where required;
 - b. Where this has featured in discussions, particularly during AC meetings, a record will be made.

Advancing equality of opportunity

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

- Minimising or eliminating disadvantages suffered by people, which are connected to a particular characteristic they have, e.g. transgender individuals or those with disabilities;
- Taking appropriate and reasonable steps to meet the needs of people who have a particular characteristic, e.g. enabling students with disabilities full access to the curriculum;
- Encouraging people who have a particular characteristic to participate fully in any activities, e.g. ensuring school activities are accessible to all students.

In fulfilling this aspect of the duty individual schools will:

1. Record attainment data each academic year showing how pupils with different characteristics perform;
2. Analyse the above data to:
 - a. Identify key issues or trends;
 - b. Take actions to address areas of concern;
 - c. Monitor the success of actions.
3. Make evidence available identifying improvements for specific groups (e.g. decline in incidents of homophobic or transphobic bullying).

Fostering good relations

Pele Trust aims to foster good relations between those who share a protected characteristic and those who do not share through:

- The curriculum
 - Promoting understanding, tolerance and respect of a range of religions and cultures through different aspects of our curriculum, primarily through RE and personal, social, health and economic (PSHE) education;
 - Other curriculum areas such as English, Geography, History and Languages will afford opportunities for our students to become more knowledgeable about other cultures and ways of life.
- Assemblies and/or Collective Worship
 - Our assembly / Collective Worship programme in schools will ensure that equality issues are addressed in a thoughtful and considered manner;
 - Where appropriate, external speakers will be invited to support provision.
- School visits
 - Organising school trips and activities based in and around the local community.
- Potential student conflict
 - Dealing promptly and effectively with any tensions between different groups of students linked to protected characteristics.
- Student engagement
 - Schools will encourage all students to engage with activities on offer such as music and sports clubs;
 - We will identify any barriers to participation based on protected characteristics and work to eliminate these.

Equality considerations in decision-making

Pele Trust and its schools commit to paying due regard to equality considerations whenever significant decisions are made and will consider the potential impact of these decisions on particular groups. For example, when a school trip or activity is being planned, each school will consider whether the trip:

- Is accessible to all students including those with disabilities;
- Caters for both boys and girls including access to appropriate and equivalent facilities.

Each school will keep a written record (known as an Equality Impact Assessment) to show they have actively considered their equality duties and actively addressed any relevant questions.

- This will be recorded at the same time as the risk assessment when planning school trips and activities;
- The record will be completed by the member of staff organising the activity and should be stored electronically with the completed risk assessment.

Equality objectives

Pele Trust has agreed on the following equality objectives:

1. To ensure that all Directors, Academy Committee members and staff are aware of current legislation surrounding equality and diversity, and understand their individual and collective responsibilities;
2. To promote cultural understanding and tolerance of different religious beliefs and ethnic groups;
3. To promote mental health awareness and develop appropriate support strategies;
4. Commit to closing gaps in attainment and achievement especially for:
 - a. students eligible for Pupil Premium;
 - b. students with Special Educational Needs and Disabilities;
 - c. looked after children;
 - d. students from minority ethnic groups.
5. Commit to improving accessibility in all school sites for students, staff, and visitors with disabilities, including access to specialist teaching areas;
6. Closely monitor and record incidents involving the use of homophobic, sexist, and/or racist language by students;
7. To regularly review and refine the taught curriculum so that it supports our drive to support equality and diversity.

Monitoring arrangements

Pele Trust and Academy Committees will receive regular updates on progress towards meeting equality objectives through:

- Headteacher Reports (termly);
- Annual written report by the link Academy Committee member;
- Verbal updates will be available to Academy Committees from the Designated member of staff (as required).

The Headteacher will share an annual report in relation to the monitoring and impact of the equality objectives; this will be made available in June-July of each academic year. Following receipt of this report, Directors will review the provision and impact, identifying any action that needs to be approved.

Directors will review and approve the Equality Objectives and Information document every two years.

Links with other documents and policies

This document links to the following policies:

- Accessibility Plan;
- Risk Register;
- School Behaviour policy;
- Anti-Bullying policy.

Key individuals for Equality

Pele Trust	Designated member of staff	Pele Trust Director (Lead)
	Kieran McGrane (CEO)	Marian Stromsoy
Heddon-on-the-Wall St. Andrew's CE Primary School	Designated member of staff	Academy Committee Lead
	Andrew Wheatley	Michelle Robson

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Reviewer: Kieran McGrane
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