



*Placing children's rights at the heart of all we undertake.*  
· respect · integrity · humility · equality · care towards all

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**The Fierté Multi-Academy Trust**

# **Equality Policy**

## Document Control

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POLICY SECTION	WHAT'S CHANGED?
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## Aims:

The Fierte Multi-Academy 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

## 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 Trust 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 Executive Leadership Team.

### The Equality Link Trustee is Vicki Blundell. She will:

- Meet with the designated member of staff in each school for equality annually 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 full Trust Board regarding any issues

### The Headteachers will:

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

### 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 Chair of Governors to raise and discuss any issues or within
- 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 the section Equality Objectives.

## 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.
- Trustees, Staff and governors 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 annually.
- The Trust's Academies have designated members of staff for monitoring equality issues, and equality link governors. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## Advancing equality of opportunity

*As set out in the DfE guidance on the Equality Act, Fierte Multi-Academy Trust aims to advance equality of opportunity by:*

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have or a specific issue e.g. gender.
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at appropriate 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 activities)

### *In fulfilling this aspect of the duty, the Trust 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 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 the 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, all speakers will be risk assessed in-line with anti-radicalisation policy and practice.
- Working with our local communities. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local communities
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the Academies. For example, our Academy councils have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the Academies' 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

### Equality considerations in decision-making:

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

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

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

The Academies keep a written record (known as an Equality Impact Assessment) to show they have actively considered their equality duties and asked relevant questions. This is recorded at the same time as the risk assessment when planning Academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

### Monitoring arrangements:

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

This document will be reviewed by the Trust Board at least every four years.

### Links with other policies:

This document links to the following policies:

- Accessibility plan
- Risk assessment