

Equality Information and Objectives Policy

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Relating to all Academies of the
Advance Learning Partnership Multi Academy Trust

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Statement of Intent

Advance Learning Partnership recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

The Public Sector Equality Duty (PSED) will be referenced throughout the policy. It is a legal requirement under the Equality Act 2010, which places a duty on public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups.

1. Aims

Advance Learning Partnership 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.

Advance Learning Partnership family of academies has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how ALP Academies determine its equality objectives.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- DfE The Equality Act 2010: advice for schools
- Equality Act 2010 (Specific Duties) Regulations 2011
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following academy policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Staff Equality, Equity, Diversity and Inclusion Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The academy fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion or belief
- Marriage and civil partnership
- Sexual orientation

The Act makes it unlawful for the responsible body of an academy to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The Headteacher is the designated responsible person for the school, while the Chief Executive Officer (CEO) holds overall responsibility for the Trust.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

3. Roles and Responsibilities

The Trust Board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the school publishes information regarding how it is complying with the public sector Equality Duty and that the information is easily accessible.

The Chief Executive Officer (CEO) will:

- Provide strategic leadership and oversight of the Trust's approach to equality, diversity and inclusion, ensuring that the policy is implemented consistently across all academies.
- Ensure that equality considerations are embedded within the Trust's strategic priorities, improvement planning, people strategy and organisational decision-making.
- Hold Headteachers and senior leaders to account for the effective implementation of the Equality Policy within their academies and for addressing any identified areas of non-compliance.
- Ensure that appropriate Trust-wide systems, procedures, training and support are in place to enable academies to meet their equality duties and responsibilities.
- Monitor Trust-wide equality information, including relevant workforce, pupil and incident data, to identify patterns, risks, inequalities and areas requiring improvement, and ensure appropriate action is taken.

- Ensure that equality risks and areas of non-compliance are appropriately reported and escalated to the Trust Board through the Trust's established assurance and reporting arrangements.
- Ensure that significant equality-related concerns, complaints, discrimination or systemic issues are appropriately investigated, addressed and, where necessary, escalated.
- Promote a culture of equality, diversity, inclusion and respect across the Trust and ensure that senior leaders understand and fulfil their responsibilities under this policy.
- Ensure that the Trust's equality objectives are translated into appropriate Trust-wide actions and measures of impact, and that progress is monitored.
- Work with the Trust Board and senior leaders to ensure that lessons learned from equality monitoring, complaints, audits and incidents inform Trust-wide improvement.

The Headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy to Governors and any issues identified will be reported back to Trust Board via Academy Council minutes

Employees will:

- Be mindful of any incidents of harassment or bullying in the academy.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the Headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the academy's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the academy by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.

- Abide by all the academy's equality and diversity policies, procedures and codes.

4. Equality objectives

Advance Learning Partnership is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The academy sees all members of the school community as of equal value, regardless of any protected characteristic. The academy's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the Public Sector Equality Duty and outlines how equality of opportunity is ensured for all members of the school community.

The Trust and its academies have agreed to the following Objectives:

- To ensure that all Trustees, Governors and staff are aware of current legislation surrounding equality and diversity and understand the responsibilities of the Trust.
- To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our academy communities.
- To promote mental health awareness and develop appropriate interventions where necessary.
- Actively close gaps in attainment and achievement between students for all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- Continue to improve accessibility across the academy sites for students, staff and visitors with disabilities, including access to specialist teaching areas.
- Monitor the incidence of the use of homophobic, sexist and racist language by students in our academies.
- To continuously review and revise the curriculum from Early Years to KS4, so that it represents a diverse culture and society and encourages tolerance and respect.

5. Eliminating Discrimination

The Trust has a zero-tolerance approach to unlawful discrimination, harassment and victimisation and is fully committed to meeting its obligations under the Equality Act 2010.

Discrimination, whether direct or indirect, along with harassment and victimisation, will not be tolerated under any circumstances. All members of the school community are expected to promote an inclusive environment where individuals are treated with dignity, respect and fairness at all times.

