



**Fosse Multi Academy Trust**

# **Equality information and objectives**

**Adopted March 2023**

## Contents

1. Aims .....	3
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	3
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity .....	4
6. Fostering good relations .....	5
7. Equality considerations in decision-making.....	5
8. Equality objectives .....	5
9. Monitoring arrangements .....	6
10. Links with other policies .....	<u>6</u>

## 1. Aims

### Fosse Multi Academy Trust Ethos

The Fosse Multi Academy Trust is an inclusive family of schools committed to the well-being, development and progress of all children, families and employees. We recognise and respect the social, economic and cultural diversity within our community and in society, and strive to remove barriers and disadvantages to ensure everyone feels included and valued.

## SERVE – GROW – ACHIEVE

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 schools, 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 headteachers

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 Inclusion Leader 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
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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. This includes our SEND Policy, Anti-Bullying Policy, Whistleblowing Policy, Health and Safety Policy, Grievance Policy and our Pay Policy. The headteacher maintains written records of any issues which might involve discrimination or bullying

Staff and governors/ trustees 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 every year.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the trust 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. 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 clubs)

In fulfilling this aspect of the duty, each school will:

- Analyse data 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 own pupils

## **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 our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- 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. Where groups of pupils fall out or there are reports of unkindness, these are always followed up by a member of staff who will listen to both sides and seek to facilitate resolution between pupils. 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

## **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

## **8. Equality Objectives**

### **Objective 1**

Review all policies to ensure they clearly reflect our aim of inclusivity

### **Objective 2**

Actively close gaps in attainment and achievement between all groups of pupils especially those eligible for FSM, looked after children and those from minority ethnic groups.

### **Objective 3**

To increase understanding of equality, diversity and inclusion by the whole school community including SLT, trustees, governors, staff, pupils and parents.

### **Objective 4**

To educate pupils in relation to their understanding of prejudice and inequality in all its forms.

### **Objective 5**

Continue to improve accessibility to our schools for pupils, staff and visitors with disabilities

#### **9. Monitoring arrangements**

The trust board will review these objectives each year in consultation with the Inclusion Leader.

#### **10. Links with other policies**

This policy links with a range of other policies including SEND, Inclusion, Anti Bullying.