



Northern Arch

LEARNING PARTNERSHIP

Trust - Equality Information and Objectives (Public Sector Equality Duty)

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1. Aims

- 1.1 Northern Arch Learning Partnership aims 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

- 2.1 This policy has due regard to all relevant legislation and statutory guidance including but not limited to, the following:
- Human Rights Act 1998
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Equality Act 2010 (Specific Duties) Regulations 2011
 - The Special Educational Needs and Disability Regulations 2014
 - The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - Public Sector Equality Duty (PSED)
 - The UK General Data Protection Regulation (GDPR)
 - Data Protection Act 2018
- 2.2 This policy also has due regard for non-statutory guidance, including the following:
- DfE (2014) 'The Equality Act 2010 and schools'
- 2.3 This policy operates in conjunction with the, but not limited to the following Trust/School/College policies & procedures:
- Accessibility Plan
 - Admissions Policy
 - Behaviour Policy
 - British Values and Collective Worship
 - Careers Education and Guidance Policy

- Charges for Activities Policy
- Code of Conduct for School Employees Policy
- Complaints Procedures Policy
- GDPR Data Protection Policy
- Disciplinary Policy
- English as an Additional Language Policy
- Grievance Policy
- Medical Conditions
- Mental Health & Well Being
- PSHCE Policy
- Pupil Premium Statement
- Safeguarding Policy
- Safer Recruitment and Selection Policy
- Relationships and Sexual Health Policy
- Risk Assessments
- Single Equality Scheme
- SEND Policy
- Transition Policy
- School Uniform Policy
- Young Carers Policy

2.4 The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimization
- Advance equality of opportunity
- Foster good relations

2.5 For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The Trust fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion or belief
- Marriage and civil partnership

- Sexual orientation

3. Roles and responsibilities

3.1 The Trust Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, including to staff, pupils/students 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 Principal/Head Teachers/Head of School and Local Governing Body's (LGB's).
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Complete equality and diversity training.
- Any issues identified will be reported back to Trust Board

3.2 The Principal/Head Teacher/Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils/students.
- Appoint a designated member of staff to support in promoting the knowledge and understanding of the equality objectives amongst staff and pupils/students.
- Monitor success in achieving the objectives and report back to governors in termly meetings.
- Any issues identified will be reported back to Trust Board via LGB minutes.

3.3 The Designated member of staff will:

- Support the Principal/Head Teacher/Head of School by promoting knowledge and understanding of the equality objectives amongst staff and pupils/students.
- Identify any training needs for staff and pupils/students.
- Provide key updates to staff, governors and pupils/students.

3.4 Employees will

- Be mindful of any incidents of harassment or bullying in the school/college.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the Principal/Head Teacher/Head of School as necessary and following up with pupils/students as required.

- Identify and challenge bias and stereotyping within the curriculum and the school's/college's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils/students' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

3.5 Pupils/students will:

- Not discriminate or harass any other pupil/student or staff member.
- Actively encourage equality and diversity in the school/college by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the relevant Senior Leader/Pupil Support/Pastoral Team member or to another member of staff.
- Abide by all the school's/college's equality and diversity policies, procedures and codes.

4. Equality information across Northern Arch Learning Partnership

4.1 Eliminating discrimination

- The Trust is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination provisions.
Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Trustees, Staff and Governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings/briefings.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher annually.
- Each school/college has a designated member of staff who will monitor any equality issues; These will be updated to the Principal/Head Teacher/Head of School/other senior leaders as appropriate.

5. Advancing equality of opportunity

- ### 5.1 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 which are connected to a particular characteristic they have (e.g. pupils/students with disabilities, or pupils/students 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/students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils/students to be involved in the full range of school societies)

5.2 In fulfilling this aspect of the duty, schools will:

- Publish attainment data each academic year showing how pupils/students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response
- 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/students

6. Fostering good relations

6.1 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 (PSHCE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils/students will be introduced to literature from a range of cultures.
- Delivering assemblies dealing with relevant issues. Pupils/students 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/students within the school.
- All pupils/students 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

7.1 The Trust have due regard to equality considerations whenever significant decisions are made. The Trust always consider the impact of significant decisions on particular groups.

7.2 For example, when a school trip or activity is being planned, the school considers whether the trip:

- Impacts on any religious holidays
- Is accessible to pupils/students with disabilities
- Has equivalent facilities for all pupils/students

8. Collecting and using information

8.1 In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g., to comply with the school's/college's legal obligations.

8.2 The school/college will collect equality information for the purpose of:

- Identifying key issues, e.g., unlawful discrimination in teaching methods.
- Assessing performance, e.g., benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

8.3 The school/college will build an equality profile for staff to assist with identifying any issues within their recruitment regime.

8.4 The school/college will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)

- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving; the school/college will use the information it obtains to analyse any gaps present in its equality documentary.

9. Addressing prejudice-related incidents

9.1 The Trust is opposed to all forms of prejudice. The Trust will ensure that pupils/students and staff are aware of the impact of prejudice. The school/college will address any incidents immediately and, where appropriate, report them to the LA.

9.2 Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly.

10. Equality objectives

10.1 The Trust have agreed the following equality objectives:

- To ensure that all Trustees, Governors and staff are aware of current legislation surrounding equality and diversity and understand the responsibilities of the Trust.
- To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our academy communities.
- To promote mental health awareness and develop appropriate interventions where necessary.
- Actively close gaps in attainment and achievement between pupils/students for all groups of pupils/students; especially pupils/students eligible for Pupil Premium, pupils/students with special educational needs and disabilities, looked after children and pupils/students from minority ethnic groups.
- Continue to improve accessibility across the academy sites for pupils/students, staff and visitors with disabilities, including access to specialist teaching areas.
- Monitor the incidence of the use of homophobic, sexist and racist language by pupils/students in our academies.
- To continuously review and revise the curriculum from Early Years to KS4, so that it represents a diverse culture and society and encourages tolerance and respect.

11. Monitoring arrangements

11.1 The Trust Executive Team and Trustees will update the equality information we publish, described in sections 4-11 above, at least every year.

11.2 The objectives in this document will be reviewed by the Trust Executive Team and Trustees at least every 4 years.