

## **Equalities Information and Objectives Policy including Statement**

### **Adoption Arrangements**

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will:

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

<b>Approval Body:</b>	<b>CEO</b>
<b>Adopted:</b>	<b>18 September 2023</b>
<b>Author:</b>	<b>HR Director</b>
<b>Review period:</b>	<b>Annually</b>
<b>Date of next review:</b>	<b>September 2024</b>

**This is a Level 2 Policy against the Trust Governance Plan. This means that individual schools adopt their own equalities objectives and prepare an annual statement which reflect the Trust-wide approach set out in this Policy.**

## 1. STATEMENT OF INTENT

As public bodies, academies and further education institutions must comply with the [Public Sector Equality Duty \(PSED\)](#) in the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011.

This policy sets out how the Tenax Schools Trust ensures the Trust and member schools meet the PSED.

The policy has been developed with the Trust's Christian values and principles as its basis. For Trust schools with a religious designation, all employees are required to support the Christian ethos of the school in their professional life, in the tradition of the Church of England, and recruitment policies reflect that requirement as the law allows.

Each of the Trust's schools will publish:

- details of how the school complies with the PSED – updated annually
- school's equality objectives - updated at least once every 4 years
- and details of:
  - eliminating discrimination
  - improving equality of opportunity for people with protected characteristics under the Equality Act (2010)

and will consult and involve those affected by inequality in the decisions the school takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community).

State-funded schools are required, in discharging their functions, to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and
- advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Relevant protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Schools teach pupils about the importance of respecting difference and avoiding discrimination in the Relationships, (Sex) and Health Education (R(S)HE) programme.

## 2. HOW EQUALITIES WORK LINKS TO THE TRUST'S OTHER PRIORITIES

The formal aims of the Trust include:

1. To provide high quality education to all pupils in all our schools across the age range through a broad, knowledge-rich curriculum that unlocks 'the best of what has been thought and said'
2. To provide rich personal development to form children and young people as confident, committed and engaged adults who are ready and able to make a positive contribution to the society in which they will live, in a safe and nurturing environment
3. To be the centre of outstanding teacher training and development, providing rigorous, evidence-based professional training for teachers at all stages on a local and regional scale
4. To seek to play a strong role in the promotion of high quality education for the public good beyond our own schools whenever economically viable opportunities arise to do so

Tenax is therefore an organisation with the provision of good quality education for all within and beyond the Trust at its core. As such it is fundamentally oriented towards breaking down barriers,

empowering all to access opportunity and make good decisions for themselves, challenging unfounded prejudice and increasing equality for all. Therefore, beyond specific equalities-focused priorities, it is important to recognise that the work of the Trust globally promotes equality by its central mission.

### **3. EQUALITIES STATEMENT IN THE CONTEXT OF THE TRUST'S CHRISTIAN ETHOS AND FOUNDATION**

The entitlement to develop, learn and work in an environment free from discrimination is implicit in the Trust's Christian ethos, the core of which is the ultimate worth and dignity of every human being before God. The promotion of an understanding of human diversity in the community as positive and to be celebrated is central to the Trust's mission. No member of the Trust community shall suffer unfair direct or indirect discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Allegations of victimisation or harassment associated with discrimination shall be investigated and pursued in line with the Trust's grievance and discipline policies.

The Trust recognises that in some cases it may be necessary to put in place more favourable treatment for some individuals or groups in the interests of securing sustainable equality or access and opportunity.

The assurance of equality of opportunity and freedom from discrimination must permeate all aspects of school life, including in particular:

- teaching, learning and assessment
- behaviour and sanctions
- student rewards
- advice and guidance
- personal development and pastoral care
- extra-curricular opportunities and participation
- admissions and attendance
- the curriculum and options
- staff recruitment, promotion and professional development
- partnerships with parents and communities

### **4. AIMS**

The Trust is committed to:

- actively tackling discrimination and promoting equal opportunities and positive attitudes
- encouraging, supporting, and helping all students and staff to reach their potential
- working with parents and carers, and with the wider community, to tackle discrimination, and to follow and promote good practice
- making sure the equality scheme is implemented and monitoring its effectiveness in promoting race, gender and disability equality.

### **5. RESPONSIBILITIES**

#### **A. The Trust Board**

The Tenax Trust Board is responsible for:

- making sure that each school complies with all equalities legislation
- making sure that the fundamental Christian belief in the value of each person regardless of background or circumstances permeates the school's ethos
- making sure this equality policy is implemented and reviewed

#### **B. Headteachers and leadership teams**

School headteachers and leadership teams are responsible for:

- making sure the equality policy and annual statement is published and that the governors, staff, students, and their parents and carers and wider community know about it
- ensuring that employment practices, promotions and staff development are fair and actively non-discriminatory
- making sure the school equality objectives are delivered and reviewed, and how it is working is reported on to governors, providing training for them if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment or discrimination on the grounds of a protected characteristic

#### **C. All staff**

All staff are responsible for:

- dealing with racist, sexist or disability harassment incidents, and being able to recognise and tackle racial, gender or disability bias and stereotyping
- promoting equal opportunities, positive attitudes, and avoiding discrimination against anyone on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- keeping up to date with the law on discrimination, and taking up training and learning opportunities
- being aware of the importance of equality and fairness as a staff body, and drawing attention to any areas or events which may cause concern

#### **D. Staff with specific responsibilities**

- The person in charge of student welfare in each school is responsible for coordinating work on equality across the school and dealing with incidents of harassment and victimisation
- The person in charge of curriculum in each school is responsible for ensuring that student curriculum choices and student attainment and progress do not reveal any embedded stereotyping or discrimination
- The person with responsibility for extra-curricular activities will monitor participation by minority groups
- The person responsible for staff development is responsible for monitoring access to and participation in staff development with equalities in mind

### **6. PUTTING THE EQUALITIES POLICY INTO PRACTICE**

All of the Trust's policies and procedures should reflect the principles outlined in this policy. The Trust will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance. This policy will be published on the school's website, and will be made available to

any staff, students, parents or others who request it. Any breaches of this policy will be treated with gravity and dealt with via normal disciplinary procedures.

School accessibility plans are in place and regularly updated to ensure that progress is being made towards making opportunities increasingly available to students with physical, emotional or cognitive disabilities.

## **7. EVALUATION**

The overall effectiveness of the policy will be reviewed annually by the CEO on behalf of the Board of Trustees, including review of progress against equality objectives.

Headteachers, in consultation with the school community, will be required to draw up equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general Public Sector Equality Duty. This should be approved by the school's Local Governing Body.

## Appendix A: Equality Objectives for Tenax Schools Trust

Equality Objectives 2023/24				
Objective	Action	Outcome	Who	Date
<b>Eliminate unlawful discrimination</b>	<ul style="list-style-type: none"> <li>Ensure there is no direct or indirect discrimination on any protected characteristic in relation to employees in terms of appointment, pay, promotion, access to training and professional development and in all other respects.</li> </ul>	<ul style="list-style-type: none"> <li>No reports of any discrimination, harassment or victimisation but procedures in place to address such behaviour should a situation arise; fully inclusive practices routinely adopted</li> </ul>	CEO	Sept 24
	<ul style="list-style-type: none"> <li>Identify and address any disadvantage relating to cost of living pressures and pupil access to educational opportunities which may impact pupils with specific protected characteristics differentially</li> </ul>	<ul style="list-style-type: none"> <li>Any patterns or individual cases have been identified and addressed with support specific to the context</li> </ul>	CEO	Sept 24
<b>Advance equality of opportunity between people who share a protected characteristic and those who don't</b>	<ul style="list-style-type: none"> <li>Identify where those who share a protected characteristic are not accessing the same opportunities as others</li> </ul>	<ul style="list-style-type: none"> <li>All staff receive a performance appraisal, have access to training and are all provided with opportunities &amp; support to further their career.</li> </ul>	HR Director	Sept 24
	<ul style="list-style-type: none"> <li>Systematically analyse data by protected characteristic to identify inequalities and then proactively address them (for staff and pupils)</li> <li>Proactively seek opportunities to increase diversity at all senior levels in the Trust, both executive and non-executive</li> </ul>	<ul style="list-style-type: none"> <li>Action plans in place to ensure children who have a special educational need or disability or children where English is an additional language can access the curriculum, socialise and partake in opportunities the school has to offer.</li> <li>Representation appropriately balanced and more diverse on Trust</li> </ul>	CEO	Sept 24

		Board, Local Governing Bodies (LGBs) and senior leadership teams		
<b>Foster or encourage good relations between people who share a protected characteristic and those who don't</b>	<ul style="list-style-type: none"> <li>Proactive promotion of mutual understanding and tolerance through content taught in the curriculum, for example in RSHE, or through deliberately structured opportunities for pupils or teachers from different protected characteristics to work together to foster understanding and tolerance</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from staff that the school fosters good relations between all staff.</li> <li>Feedback from pupils that the school fosters good relations between all children.</li> <li>Mechanism in place for pupils' views on equalities to be heard.</li> <li>Review of content taught in the RSHE curriculum</li> </ul>	HR Director  CEO  CEO  CEO	Sept 24  Sept 24  Sept 24  Sept 24

## Appendix B: Equality Objectives and Annual Statement for Leybourne SS Peter and Paul CEP Academy

Equality Objectives 2023-24			
Objectives	Action	Who	Date
To publish information showing due regard for equalities as defined by the Equality Act 2010	Annually publish statutory attainment data for relevant year groups	HT	Ongoing
To narrow the gap for pupils identified in vulnerable groups: between advantaged and disadvantaged children (pupil premium), SEND and LSM Nurture Pupils, focussing on attendance, punctuality, parental involvement and wider school enrichment opportunities to support learning and well-being.	Track attendance, punctuality, learning outcomes and wellbeing of these pupils Develop strategies to encourage and support improved attendance, punctuality, learning outcomes and well-being Develop strategies to encourage and promote engagement in Enrichment activities and opportunities	Senior Leadership Team (SLT) and Teaching Teams	Ongoing
To ensure opportunities for membership of children who may be affected by discrimination and lack of equal opportunity, in wrap around care clubs, cocurriculum clubs and activities, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.	Monitor co-curriculum participation Reports on participation rates presented and discussed at leadership level Take-up of co-curriculum opportunity promoted with vulnerable students and where relevant PP funding used	HT, SLT, Local Governing Body	Ongoing
To provide wraparound care for families and reduce and remove inequalities for all children to be able to attend and remove any barriers for attendance.	Monitor the use of breakfast and after school clubs Ensure that clubs are promoted and vulnerable families signposted.	HT and SLT	Ongoing
To ensure all children have equal access to the curriculum regardless of their race, gender, physical or emotional needs.	Careful data monitoring and review of pupil attainment and progress throughout the year.	SLT	Termly
To reduce and thereby eliminate the use of discriminatory language, particularly focusing on language related to protected characteristics	Raise staff awareness of protected characteristics and associated discriminatory language Raise students' awareness and resistance through antibullying assemblies and curriculum	SLT and Teaching Teams	Ongoing
The senior leadership team has completed an annual review of the aims of the Equalities Information and Objectives Policy and believes that the school meets the requirements of the general public sector equality duty.			