Diocese of Norwich Education and Academies Trust

Gayton & Middleton Primary Academies

Equality and Diversity Statutory Duties and Objectives

Policy Type:	**Trust Policy**
Date Issued by MAT:	**06/06/2023**
Approved By:	**Trust Board (Personnel Committee)**
Approval Date:	**24/05/2023**
Review Date:	**May 2024**
Person Responsible:	**Chief Executive Officer**

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
5	5	Updated Equality Objectives 2021-24	Feb 2021
		Renamed Equality and Diversity Statutory Duties and Objectives	March 2021
7	5	"Age" added to the second equality objective	Nov 2021
All	All	Reviewed, no changes	Feb 2023

Equality and Diversity Statutory Duties and Objectives

Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We make no apologies for having high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. That means we put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountabilities for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

1. Introduction

The Trust Board of DNEAT is deeply committed to the principles of equality, diversity and inclusion and actively promotes this with its staff, governors, volunteers, pupils, parents / carers and all in the academy community.

All our academies are inclusive where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.
We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Scope

This policy encompasses the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race, colour, nationality or ethnicity
- Religion or belief

- Sex
- Sexual orientation
- Marriage and civil partnership

The Trust does not tolerate any form of harassment, bullying or discrimination (see the section on linked policies for related policies).

3. Our approach to equality is based on the following key principles

- All learners, staff, trustees, governors and volunteers are of equal value and shall be enabled to develop to their full potential
- We recognise, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- Equality is central to our academy's Christian ethos which follows the example of Jesus and the New Testament
- We aim to support social justice and social mobility preparing pupils for life in a diverse society

We will provide training, guidance and information to enable all in the academy community to play their part in the implementation of this policy.

4. **The Legal Context**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that no-one should be discriminated against or treated less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity, age, marriage and civil partnerships

The Act requires all public organisations, including Academy Trusts to comply with the Public Sector Equality Duty and two specific duties:
The **Public Sector Equality Duty** or "general duty"
This requires all public organisations, including Academy Trusts, to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including Academy Trusts, to
1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

We understand from time to time further legislation and guidance is published by Government and relevant legal bodies and we will continually monitor and implement relevant policy and practice to ensure compliance.

Roles and responsibilities

All directors, trustees, governors, staff, volunteers, pupils / students and their families need to develop an appropriate understanding of, and act in accordance with, the Trust's Equality and Diversity Policy and Action Plan.

In addition, the DNEAT trustees are responsible for ensuring that the Trust prepares, publishes, implements, reports on and reviews an Equality and Diversity Policy and Action Plan (including budget requirements), and in particular the employment implications of meeting the Duty.

Information on how DNEAT is meeting these statutory duties can be found here
https://www.dneat.org/about-us/policies-procedures

Each Local Governing Body is responsible for the implementation of this policy and will delegate the day to day operational responsibility to a named senior manager, usually the Headteacher / Principal, Mrs Rachael Greenhalgh. The Ethos and Community Committee will have a watching brief regarding the implementation of this policy.

Each academy will produce an Equality Impact Statement each year. The template for this can be found in **Appendix 1** and should be published on the academy website.

All visitors to the Academy, including volunteers, parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information to enable them to do this.

Key contacts:
Staff Member responsible: Rachael Greenhalgh – Executive Head
Link Trustee: Paul Dunning
Local Governor: Tony Leigh

5. Publishing Equality Objectives

The objectives which we identify represent the Trust's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.
We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data analysis which informs our discussions about the Equality Objectives. **https://www.dneat.org/about-us/policies-procedures**

Our Trust Equality Objectives for 2021-2024 are:

1) The Trust will gather, record and analyse equalities data effectively for all staff, and for those responsible for governance, in relation to race, disability and gender, to support the setting of meaningful Trust-wide and academy level equality and diversity targets

2) The Trust will improve the recruitment, retention and progression of any currently under-represented groups of staff in relation to disability, race and age. (numerical targets to be set once objective 1 is completed - target date May 2021)

3) The Trust will produce a gender pay gap action plan, in order to reduce the gender pay gap and to increase the representation of different genders in roles where they are currently under-represented across the Trust

4) In line with its three-year strategic plan, the MAT will audit and transform its provision for children and young people with Special Educational Needs and Disabilities so that we reduce the attainment gap between pupils with SEND and all children with SEND nationally by at least half:

-from 7% to within a range of 0% to 3% at key stage 2

-From 8% to within a range of 0% to 4% at key stage 1

These objectives will be reviewed annually.

We note also that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

6. **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services
- We are aware of the Reasonable Adjustment duty for disabled pupils / students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers
- The Headteacher/Principal ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the Academy.
- We actively promote equality and diversity though the curriculum and by creating an environment which champions respect for all
- We ensure that our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

- The Academy's Behaviour Management Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from Academy for evidence of over-representation of different groups and take action promptly to address concerns.
- The Academy challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We treat all bullying incidents equally seriously.

7. **What we are doing to advance equality of opportunity between different groups**

- We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions meetings
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support Academy improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills
- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able"
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary
- We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the Academy's Equality Objectives.

