



SOUTH WESTMORLAND
MULTI ACADEMY TRUST

Single Equality Information and Objectives Policy

Committee:	MAT Board
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1. 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

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 MAT Board 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 headteacher

The equality link Local Advisory Committee representative is Mrs Morag Knight who will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the MAT Board and Local Advisory Committee regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to the Mat Board and LAC.

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link Local Advisory Committee representative every term to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

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 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, Trustees and Local Advisors 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 professional standards and code of conduct for all school staff. This includes boarding and school staff. This is refreshed as applicable.

The school has a designated member of staff for monitoring equality issues, and an equality link LAC representative. They regularly liaise regarding any issues and make senior leaders and Trustees aware of these as appropriate.

Discrimination issues will be investigated and outcomes recorded in the single central record with a resolution from Headteacher or MAT Board.

5. 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 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)
- Ensuring a breadth of equal opportunity is provided for all students including day and boarding students who have a particular characteristic (e.g. attending trips events and clubs and 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 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 our own pupils
- Provide links with other school policies such as behaviour for learning, safeguarding, anti-bullying, SEND and whistleblowing to ensure equal opportunity for all, and in this respect to amend and rewrite policies to reflect issues associated with particular protected characteristics.

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 (Dallam School PDEV curriculum) 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, Team Talk our student voice panel 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- Our inclusive nature includes that of the boarding provision which provides a home and care and education for a wide range of cultures backgrounds and groups of students. We encourage students to share and offer the opportunity to develop knowledge of this wide range of cultures.
- In the wider community Dallam School seeks to provide a space where faith groups, community groups and individuals could use facilities outside of school hours
- Students and staff are involved in leading aspects of community and educational work, including providing opportunities outside term time for outdoor pursuits for all, and for a wide ranging and successful community education programme.

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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Is accessible for those on low income or benefits

The school records these decisions through leadership team minutes and in risk assessments before significant decisions are made. The Senior leadership encourages all staff to consider the impact of planning trips and activities on those who hold a particular characteristic.

8. Equality objectives

Objective 1: *Undertake an analysis of recruitment data for staff and students regarding race, gender and disability.*

Why we have chosen this objective: To ensure that Dallam School has a fair representation of BAME staff and students, those with disabilities and to ensure gender equality when recruiting staff.

To achieve this objective we plan to: provide specific statements in recruitment material regarding equality for all, and to target those with specific characteristics within marketing material.

Objective 2: *Ensure that all students with particular characteristics, including those but not exclusive to; PP, FSM, SEND and BAME progress at the same rate from their starting part as the rest of the cohort and in line with their peers without particular characteristics*

Why we have chosen this objective: To ensure all students achieve their full potential

To achieve this objective we plan to: ensure that the quality first teaching principles are adopted across all the school curriculum, and to audit the provision made for students with particular characteristics to ensure that the curriculum meets the needs of all learners.

Objective 3: *Develop the 'Dallam Spirit' via excellent personal development of all students, to promote tolerance, resilience, community spirit and respect for others.*

Why we have chosen this objective: In order to ensure that all learners are equipped as lifelong learners ready to enter the world of work and community regardless of particular characteristics so that opportunities are open to all post education.

To achieve this objective we plan to: develop curriculum resources to deliver personal development education at the highest level, and to develop pastoral systems that allow students to thrive, especially those with particular characteristics by identifying local and national trends and responding appropriately and proactively.

9. Monitoring arrangements

The MAT Board will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the Headteacher and MAT Board at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Safeguarding
- SEND
- Attendance
- Anti-Bullying
- Behaviour and rewards
- Whistleblowing
- Recruitment and retention
- Pay and conditions
- Staff code of conduct