



Equality Statement and Objectives:

Pupils

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Revision History:

Version	Date	Author	Summary of Changes:
1.0	December 2019	EM	Trust template Equality Statement and Objectives
2.0	May 2024	SMcA	Reworded elements to make more succinct. Section 6 Eliminating Discrimination – specified staff refresher training occurs every 2 years. Section 10: Objectives – included examples of school equality objectives.
3.0	May 24	JH	Change objectives

Equality Statement and Objectives

Pupils

1. Aims

1.1 Our school 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 opportunities for individuals with and without protected characteristics.
- Foster good relations among people across all protected characteristics, regardless of whether they share the same characteristics.

2. Scope

2.1 This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

3. Legislation and guidance

3.1 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

3.2 This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3.3 This document also complies with our funding agreement and articles of association.

4. Roles and responsibilities

4.1 The Academy Council 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, 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 Principal.
- Receive reports on the progress made towards achieving the school's equality objectives.

4.2 The equality link Academy Councillor is Jennie Henson. They will:

- Meet with the designated member of staff for equality annually, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the academy council regarding any issues.

4.3 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 academy councillors.

4.4 The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link Academy Councillor annually to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training as necessary.

4.5 School staff

- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. Related documents

5.1 This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND

6. Eliminating discrimination

6.1 The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

6.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

6.3 Staff and academy councillors 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.

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

6.5 The school has a designated member of staff for monitoring equality issues, and an equality link Academy Councillor. They regularly liaise regarding any issues and make senior leaders and Academy Councillors aware of these as appropriate.

7. Advancing equality of opportunity

7.1 As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Addressing or reducing disadvantages experienced by **pupils** due to their specific protected characteristic, such as disabilities or exposure to homophobic bullying.
- Implementing measures to accommodate the specific needs of **pupils** with certain protected characteristics (e.g. arranging for pupils to pray at prescribed times).
- Promoting full participation in all activities by **pupils** with particular characteristics (e.g. encouraging all pupils to engage in a variety of school societies/clubs).

7.2 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 **pupils** 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.

8. Fostering good relations

8.1 The school aims to foster good relations among people across all protected characteristics, regardless of whether they share the same characteristics 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.
- Conducting assemblies that address relevant topics, encouraging pupil leadership and participation, and inviting external speakers to enhance learning.
- Engaging with the local community by inviting local faith leaders to assemblies and organising school trips that explore local cultural and community resources.
- Promoting initiatives to address tensions among different pupil groups such as encouraging inclusive participation in school activities such as sports clubs and pupil leadership teams.
- Collaborating with parents to enhance understanding and appreciation of different cultures.
- Developing connections with experts and groups possessing specialist knowledge about

specific characteristics to enhance and inform our school's approach.

9. Equality considerations in decision-making

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

9.2 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; and
- has equivalent facilities for boys and girls.

9.3 The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

10. Equality objectives

Objective 1. *Promoting tolerance and understanding of all Protected Characteristics as set out in the Equality Act (2010)*

Why we have chosen this objective: *To ensure pupils have a well-rounded understanding and tolerance of all protected characteristics; including those that sit outside of religious viewpoints.*

Progress we are making towards this objective:

- *Run assemblies and discussions where children can articulate the 9 protected characteristics (Equality Act 2010)*
- *Children are more articulate around diversity and the importance of how similarities and differences unite us*
- *Challenged prejudiced and narrow viewpoints under the 9 protected characteristics, using these as teaching moments (specifically around gender, religion and sexual orientation).*
- *Celebration of a wider variety of faiths and festivals; leading to the creation of an EDI calendar*
- *Surveyed pupils around the celebration and understanding of faiths & Protected characteristics*
- *Held open discussions around current gender inequality both in Britain and wider world: understanding how this has changed across history.*
- *Planned for the content of RE across the school to place appropriate focus on faiths of all pupils, tailoring this curriculum where appropriate*

Objective 2: *Ensure classroom environments promote immersion and adaptative practices*

Why we have chosen this objective: To ensure provision for children with special educational needs and disabilities.

Progress we are making towards this objective:

- *Broadened SEND Leadership capacity over the past three years to offer more tailored support for colleagues, parents and pupils*
 - *Sourced additional top up funding to make further recruitments to best meet the individual needs of pupils with high level needs.*
 - *Strengthened recruitment processes to employ and retain staff; considering carefully the matching of staff strengths to pupils needs*
 - *Trained all staff in adaptative teaching practices, ensuring they are able to appropriately scaffold pupils' learning*
 - *Sourced and undertaken specific CPD for colleagues across the school (AET1, Team Teach, Trauma Informed Practices. Solihull Parenting Programme)*
 - *Supported the successful transition of pupils to secondary schools and specialist placements.*
 - *Tightened SEND practices and intervention planning*
- Introduced a graduated response to SEND which aligns with behaviour and safeguarding processes.*

Objective 3: *Further develop our pupil voice in the curriculum to ensure it is meeting the needs of all pupils.*

Why we have chosen this objective: *To support pupils to express themselves and an ability to resolve issues.*

Progress we are making towards this objective:

- *Developed a PLT which is representative of diverse needs represented in the school*
- *Developed a democratic process where pupils of all abilities and backgrounds put themselves forwards for PLT*
- *Tailored our curriculum around the needs of the local demographic and safeguarding concerns (Domestic Abuse, violent and sexualized crime)*
- *Surveyed pupils regarding their opinions and understanding of different backgrounds and faiths.*
- *Ensured pupil voice is a part of all monitoring and evaluation exercises (Internal monitoring, Executive Visit and Challenge Partners)*
- *Planned for purposeful oracy opportunities across the curriculum.*

11. Monitoring arrangements

11.1 Jennie Henson will update the equality information we publish, [described in sections 4-7 above], at least every year.

11.2 This document will be reviewed at least every 4 years.

11.3 The Equality Statement and Objectives template will be approved by the Board on behalf of the Trust and the Principal the version completed on behalf of the school