



TIMU ACADEMY TRUST

Policy Document for: Equality information and objectives

Prepared: March 2020

Due for Review: March 2024

Aims

Our Trust aims to meet its 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
- Consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

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.

Roles and responsibilities

The Local Governing Body (LGB) will:

- 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, and that they are reviewed and updated at least once every four years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School

The Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Feed back to the local governing body at least annually as to the progress against the objectives and any equality concerns which have been raised and addressed
- Identify any staff training needs, and ensure training is given as necessary

All staff are expected to:

- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school
- deal with any prejudice related incidents that may occur and log these on CPOMS tracking system
- plan and deliver a curriculum that reflects the guiding principles
- have regard to this document and to work to achieve the objectives

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.

The Head of school monitors activities within the school to ensure compliance with the policy and our statutory requirements.

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 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 societies)

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

- Share attainment data with the LGB 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)
- Share any further data with our LGB about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

The school 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 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, 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 are developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

The Trust 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:

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

Equality Objectives

Objective 1: Promote cultural development and understanding through a rich range of experiences, both in and out of school		
Rationale for objective	Actions to be taken	Progress against objective
The majority of the cohort of both schools is white British and so have limited links with other cultures, ethnicities and faiths.	<p>Review trips/visitors in school to address cultural development and increase understanding of different faiths</p> <p>Review RE/PSHE schemes of work to ensure SMSC and equality is promoted</p> <p>Actions led by RE lead, PSHE lead</p>	PSHE and RE schemes of work have been reviewed. PSHE will build in greater contextual changes to support SMSC opportunities.

Objective 2: close gaps in outcomes and progress between boys and girls		
Rationale for objective	Actions to be taken	Progress against objective
Girls outperform boys in reading at KS2 and at greater depth in writing at both schools. KS1 gap for girls in maths at expected, with boys also performing less strongly than girls in phonics in year 1 at both schools	<p>Review the provision for boys reading and consider how reading for pleasure is promoted (part of School Development Plans 19/20). Review opportunities for free writing to encourage boys writing for pleasure</p> <p>Review maths outcomes throughout the year in light of changes to maths mastery approach and get pupil voice from girls in maths</p> <p>Review provision for phonics to ensure boys are well engaged and that phonically decodable books at available to support boys early reading skills</p>	Phonics audit has been completed – phonetically decodable books have been sourced to support.

Objective 3: ensure the school environment is accessible for all pupils and adults		
Rationale for objective	Actions to be taken	Progress against objective
Changes in the curriculum and the curriculum rationale place greater emphasis on pupils being independent and resilient so pupils need to be able to access the whole school environment	<p>Review accessibility plan</p> <p>Discuss accessibility with the class facing staff to ensure all pupils, including those with SEND can access all learning</p> <p>Continue to track the progress and attainment of all pupils in vulnerable groups including SEND and PP</p>	<p>New ramp added at the back of the school to ensure wheelchair access.</p> <p>Curriculum development emphasises the need for SEND children to access all learning in order to maximise their progress</p>