8. **What we are doing to foster good relations**

- We work closely and openly with parents / carers
- We communicate and engage with a variety of community groups including the local church
- We enable employers and other groups to work with pupils in the academy to broaden and deepen their educational experience

9. Monitoring and reviewing the objectives

The Trust reviews and updates the equality objectives every two years. We will publish an evaluation of the success in meeting these objectives for parents and carers, on the Trust website.

The academy Ethos and Community Committee will ensure an Equality Impact Statement is produced each year (Appendix 1).

10. **Disseminating the policy**

This Equality Policy along with the Equality Objectives and data is available:

- On the Trust and academy websites
- As paper copies in the Academy office
- In the staff handbook
- As part of induction for new staff

11. **Monitoring and Reviewing the policy**

The Trust Board annually reviews the Equality Policy and evaluates the success of the Trusts Equalities work.

12. Links to other policies

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, see Appendix Two, we ensure that information about our responsibilities under the Equality Act are also included in other aspects of academy life such as the Academy Improvement and Development plan, web sites, newsletters and other policies e.g.

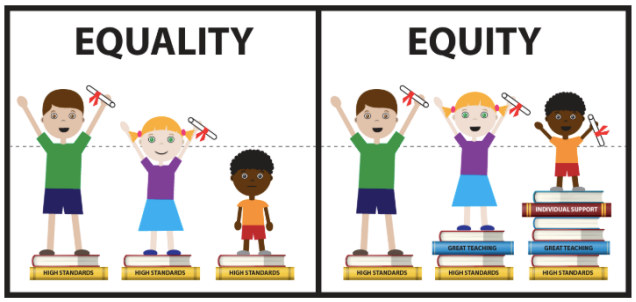
- Equality and Diversity Policy for employees
- Anti-bullying policy (pupils)
- Staff bullying and harassment policy
- SEND policy
- Admissions policy
- Accessibility plan

APPENDIX ONE

Academy Equality Impact Statement

Gayton and Middleton Primary Academies Equality Statement

Gayton and Middleton Primary Academies provides the "opportunity for all to achieve their very best, regardless of their race, religion, gender, abilities, social background or any other personal characteristic". The academy takes its commitment to eliminating discrimination seriously.



We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have

- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair treatment

EQUALITY OBJECTIVES 23/24

Public Sector Equality Duty
The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

Gayton and Middleton Primary Academies are inclusive schools where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value

2. We recognise and respect difference

3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.

4. We observe good equalities practice in staff recruitment, retention and development.

5. We aim to reduce and remove inequalities and barriers that already exist.

6. We have the highest expectations of all our children.

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils eligible for Free School Meals (FSM)
Pupils with Special Educational Needs (SEN)
Disadvantaged group

Pupils with English as an Additional Language (EAL)
Young carers
Looked after children
Other vulnerable groups

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination through:

- Our behaviour policy that ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Reporting, responding to and monitoring all prejudice related incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching that is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress and identifying gaps in learning to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Gayton and Middleton Primary Academies are seen as community schools within a local community.
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

Equality Objectives

At Gayton and Middleton Primary Academies, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we

have set the following 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.

Objective 4: To increase participation by SEND and Disadvantaged pupils in after school activities.

Objective 5: To reduce persistent absence amongst our SEND and Disadvantaged pupils.

Appendix Two

DNEAT Public Sector Equality Duty Statement (over 150 Employees)

1 Introduction

1.1 This document describes how the Multi Academy Trust Board intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the DNEAT Business Plan and information will be published on the appropriate page of the DNEAT website.

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1.2 We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

1.3 We will collect and use equality information to help us to:

Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether we are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.

Assess performance

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.

- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

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1.4 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment
- dismissals and other reasons for leaving.

2. Publication of Equality Information

2.1 We will publish relevant, proportionate information which is broad enough to give a full picture of performance across our trust. We will demonstrate how we have used this information to have due regard to all three aims of the duty, for all relevant protected characteristics. Our information will usually fall into two main categories:

2.1.1 information to identify equality issues. Examples of this include equality monitoring information about employees, information about the effect of our activities on people with different protected characteristics or any engagement we may have carried out.

2.1.2 information about steps taken to have due regard to the aims of the general equality duty. For example, any records we have about how we had due regard in making certain decisions, information that was considered in that decision-making (including engagement), consideration of steps to mitigate adverse impacts, or details of policies to address equality concerns.

2.2 We note that the Equalities and Human Rights Commission would normally expect to see the following information:

- the race, disability, gender and age distribution of our workforce at different grades, and whether they are full or part time
- an indication of the likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result
- an indication of any issues for transsexual staff, based on engagement with transsexual staff or equality organisations
- gender pay gap information
- information about occupational segregation
- grievance and dismissal information for people with relevant protected characteristics
- complaints about discrimination and other prohibited conduct from staff
- details and feedback of engagement with staff and trade unions
- quantitative and qualitative research with employees e.g. staff surveys
- records of how we have had due regard to the aims of the duty in decision-making with regard to our employment, including any assessments of impact on equality and any evidence used
- details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.