The Trust ensures that:

- All policies and procedures are reviewed regularly to ensure compliance with equality legislation and to prevent discriminatory practice.
- Equality considerations are embedded into decision-making, including curriculum design, behaviour management, staffing, and resource allocation.
- Any concerns, incidents or allegations of discrimination are taken seriously, recorded, investigated promptly and addressed in line with relevant Trust policies, including behaviour, safeguarding, complaints and disciplinary procedures.

Trustees, Governors and leaders will actively promote compliance by:

- Regularly communicating expectations regarding equality through meetings, briefings and training.
- Ensuring that equality responsibilities are clearly understood and consistently applied across all academies.
- Monitoring trends and patterns in incidents to inform proactive action and improvement.

All staff:

- Receive equality, diversity and inclusion training as part of induction and through regular refresher programmes.
- Are expected to challenge inappropriate language, stereotyping and discriminatory behaviour, and to act in accordance with this policy at all times.

Each academy will nominate a designated senior leader with responsibility for overseeing equality. This role includes:

- Monitoring equality-related data, incidents and trends.
- Reporting concerns and emerging issues to the Headteacher and Trust leadership.
- Supporting the development of actions to address identified inequalities.

Breaches of this policy will be addressed in line with the Trust's disciplinary and behaviour policies and may result in formal action.

6. Advancing Equality of Opportunity

The Trust is committed to actively advancing equality of opportunity for all members of the school community by removing barriers, addressing disadvantage and enabling all individuals to achieve their full potential.

In line with the Equality Act 2010 and DfE guidance, the Trust will:

- **Identify and remove barriers** that may disadvantage individuals or groups who share a protected characteristic, including through early identification of need and targeted support.
- **Take reasonable and proportionate steps** to meet the specific needs of individuals, including making adjustments where required to ensure equitable access to education, services and opportunities.

- **Promote full participation and inclusion**, ensuring that all pupils are encouraged and supported to engage in the full life of the academy, including wider curricular and enrichment activities.

The Trust recognises that some individuals may experience multiple and overlapping disadvantages. We will take these into account when planning provision and support.

To ensure effective implementation, each academy will:

- **Collect, analyse and use data** to monitor the progress, attainment, attendance and wellbeing of pupils across different groups, including those with protected characteristics and identified vulnerable groups.
- **Identify gaps and trends**, and take timely and targeted action to address inequalities, including through curriculum adaptation, intervention programmes and pastoral support.
- **Evaluate the impact of actions taken**, using measurable outcomes (e.g. progress data, attendance rates, behaviour incidents, bullying records) to demonstrate improvement over time.

Leaders and governors will:

- Regularly review equality data and outcomes as part of school improvement and governance processes.
- Hold senior leaders to account for reducing inequalities and improving outcomes for disadvantaged and underrepresented groups.
- Ensure that equality objectives are informed by robust evidence and are specific, measurable and regularly reviewed.

All staff are expected to:

- Use data and professional judgement to identify and respond to the needs of pupils.
- Adapt teaching, support and interactions to ensure inclusive practice.
- Promote high expectations for all pupils and actively challenge barriers to participation and achievement.

7. Fostering Good Relations

The Trust is committed to fostering positive relationships across the school community, promoting mutual respect, understanding and cohesion between individuals who share a protected characteristic and those who do not.

We aim to create an inclusive culture in which diversity is valued and all members of the community feel safe, respected and able to contribute fully.

To achieve this, the Trust will:

- **Promote understanding and respect through the curriculum**, ensuring that pupils are exposed to a diverse range of perspectives, cultures and experiences across subjects. This includes, but is not limited to, RE, PSHE, citizenship and English, where teaching will reflect and celebrate different backgrounds and viewpoints.

