

Perryfields Enterprise Academy Trust

Equality Information and Objectives Policy



PEAT Equality Policy	
Adapted From:	The Key model policy
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SUMMARY OF CHANGES – February 2024

Section	Detail
2	Updated title to Aims
3	Updated legislation and guidance
5	Eliminating Discrimination – New section
6	Advancing equality of opportunity – New section
7	Equality considerations in decision-making – New Section
8	Title updated from Objectives to Equality Objectives

Perryfields Enterprise Academy Trust

1. Introduction

This document describes how Perryfields Enterprise Academy Trust (PEAT) intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its schools, pupils and its workforce.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). The Act defines protected characteristics as follows:

Age
Disability
Sex (gender)
Race (ethnicity)
Pregnancy and Maternity
Religion and Belief
Sexual Orientation
Transgender
Marriage and Civil Partnership

These protected characteristics apply to pupils, prospective pupils, staff, prospective staff or anybody they are associated with, with the exception of 'age' and 'marriage and civil partnership' which do not apply to pupils and prospective pupils.

This policy has links with the Behaviour, Admissions, SEN and Anti-bullying Policies.

2. Aims

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 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

3. 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.

4. Roles and Responsibilities

The role of PEAT board of directors

The board has overall responsibility for ensuring compliance with equality legislation and the effective operation of this policy and that action plans are implemented. A member of the Board has a watching brief regarding the implementation of this policy.

The Trust keeps its commitment to the Public Sector Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

The Trust Board reviews the Equality Policy every 3 years and evaluates the success of the Trust's equalities work taking account quantitative evidence (e.g. data) and qualitative evidence.

The role of the governing body

The local governing body (LGB) will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The LGB seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The LGB will ensure that we involve students, staff, governors, parents/carers and the community in achieving the best outcomes for the students

The LGB will take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The LGB welcomes all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The LGB ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher

It is the headteacher's role to implement the school's Equality Plan objectives and is supported by the local governing body in doing so. It is the headteacher's role to ensure that all staff are aware of the Equality Policy and Equality Plan, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this duty, so that no-one is discriminated against when it comes to employment or training opportunities. The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

5. 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.

6. 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 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 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 data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality Objectives – See Equality Plan (Rev 2024)

We have considered how well we are currently achieving our aims with regard to the protected groups under the Equality Act. From this evaluation we have agreed the following objectives to work on areas where we feel we could further develop and improve:

- Narrow the attainment gap between members of groups covered by the Equality Act and other pupils who are not members of those groups.
- Challenging race and gender stereotypes through curriculum planning, developing global links and maximising other opportunities (e.g. collective workshop assemblies).
- To improve levels of parental and pupil engagement in learning and school life, across all activities, to ensure equality and fairness in access and engagement.

Review of progress and impact

This Equality Policy has been agreed by the PEAT board of directors. We have a rolling programme for reviewing our policies and their impact. We will review our Equality Policy at least every 4 years.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender, social disadvantage and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Additionally, to measure how well we are doing, we will look at key outcomes regarding the following:

- Academic progress
- Extra-curricular club membership
- School trip attendance
- Parent consultation attendance

EQUALITY PLAN OBJECTIVES – 2024

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes	Success indicators
All	Overtly promote equality of opportunity and ensure all pupils have access to all activities, according to their age and ability	Attendance lists for school trips, planning and book scrutiny, lesson observations, clubs and other extra-curricular activities	All staff and local governors	Subject leaders to monitor curriculum-termly	All children have access to activities that they would like to participate in, as deemed appropriate. Planning is fully differentiated to support learning.
All	Publish and promote the Equality Plan through the school website, newsletter, staff meetings, board and governor meetings.	School ethos promotes equality for all. Regular work scrutinies, review of website, behaviour in school shows acceptance of all and there are no reported incidents of discrimination	Headteacher	Monitor impact termly	Staff are familiar with the Equality Plan and use it when planning lessons, creating class displays.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability.	Headteacher/LGB	Monitor impact termly	Analysis of teacher assessments / annual data demonstrates a narrowing gap for equality groups.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in Pupils' participation, confidence and achievement levels	All Staff	Subject leaders to monitor termly	Displays and work scrutiny
All	Recognise and represent the talents of all children who are identified as more able and talented and ensure representation on the HLP days fully reflect the school population in terms of race and gender.	HLP register monitored by race, gender and disability	Member of staff leading on HLP provision	Monitor impact termly	Analysis of the HLP register indicated it is changing to reflect the school's diversity

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes	Success indicators
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity- monitor through PSHE & learning/environment walks	Headteacher	Subject leaders to monitor curriculum-termly	More diversity reflected in school displays across all year groups.
Race Equality Duty	Identify, respond and report racist incidents. Report the figures to the the Governing body on a termly basis.	The Headteacher/ Governing body will use the data to assess the impact of the school's response to incidents. Governing Body Minutes Racist Incident Log	Headteacher/ LGB	Ongoing	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body.
Disability Equality Duty	Review accessibility audit to identify physical barriers and develop a programme to remove barriers	Headteacher/ Business Manager/ H&S Governor	Headteacher	April 2024 onwards	Issues raised on accessibility plan are addressed and actions put in place
All	Develop links and partnership working with schools in Chelmsford	Increased access to a wide range of children's services and professional development for staff	Headteacher	On going	CPD is used effectively in teaching. Schools are able to share good practise.
Gender Equality	All staff implement gender equality as part of PHSE Talk Time/RSHE/Values assemblies and debate of the week.	Pupil interviews/ lesson observations/ staff meetings	All Staff	April 2024 onwards	Children develop a greater awareness and understanding of gender equality and imbalances
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people/ parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor in Special Educational Needs and Disabilities	Ongoing	More applications from disabled candidates to be School Governors.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes	Success indicators
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Scrutiny of PSHE planning and deliver. Celebrations of diversity through Curriculum enrichment highly visible through school displays, assemblies, work in books.	Member of staff leading on PSHE/RE	Re/PSHE Subject leaders/SLT to monitor curriculum-termly	Increased awareness of different communities shown through whole school ethos. All stakeholders feel welcome and accepted at PJS.