



Equality Statement and Objectives

Policy Monitoring, Evaluation and Review

This policy is effective for all academies 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.

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2.0	October 2022	GA	Changes to objectives
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1. Aims

Our school 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

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, 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

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'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 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

The designated member of staff for equality is **Roshni Rehman** 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

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 nondiscrimination provisions.

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

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.

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

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.

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 (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:

- 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 (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 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. 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

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

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.

8. 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 (2019 - £0 additional top up funding, 2023 - £146,000 additional top up funding).
- Strengthened recruitment processes to employee 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.
- Run parent workshops and support sessions to remove cultural stigmas surrounding Special Educational Needs.
- Tightened SEND practices and intervention planning

Objective 3:

Further develop our pupil voice in the curriculum to ensure it is meeting the needs of all

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, migration)
- Surveyed pupils regarding their opinions and understanding of different backgrounds and faiths.
- Been a part of Voice 21 to develop the oracy strands and competencies (linguistic, physical, cognitive, social and emotional)

- 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.

9. Monitoring arrangements

Abbey Mead Primary Academy will update the equality information we publish, [described in sections 4-8 above], at least every year.

This document will be reviewed at least every 4 years.

This document will be approved by the Board on behalf of the Trust, and the Principal on behalf of the Academy.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment