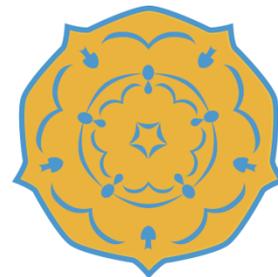


# The Gold Rose MAT

Being the best we can be



## Equality Information and Objectives

### Scheme of Delegation

Approver: The Gold Rose MAT

Reviewer: Executive Principal

### Dates

Date of approval: May 2018

Date for revision: May 2022

### Category

A – statutory policy required by educational legislation

B – statutory policy required by other legislation impacting directly on schools

**C – statutory other**

D – document referenced in statutory guidance

NS – non statutory

### Published

**School webpage**    trust webpage    prospectus

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## 1. Aims

All schools in our trust aim 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 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 each 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 Principals

The principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

Any designated members of staff for equality will:

- Support the principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the principal 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

All schools have a designated member of staff for monitoring equality issues. In Cippenham Primary and Cippenham Infant Schools, this will be the principal. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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

As set out in the DfE guidance on the Equality Act, our schools aim 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 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 societies)

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

- Analyse attainment data each year 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**

Our schools 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 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. 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

Our schools ensure they have 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:** *Undertake an analysis of pupil participation in extra curricula clubs and trends with regard to race, gender, disadvantage and disability by July 2019, and report on this to the academy council.*

Why we have chosen this objective: to consider how pupils with different characteristics are accessing and choosing a range of activities eg girls in football club

To achieve this objective we plan to: keep registers of clubs, both internal and external and analyse data

Progress we are making towards this objective: CPS has achieved Gold Kitemark for sport

**Objective 2:** *Have in place a reasonable adjustment agreement for all staff with disabilities by November 2018, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: to ensure we are suitably knowledgeable about staff disabilities and how the schools make adjustments

To achieve this objective we plan to: include a question as part of induction and also as part of a September survey and then to follow up with action meetings

Progress we are making towards this objective: risk assessments are currently in place that make reasonable adjustments for some staff

**Objective 3:** *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 (Sep 2018). Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: because we are introducing internal assessment centres for leadership and we have new senior staff and governors in post

To achieve this objective we plan to: use online training and add as agenda item on academy council meetings

Progress we are making towards this objective: all those involved in external recruitment are trained

## **9. Monitoring arrangements**

The principals will update the equality information we publish, at least every year.

This document will be reviewed by the Executive Principal at least every 4 years.

This document will be approved by academy councils.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment