



**Excalibur Academies Trust**  
Equality Information and  
Objectives Policy

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## Contents

1.	Aims .....	1
2.	Legislation and guidance: .....	1
3.	Roles and Responsibilities .....	1
4.	Eliminating Discrimination .....	2
5.	Advancing equality of opportunity .....	2
6.	Fostering good relations.....	3
7.	Equality considerations in decision-making.....	3
8.	Equality objectives.....	4
9.	Monitoring arrangements.....	5
10.	Links with other policies .....	5
	APPENDIX I Equality Impact Assessment Form.....	6



## **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:

1.1.1 Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

1.1.2 Advance equality of opportunity between people who share a protected characteristic and people who do not share it

1.1.3 Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

1.1.4 Publish equality objectives that the school has identified as priorities

## **2. Legislation and guidance:**

2.1 This document meets the requirements under the following legislation:

2.1.1 The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination

2.1.2 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

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

## **3. Roles and Responsibilities**

3.1 The Academy Committee will:

3.1.1 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/carers

3.1.2 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

3.1.3 Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

3.2 The Principal will:

3.2.1 Promote knowledge and understanding of the equality objectives among staff and pupils

3.2.2 Monitor success in achieving the objectives and report back to governors

3.3 The designated member of staff for equality will:

3.3.1 Support the principal in promoting knowledge and understanding of the equality objectives among staff and pupils



3.3.2 Support the principal in identifying any staff training needs, and deliver training as necessary

3.4 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**

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

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

4.3 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.

4.4 All staff receive training on school's Equality Act duties on a regular basis.

4.5 The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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

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

5.1.1 Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

5.1.2 Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

5.1.3 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)

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

5.2.1 Publish attainment/progress data each academic year showing how pupils with different characteristics are performing

5.2.2 Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

5.2.3 Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

5.2.4 Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils



## **6. Fostering good relations**

6.1 The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

6.1.1 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

6.1.2 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

6.1.3 Working with our local community. This includes for example, inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

6.1.4 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

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

7.2 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:

7.2.1 Cuts across any religious holidays

7.2.2 Is accessible to pupils with disabilities

7.2.3 Has equivalent facilities for boys and girls

7.3 The school will complete the Equality Impact Assessment Form (Appendix I) to demonstrate that we have actively considered our equality duties and asked ourselves relevant questions. The school uses specialist software (Evolve) when planning trips and activities. The completion of the Equality Impact Assessment Form will be noted during this process and reflected in the risk assessment. If the potential for a negative impact is identified, it will be escalated to a senior leader for discussion.



## 8. Equality objectives

### Objective 1

To remove the barriers to learning for disadvantaged and pupils with SEND (Special Educational Needs and Disability).

#### **Why we have chosen this objective:**

To ensure that PP (Pupil Premium) and SEND children continue to make progress that is in line with, or better than their peers.

To ensure PP and SEND children can access the curriculum as fully as they are able. PP and SEND children fulfil their potential including (where appropriate) achieving the Greater depth level for Maths, Reading and Writing.

#### **To achieve this objective we plan to:**

Careful tracking of attainment and progress for disadvantaged and pupils with SEND.

Target appropriate interventions based on robust assessment data.

Create individual Education plans and involve parents in their implementation.

Provide SENCo (Special Educational Needs Coordinators) support and training for staff.

Ensure reasonable adjustments are in place for disadvantaged and children with SEND

Where appropriate, work with outside agencies to achieve the best progress for our children.

#### **Progress we are making towards this objective:**

School SENCo attended cluster meeting and EAT SEND conference with experience SENDCo's.

All staff have had training on scaffolding for all pupils.

Reviewed SEND provision, flow charts, Assess, Plan, Do, Review.

Pupils enabled through Quality First Teaching for all – use of 'Walkthru' materials.

Subject leaders in core subjects have a clearly tracked overview of pupil's progress.

Interventions are created using robust analysis of children's attainment.

### Objective 2

To promote understanding and respect for diversity

#### **Why we have chosen this objective:**

To ensure the children celebrate diversity and are tolerant to other religions, cultures, and groups of people within society.

#### **To achieve this objective we plan to:**

Ensure school policies and procedures promote equality of opportunity

Ensure all staff are aware of our responsibility with regards to the equality act

Ensure our school curriculum promotes tolerance of all groups.

To continue Equality and Diversity, and British Values focus in assemblies each term.

To implement a new PHRSE curriculum across the school.

#### **Progress we are making towards this objective:**

Weekly British Values class assemblies linked to current affairs.

SCARF PHRSE curriculum introduced in September 2024.

New school vision and values places a celebration of diversity at its heart – Together, may our feathers give us wings to soar.

Rights Respecting Charters are in place in every classroom.



## **9. Monitoring arrangements**

This policy will be updated annually with details of how the school will comply with the public sector equality duty.

The equality objectives in this policy will be updated at least every 4 years.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special Educational Needs and Disability Policy



## APPENDIX I Equality Impact Assessment Form



Equality Group	Positive Impact	Negative Impact	Escalation Required
Age			
Disability			
Race (including colour, nationality, ethnic or national origin)			
Gender Reassignment			
Religion/Belief			
Sex			
Sexual Orientation			
Pregnancy/Maternity			
Marriage/Civil Partnership			