- **Provide structured opportunities for dialogue and reflection**, including assemblies, awareness events and themed activities. Pupils will be actively encouraged to contribute to and lead initiatives that promote inclusion and understanding.
- **Engage with the wider community**, including parents, carers and local organisations, to strengthen relationships and broaden pupils' understanding of different cultures, beliefs and experiences. This may include external speakers, partnerships with community groups and locally relevant educational visits.
- **Promote inclusive pupil voice and representation**, ensuring that groups such as school councils and leadership opportunities reflect the diversity of the school community and provide a platform for all pupils to be heard.
- **Proactively address and reduce tensions or conflict**, including identifying and responding to any patterns of division, prejudice or misunderstanding between groups. This will include targeted interventions, restorative approaches and education where needed.
- **Work with specialist organisations and experts**, where appropriate, to enhance understanding of specific protected characteristics and to inform the Trust's approach to equality, diversity and inclusion.

To ensure effectiveness, academies will:

- Monitor incidents of bullying, harassment and prejudice-related behaviour, including trends across different groups.
- Evaluate the impact of curriculum and pastoral initiatives on improving relationships and inclusion.
- Take timely and appropriate action where issues are identified.

All staff are expected to:

- Model respectful and inclusive behaviour at all times.
- Promote positive relationships between pupils and challenge prejudice, stereotypes and discriminatory language.
- Support pupils in developing empathy, understanding and respect for difference.

8. Equality considerations in decision-making

The Trust ensures that equality considerations are embedded into all strategic and operational decision-making. Due regard is given to the potential impact of decisions on individuals and groups who share protected characteristics, in line with the Equality Act 2010 and the Public Sector Equality Duty.

All significant decisions, policies and activities are assessed to ensure they:

- Do not unlawfully discriminate against any individual or group.
- Promote equality of opportunity and inclusion.
- Foster positive relationships within the school community.

In practice, this includes consideration of how decisions may affect different groups. For example, when planning trips, activities or changes to provision, academies will consider whether:

- Activities are accessible to pupils with disabilities or additional needs.
- Timing or scheduling conflicts with religious observance or cultural practices.
- Provision is inclusive and equitable for all pupils, regardless of sex or other protected characteristics.
- Financial or practical barriers may prevent participation for some groups.

To support this, each academy will:

- **Undertake Equality Impact Assessments (EqIAs)** for relevant decisions, policies and activities, proportionate to their scale and potential impact.
- **Record and document considerations and outcomes**, including any actions taken to mitigate identified risks or inequalities.
- **Integrate equality considerations into existing processes**, such as risk assessments, curriculum planning and school improvement planning, to ensure consistency and avoid duplication.
- **Review the impact of decisions over time**, using data and feedback to identify any unintended consequences and take corrective action where required.

Leaders and governors will:

- Ensure that equality impact is routinely considered and evidenced in decision-making processes.
- Provide appropriate challenge and oversight to confirm that equality duties are being met effectively.
- Use findings from Equality Impact Assessments to inform future planning and continuous improvement.

All staff involved in planning or decision-making are expected to:

- Consider the needs of diverse groups and apply inclusive practices.
- Seek advice or guidance where there is uncertainty about potential impact.
- Contribute to a culture where equality considerations are an integral part of everyday practice, rather than a standalone exercise.

9. Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the academy's legal obligations.

The academy will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.

- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The academy will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The academy will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The academy will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

10. Publishing Information

The Trust will publish clear and accessible information to demonstrate its compliance with the Equality Act 2010 and the Public Sector Equality Duty.

This information will be proportionate, meaningful and focused on demonstrating how the academy is:

- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations

The trust will publish relevant information relating to individuals within the trust community who share protected characteristics, including:

- Employees of the academy
- Pupils and other individuals affected by the trust's policies, practices and provision

In doing so, the trust will ensure that:

- Data is used responsibly, lawfully and in accordance with data protection legislation.

- Published information is sufficiently detailed to demonstrate transparency and accountability, while protecting individual privacy.
- Information is accessible to stakeholders and presented in a clear and understandable format.

The trust will not publish information where:

- It would identify an individual and breach confidentiality.
- The data is not held or it is not reasonably practicable to obtain it.
- There are legitimate legal or data protection constraints on publication.

