Policy 12

Equality Information and Objectives

Approving Body	MITRE Board and then LGB
Date Approved	17th July 2024
Version	1
Supersedes Version	Policy dated July 2022
Review Date	Summer 2028

The following assessments have been completed in relation to this policy

Workload impact		Equality impact	✓	Trust virtues	✓

Table of Contents

1. Aims 2

2. Legislation and guidance 3

3. Roles and Responsibilities 3

3.1 The Board of Trustees 3

3.2 The Local Governing Body 3

3.3 The Head Teacher 4

3.4 All staff 4

4. Eliminating discrimination 4

5. Advancing equality of opportunity 4

5.1 Publishing information about pupils/students 4

5.2 Publishing information about staff 5

6. Fostering good relations 5

7. Equality considerations in decision making 6

8. Equality Objectives 6

8.1 Trust Equality Objectives 6

8.2 [Name of school] Equality Objectives 7

9. Monitoring arrangements 8

10. Links with other policies 8

Appendix A : Equality Impact Assessment 9

THIS POLICY SETS OUT OUR APPROACH TO EQUALITY AND THE EQUALITY OBJECTIVES FOR MITRE. SECTION 8 ALSO SETS OUT THE EQUALITY OBJECTIVES FOR [NAME OF SCHOOL]

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

Minster Trust for Education promotes respect for difference and diversity in support of its stated mission that **"Together we help every child top flourish, opening doors to fulfilling futures."** Our core virtues of wisdom, integrity, service, collaboration and kindness underpin our mission and pursuit of equality.

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. , the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty.

This document also complies with our funding agreement and articles of association.

3. Roles and Responsibilities

3.1 The Board of Trustees

The Trustees will:

- Ensure that the equality information and objectives as set out in this statement is published and communicated throughout the trust, including to local governors, 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.
- Appoint a link equality trustee to monitor the engagement of schools and ensure the trust is pursuing its equality objectives, meeting with the CEO on a termly basis.
- Delegate responsibility for monitoring the achievement of the school-specific objectives on a daily basis to the Head Teacher and the Local Governing Body of each school.

3.2 The Local Governing Body

- Each school will nominate an equality link governor who will meet with the Head Teacher or designated member of staff for equality at least twice each academic year. They will support the governing body in fulfilling their equality duties and discuss any issues that have been raised and how these are being addressed.
- The LGB will monitor progress being made against the school's equality objectives.
- Governors will ensure they are familiar with their duties and all relevant legislation and complete any training needed.

- The LGB will report back to the Trust Board regarding any issues.

3.3 The Head Teacher

The Head Teacher will, for their schools:

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

3.4 All staff

All staff across the trust 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.

Trustees, local governors and all staff 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.

The Head Teacher has designated equality responsibilities, and each school has an equality link governor. They regularly liaise regarding any issues and make trust leaders and governors aware of these as appropriate.

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 by 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)

5.1 Publishing information about pupils/students

In fulfilling this aspect of the duty the trust will, for every school:

- Publish attainment data for each school 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

Relevant information about each school will be published on their individual websites.

5.2 Publishing information about staff

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Recruitment and retention rates for staff with different protected characteristics
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Analysis of engagement with professional learning opportunities for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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 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.
- Making sure our schools work with their 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 each school. For example, through representation on school councils and wide participation in extra-curricular activity. Schools also work with parents to promote knowledge and understanding of different cultures.
- Developing links with people and groups who have specialist knowledge about particular characteristics which helps inform and develop how they implement their approach.

7. Equality considerations in decision making

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

In all our schools, we will always consider 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 all pupils irrespective of their gender

The school 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 school trips and activities. The record is completed by the member of staff organising the activity or making the decision and is stored electronically.

8. Equality Objectives

8.1 Trust Equality Objectives

Objective 1

Undertake an annual 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 to consider whether staff are representative of a diverse workforce.

To achieve this objective, we plan to: Analyse workforce data to produce an annual report which can be discussed with trustees and leaders, resulting in strategic plans for workforce development.

Progress we are making towards this objective: A trust-wide HR system has been implemented to allow ready analysis of workforce information. Annual gender pay gap reporting is well established and is now ready to be extended to other characteristics. An annual report format has been developed in advance of publication.

Objective 2

Develop and implement a trust-wide **People Strategy** which ensures equity of opportunity for all employees. In particular to ensure employees with protected characteristics are fully accessing professional learning opportunities.

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.

To achieve this objective, we plan to: Develop and implement a People Strategy across the trust, including a clearly defined professional learning offer. We will also analyse participation in professional learning on an annual basis and report on this to trustees and trust leaders.

Progress we are making towards this objective: The People Strategy is in place and professional learning pathways are developed. There is now the need to track and monitor participation in training for employees including those with protected characteristics.

Objective 3

Ensure students and pupils in all MITRE schools have the opportunity to explore diversity in the curriculum and through wider activity. Also to ensure that students and pupils with protected characteristics have a voice with school leaders.

Why we have chosen this objective: Our trust mission is that **Together we help every child to flourish, opening doors to fulfilling futures".** Our MITRE education model aims to instill a moral compass, offer rich experiences, build ambition and self-confidence, and explore diversity, faith and equality.

To achieve this objective, we plan to: Include a focus on these areas of our MITRE education model through the annual review, giving feedback to school leaders and supporting them to implement new ideas and projects.

Progress we are making towards this objective: The MITRE education model is well established, and all staff have been supported with their understanding of equality, diversity and inclusion through a trust-wide conference. Many examples of good practice are evident in individual schools and this now needs to be more formally captured in the coming review cycle.

8.2 [Name of school] Equality Objectives

Objective 1

[Insert objective here]

Why we have chosen this objective:

[Insert expected impact here]

To achieve this objective we plan to:

[Insert actions here]

Progress we are making towards this objective:

[Insert progress update here]

Objective 2

[Insert objective here]

Why we have chosen this objective:

[Insert expected impact here]

To achieve this objective we plan to:

[Insert actions here]

Progress we are making towards this objective:

[Insert progress update here]

Objective 3

[Insert objective here]

Why we have chosen this objective:

[Insert expected impact here]

To achieve this objective we plan to:

[Insert actions here]

Progress we are making towards this objective:

[Insert progress update here]

[Possible examples to help schools set their objectives – amend / delete / replace]

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

To reduce the incidence of the use of homophobic language by pupils in school

To narrow the gap between boys and girls in English KS3 and KS4 results

To promote cultural development and understanding through a rich range of experiences both in and beyond the school

9. Monitoring arrangements

The CEO will update the equality information we publish, described in section 5 above, at least every year.

This document will be reviewed by the CEO and approved by the board of trustees at least every 4 years.

The Head Teacher in each school along with the governors will update the equality objectives published at least every 4 years.

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
- Trust strategic plan
- People strategy

Appendix A : Equality Impact Assessment

Consideration	Response
Name of policy/funding activity/event being assessed	
Summary of aims and objectives of the policy/funding activity/event	
What involvement and consultation has been done in relation to the policy? (e.g. with relevant groups and stakeholders)	
Who is affected by the policy/funding activity/event?	
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 or 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
No barriers identified, therefore activity will proceed		
The policy or practice will not proceed because the data shows bias towards one or more groups.		
The planned activity or policy requires adapation and further consideration to address bias and will be updated.		
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 implementation will proceed with caution, providing justification for this decision.		

Will this EIA be published?	Yes/No
Date completed:	
Review date (if applicable):	

Change Log

Name	Date	Version	Change
		1	