



**ALL SAINTS  
MULTI ACADEMY TRUST**  
BIRMINGHAM  
GOD'S LOVE IN ACTION

# Equality Information and Objectives

**All Saints Multi Academy Trust**



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	<b>Contents</b>	<b>Page</b>
	<b>Preface</b>	3
1.	<b>Aims</b>	3
2.	<b>Legislation and guidance</b>	3
3.	<b>Roles and responsibilities</b>	4
4.	<b>Eliminating discrimination</b>	5
5.	<b>Advancing equality of opportunity</b>	6
6.	<b>Fostering good relations</b>	6
7.	<b>Equality considerations in decision-making</b>	7
8.	<b>Equality objectives</b>	7
9.	<b>Monitoring arrangements</b>	8
10.	<b>Links with other policies</b>	8

### **Core Equality Statement**

We are committed to developing a culture of inclusion and diversity in which all those connected to our schools feel proud of their identity and their ability to participate fully in school life. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach, and visit us.



## Preface

All Saints Multi Academy Trust is situated in the heart of Birmingham, one of the most ethnically and culturally diverse population in the UK with over 100 different languages being spoken across the city. Our pupils are growing up in a diverse society and local community.

All Saints Multi Academy Trust recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced based on their age, disability, race, colour, nationality ethnic or national origin, sex (including transgender people), gender reassignment, maternity and pregnancy, religion and belief, sexual orientation, marriage and civil partnership, disability, religion/belief, sexual orientation or age. This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

The Trust places a real focus on recognising all pupils as individuals. All have the right to work and learn in a safe, secure and caring environment, in which they are valued. The trust aims to develop the attitudes and characteristics our pupils will need throughout their lives, through being; kind, empathetic, accepting, respectful, responsible and proud.

The trust has a responsibility to broaden the horizons of our pupils. We strive to overcome disadvantages and stand against all forms of discrimination on the grounds of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## 1. Aims

The trust 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 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. It also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

**The Board of Trustees will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the trust and its schools, including to staff, pupils 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 Executive Headteacher/Head of School.
- Ensure equal opportunities in its leadership and staff recruitment and promotion.
- Ensure each school implements this policy.

**Each Local Academy Board will:**

- Ensure that their school complies with the appropriate equality legislation and regulations.
- Ensure that policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the recording and reporting of equality and diversity data is sufficiently monitored.
- Ensure equal opportunities in its staff recruitment and promotion practices, CPD programmes and in membership of the governing body.
- Proactively recruit high-quality applicants from underrepresented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

**The Executive Headteacher Head of School will:**

- Implement this policy and its procedures.
- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to trustees and governors.
- Ensure staff are aware of their responsibilities, are given necessary training and support.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of their age, disability, race, colour, nationality ethnic or national origin, sex (including transgender people), gender reassignment, maternity and pregnancy, religion and belief, sexual orientation, marriage and civil partnership, disability, religion/belief, sexual orientation or age.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of their age, disability, race, colour, nationality ethnic or national origin, sex (including transgender people), gender reassignment, maternity and pregnancy, religion and belief, sexual orientation, marriage and civil partnership, disability, religion/belief, sexual orientation or age.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of

discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equalities.

**Employees will:**

- Be mindful of any incidence of harassment or bullying in the school.
- Address any minor issues of harassment or bullying in the school and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor students' progress and academic needs to ensure the appropriate support is in place.
- Keep up to date with equality legislation and its application by attending the appropriate training.

**Pupils will:**

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the DSL or to another member of the school staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

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 non-discrimination provisions.

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

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.

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

## 5. Advancing equality of opportunity

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 that 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 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 activities).

In fulfilling this aspect of the duty, the trust will:

- Report to the LAB data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above 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).
- Report to the LAB further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## 6. Fostering good relations

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 (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 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, 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. Work with parents to promote knowledge and understanding of different cultures.

## 7. Equality considerations in decision-making

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

The trust always considers the impact of significant decisions on particular groups. For example, when a 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 trust 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 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

Whilst continuing to improve the implementation of equality-related policies and procedures, the trust has established the following objectives:

### Objective 1

*Ensure that policy and practices relating to recruitment, retention and training is inclusive of the diverse needs of staff, governors, trustees and candidates.*

To achieve this objective, we plan to:

- Undertake an analysis of recruitment data and trends regarding race, gender and disability and regularly report on this to the staffing and pay sub-committee of the governing board.
- Review our recruitment process and make any necessary changes.
- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.
- CPD is mapped out and relevant to individual needs and personal development.
- Consultations to be held with staff regarding risk assessments, procedures, requirements and adaptations.
- Ensure that our vision is lived through our practice.

### Objective 2

*To provide equal opportunities for all learners promoting good progress and outcomes for all.*

To achieve this objective, we plan to:

- Monitor and track all groups of children to ensure good progress from their starting points through formative, summative and teacher assessment.
- Regular pupil progress meetings that concentrate on children that are not making expected progress.
- Analyse this data to further support any identified vulnerable groups.
- Ensure equal access to all intervention programmes.
- Ensure equal access to wider opportunities that support educational and personal development.

### Objective 3

*To ensure that our wider curriculum reflects our diverse community and supports the development of our children's global awareness.*

To achieve this objective, we plan to:

- Review and build on our current curriculum framework to ensure it suits our children's needs.
- Build on parental knowledge around this aspect of learning.
- Embed our Christian values alongside the fundamental British Values.

These objectives are reviewed annually.

## 9. Monitoring arrangements

The board of trustees will update the equality information we publish, at least every year. This document will be reviewed and approved by trustees at least every 4 years.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Dignity at work
- Risk assessment
- Staff Code of Conduct

