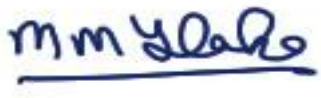
Shires MAT

Equality information and objectives

Approved, ratified and adopted by the Trustees (Trust Board) on 22nd May 2024



..... Chair of Trustees

Objectives will be reset every four years, review against objectives annually

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	6
9. Links with other policies	7

1. Aims

Our Trust and schools aim to meet their 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 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 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 equality link trustee is Mr Ian Dixon.
  They will:
  - Meet with the designated member of staff for equality yearly and other relevant staff members, to discuss any issues and how these are being addressed.
  - Ensure they're familiar with all relevant legislation and the contents of this document.
  - Attend appropriate equality and diversity training.
  - Report back to the full governing board regarding any issues.

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.
- The designated member of staff for equality will:
- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- 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 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.

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.
    - Taking steps to meet the particular needs of people who have a particular characteristic.
    - Encouraging people who have a particular characteristic to participate fully in any activities.

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

    - Publish attainment data each academic year showing how pupils with different characteristics are performing.
    - Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
    - Make evidence available identifying improvements for specific groups.
    - 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 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.

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

8. Equality objectives

Objectives	Actions	Outcomes	Review
Ensure that vulnerable pupils secure the best possible outcomes.	Regular monitoring of pupils' work. Regular assessment data collected. Appropriate interventions established for individuals. All staff aware of importance of progress for this group of pupils. through performance management objectives.	Reduction in gaps between disadvantaged pupils and their peers so that pupils progress in line with others.	Annually
Ensure that pupils with special educational needs secure the best possible experience.	Regular monitoring of pupils' work. Regular assessment data collected. Appropriate interventions established for individuals. All staff aware of importance of progress for this group of pupils through performance management objectives	Ensure SEND pupil make expected progress based on starting points.	Annually
Ensure boys make achieve a positive progress 8 score overall within secondary schools and positive progress within primary schools.	Regular monitoring of pupils' work. Regular assessment data collected. Appropriate interventions established for individuals. Review curriculum content and delivery to ensure boys are engaged and progress.	Diminish gaps between girls and boys in progress and attainment scores.	Annually
Promote cultural awareness across all years within school.	To celebrate cultural events to increase pupil awareness and understanding of equality and diversity. Develop schemes of learning to include a variety of opportunities. for pupils to develop an understanding of different faiths and cultures (PSHE, RE, Assemblies, Humanities).	Termly review of actions undertaken linked to each 'cultural' celebration. Evidenced teaching of a range of topics through curriculum audit.	Annually
Promote positive behaviours and mental health for all through effective pastoral and academic activities.	Further awareness of mental health issues and understanding how to maintain healthy relationships through Tutor time, assemblies, PSHE days, curriculum and extracurricular activities, staff development sessions.	Positive feedback from vast majority of pupils and staff relating to understanding and feedback on sessions delivered/activities completed.	July 25
Ensure compliant recruitment processes for all appointments through effective training of staff and governors.	Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.	Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.	Sept 25

9. Links with other policies

This document links to the following policies:

Accessibility Plan

Risk assessment