



EQUALITY INFORMATION AND OBJECTIVES

To be adopted by all MITRE schools with additions

Agreed Autumn 2020

Signed by Chair of Trustees

A handwritten signature in black ink, written over a horizontal teal line. The signature is cursive and appears to be the name of the Chair of Trustees.

NEXT REVIEW SUMMER 2022
MINSTER TRUST FOR EDUCATION
RUFFORD COURT, WELLOW ROAD, EAKRING, NOTTINGHAM NG22 0DF

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1. Aims

Our schools and the Trust as a whole aims to meet their 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 Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout each 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 school-specific objectives on a daily basis to the Head Teacher and the Local Governing Body

Each school will nominate an equality link governor. They will:

- Meet with the Head, 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 Local Governing Body regarding any issues

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

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 and Trust 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, governors and Trustees 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 as part of their annual updates.

Each school has an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

The Trust has an equality trustee, the Very Reverend Nicola Sullivan, who liaises with the CEO, receiving updates from individual schools.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust and its schools 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 extra-curricular activities)

In fulfilling this aspect of the duty, each 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 its own pupils

6. Fostering good relations

The Trust and its schools 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 and Acts of Worship 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, through representation on school councils and wide participation in extra-curricular activity

7. Equality considerations in decision-making

The Trust and its schools ensure it has due regard to equality considerations whenever significant decisions are made.

The Trust/school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, a school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

An equality impact assessment will be completed to aid these considerations alongside any risk assessment.

8. Equality objectives

Trust Objectives

Objective 1: *Undertake an analysis of workforce data and trends with regard to race, gender and disability, and report on this to the Trust board*

Why we have chosen this objective: To ascertain whether there is a disparity between the workforce in each school and its pupils.

To achieve this objective we plan to: Analyse workforce and pupil data to produce a report which can be discussed, leading to possible actions to address any emerging issues.

Progress we are making towards this objective: A central HR team is gathering information about our new Trust-wide workforce and will be well-placed to undertake an analysis in the latter part of the academic year.

Objective 2: *Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: To ensure all our workforce is valued and arrangements are in place to make sure they can flourish at work and make the fullest contribution to the Trust. Also to ensure staff with vulnerabilities are well supported during the Covid-19 pandemic.

To achieve this objective we plan to: Review risk assessments and adjustments across all Trust schools, supporting Heads to make sure these are fully in place. Provide training and standard documentation to support school leaders.

Progress we are making towards this objective: Individual risk assessments are already in place across all current Trust schools for Covid-19. This is a good starting point from which to carry out the more extensive review. New schools joining the Trust will also need to be reviewed.

Objective 3: *Train all central team leaders, Heads, Trustees and Local Chairs of Governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: This will support the best possible recruitment and will also support safer recruitment in its wider sense.

To achieve this objective we plan to: Develop a bespoke training module and deliver across the Trust, beginning with a pilot for Trust central staff.

Progress we are making towards this objective: An experienced HR team leader is in place to work with the CEO on the development of this project.

The National Church Of England Academy Objectives

To support the learning of students with SEN by taking into account their need when planning and teaching including interventions, leading to a closing of the gap between SEN and Non-SEN academic outcomes. This will enable students with SEN to leave school with a better chance of higher education, employment and a wider selection of career pathways.

To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.

A child from a disadvantaged background is less likely to get good GCSE's. This may impact on future career choices and the ability to go on to higher education. The effects of this slow start can last a lifetime, widening social inequality. National must aim to close the outcomes gap between the disadvantaged and non-disadvantaged, removing barriers to progress and giving the disadvantaged an equal chance at success, further academic progress beyond school and employability.

To reduce any incidents of discrimination through high quality education and pastoral care.

9. Monitoring arrangements

The Head Teacher in each school along with the governors will update the equality objectives published least every year.

This document will be reviewed by the CEO at least every 4 years.

This document will be approved by the Trust Board

10. Links with other policies

This document links to the following policies / documents

- Accessibility plan
- Risk assessment
- Equality impact assessment

11. Equality Impact assessment

| Question | Response |
|--|----------|
| 1. Name of policy/funding activity/event being assessed | |
| 2. Summary of aims and objectives of the policy/funding activity/event | |
| 3. What involvement and consultation has been done in relation to the policy? (e.g. with relevant groups and stakeholders) | |
| 4. Who is affected by the policy/funding activity/event? | |
| 5. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event? | |

| Protected Characteristic Group | Is there a potential for positive or negative impact | Please explain and give any examples of any evidence/data used | Action to address negative impact (e.g. adjustment to the policy) |
|--------------------------------|--|--|---|
| Disability | | | |
| Gender reassignment | | | |
| Marriage of civil partnership | | | |
| Pregnancy or maternity | | | |
| Race | | | |
| Religion or belief | | | |
| Sexual orientation | | | |
| Sex (gender) | | | |
| Age | | | |

Evaluation

| Question | Explanation/justification | |
|--|---------------------------|--|
| Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people? | | |
| Final Decision | Tick the relevant box | Include any explanation/justification required |
| 1. No barriers identified, therefore activity will proceed | | |
| 2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups | | |
| 3. You can adapt or change the policy in a way which you think will eliminate the bias | | |
| 4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision. | | |

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|---|--|
| Will this EIA be published* Yes/Not required (*EIA's should be published alongside relevant funding activities e.g. calls and events: | |
| Date completed: | |
| Review date (if applicable): | |

Change log

| Name | Date | Version | Change |
|------|----------------|---------|--------|
| | When published | 1 | |