The trust will:

- **Publish equality information at least annually**, including relevant data and narrative explaining how duties are being met.
- **Include analysis and context**, outlining key trends, gaps and actions being taken in response.
- **Ensure information is available on the trust website** and remains accessible for a minimum period in line with statutory requirements.

Leaders and governors will:

- Review published equality information regularly to ensure accuracy and relevance.
- Use this information to inform equality objectives, trust improvement planning and strategic decision-making.
- Provide appropriate challenge to ensure that published data reflects genuine progress and drives continued improvement

The trust will publish the following information annually with regard to the gender pay gap:

- The difference between the mean hourly rate of pay of male and female full-pay relevant employees
- The difference between the median hourly rate of pay of male and female full-pay relevant employees
- The difference between the mean bonus pay paid to male and female employees
- The difference between the median bonus pay paid to male and female employees
- The proportions of male and female relevant employees who were paid bonus pay
- The proportions of male and female full-pay relevant employees in lower, lower middle, upper middle, and upper quartile pay bands

The above information will be updated and published annually on the academy website in a manner that is accessible to all its employees and to the public for a period of at least three years from the publication date.

Publication of Equality Information

Each academy within the Trust will publish clear, accessible and up-to-date equality information on its website to demonstrate compliance with the Public Sector Equality Duty and the Equality Act 2010.

Published information will provide a transparent account of how the academy is eliminating discrimination, advancing equality of opportunity and fostering good relations.

Each academy will:

Publish equality information annually

This will include:

- Relevant and proportionate data relating to pupils and, where appropriate, staff, including protected characteristics (e.g. sex, ethnicity, Special Educational Needs and Disabilities (SEND), disadvantage and other key groups).
- A clear summary of the actions the academy is taking to meet its equality duties.
- Evidence of the **impact** of these actions, including measurable outcomes such as attainment, attendance, behaviour and wellbeing indicators.

Publish and review Equality Objectives

- Equality objectives will be published.
- Objectives will be:
 - Specific, measurable and evidence-informed
 - Relevant to the academy's context and identified priorities
- Progress towards these objectives will be:
 - Monitored regularly by leaders and governors
 - Reported periodically as part of published equality information
 - Used to inform ongoing improvement and planning

Ensure accessibility and transparency

To support engagement and accountability, academies will:

- Make equality information and objectives clearly visible and easy to locate on the academy website.

- Present information in a format that is clear, concise and understandable for a wide audience.
- Provide information in alternative formats where appropriate to meet accessibility needs.

Maintain accuracy and oversight

Leaders and governors will:

- Review published information regularly to ensure accuracy, relevance and compliance.
- Use published data and analysis to inform decision-making, equality objectives and school improvement priorities.
- Provide appropriate challenge and oversight to ensure that published information reflects genuine progress and impact.

11. Promoting Equality

The academy's Equality, Equity, Diversity and Inclusion Policy set out the academy's approach to promoting equality and diversity across the whole academy community.

12. Addressing prejudice-related incidents

The academy is opposed to all forms of prejudice. The academy will ensure that pupils and staff are aware of the impact of prejudice. The academy will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be accessible to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

13. Monitoring Arrangements

This policy is reviewed in accordance with the Policy Scheme of Delegation, which is approved annually (sections 4-11) by the Trust Board. This ensures that we maintain consistency and alignment with our overarching governance framework.

The objectives in this document will be reviewed at least every 4 years (In section 12).

The policy will be monitored and evaluated in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.

14. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMS and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the Safeguarding Policy.

15. Complaints

All complaints should be raised with the school in the first instance. The details of how to make a formal complaint can be found in the School Complaints Policy.

16. Modern Slavery Act

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain.

The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

17. Accessibility Statement

We are committed to ensuring that our policies are accessible to all individuals. If you require this policy document in an alternative format, such as Braille, large print, or another language, please do not hesitate to contact our office. Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.