



St Mary's Academy Trust

Equality Statement, Policy and Objectives (Incorporating Equality Public Duty)

Date Agreed by HR Committee: 17th July 2023

Date to be Reviewed: 17th July 2025

1. Introduction

- 1.1 The Trust recognises that everyone has fundamental human rights and welcomes the diversity of the community who are working and learning within the organisation.
- 1.2 The Trust is committed to promoting equality and tackling social exclusion and, as such, will integrate equality into all activities, having due regard for the need to eliminate unlawful discrimination, promote equality of opportunity, and promote good relations between all groups irrespective of their disability, race, sex, religion or belief, sexual orientation, transgender status, age, or marital status.
- 1.3 The Trust will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the Trust, its school communities and workforce.

2. Our Approach to Equality and Diversity

- 2.1 An equal and diverse Trust will have a greater ability to meet the challenges of the future, and so, equality and diversity must be embedded in everything the Trust does when delivering the priorities of the organisation. As such, everyone must recognise that they have a role to play.
- 2.2 The approach we take to equality and diversity must be informed by our vision and values. We will address the challenges we face and learn from the progress and achievements we have made so far.
- 2.3 The Trust therefore looks to embed equality and diversity into mainstream service activity and planning.
- 2.4 We need our leaders and employees to inherently understand equality and diversity, share common objectives for the organisation and the people we serve, and treat each other with the respect that they would like to be treated with themselves.
- 2.5 We will ensure that we are delivering excellent services to those sections of the community who face the greatest barriers and are in the most vulnerable situations.
- 2.6 In recent years the number of people in Barnsley who were born in another country has increased, although this is still well below the national average.
- 2.7 This means there are more children entering the education system who have English as an Additional Language (EAL). As a result, they may have specific language support needs and their families may be less familiar with the education system in this country. Without the right support and guidance this can mean that the educational achievement of learners with EAL can fall behind their peers, but with the right support they can blossom.
- 2.8 We are committed to promoting equality and tackling social exclusion and, as such, will integrate equality into all our activities. This commitment includes raising

awareness, amongst all our staff and leaders of how equality and diversity should be one of the foundation stones in our work and in how we get on with each other. It also means that we address equality and celebrate diversity as an integral part of our curriculum offer.

- 2.9 It is important that we support each other and we will not tolerate instances of bullying and harassment towards employees or elected members either by colleagues or members of the public.

3. Legislative Framework

- 3.1 The Equality Act 2020 provides a single legal framework with three broad duties:

- a) Eliminate discrimination and other conduct that is prohibited by the Act
- b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- c) Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it

- 3.2 The effect of the Equality Duty is that schools must have due regard to the above in relation to the management of their pay policies, avoiding direct or indirect discrimination. The Public Sector Equality Duty (PSED) requires public bodies to prepare and publish annually equality objectives and publish information to demonstrate compliance with the general duty (the Equality Act 2010 (Specific Duties) Regulations 2011).

- 3.3 This policy has due regard to statutory legislation, including, but not limited, to the following: -

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Education Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

- 3.4 St Mary's Academy Trust 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.

- 3.5 A protected characteristic under the Act is as follows: - age, disability, race, colour, nationality, ethnic or national origin, sex (including transgender people), gender reassignment, maternity, and pregnancy, religion and belief, sexual orientation, and marriage and civil partnership (for employees).

3.6 For employees, it is unlawful to discriminate against any employee in respect of any activity including, but not restricted to: - recruitment; professional development; performance management and pay progression.

3.7 For pupils, in schools, the Act makes it unlawful for a school 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

4. Roles and Responsibilities

The Governing Body of each school will:

- Ensure that the school comply with equality legislation and regulations
- Ensure equal opportunities in staff recruitment and promotion practices, professional development, and membership of the Governing Body
- Ensure that consideration is given to the diversity profile of existing staff when recruiting
- Keep up to date with equality legislation and its application by attending the appropriate training

Human Resources will:

- Establish specific objectives at a Trust level
- Produce statistics from data provided from Headteachers
- Produce annual statistics from Equality forms completed by employees
- Monitor bullying and prejudice and deal with it, accordingly, recording any incidents
- Produce and publish on the Trust's website the Equality Statement Policy and Objectives
- Ensure all policies and procedures benefit all employees and irrespective of protected characteristics
- Ensure Equality Impact Assessments are carried out for all policies and reviews
- Ensure all policies and procedures benefit society, both locally and nationally, by fostering greater social cohesion and greater participation in the public life of everyone, regardless of their protected characteristics

The Headteacher of each school will:

- Ensure that staff are aware of their responsibilities, are given necessary training and support and report progress to the Governing Body
- Produce annual reports on progress achieved for pupils, this may include, but is not limited to, school development plans, curriculum materials, Ofsted inspection judgements on equality and diversity, incident records related to harassment and bullying
- Foster positive attitudes and relationships and a shared sense of cohesion and belonging, ensuring that this is promoted in all policies, procedures and activities

- Observe good equalities practice in staff recruitment, retention, professional development and performance management
- Reduce and remove any inequalities and barriers that already exist
- Ensure that activities benefit society, both locally and nationally, by fostering greater social cohesion and greater participation in the public life of everyone, regardless of their protected characteristics
- Ensure that the school's curriculum allows for opportunities to address equality and celebrate diversity
- Ensure that staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equalities
- 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
- **Report** on progress achieved, based on the key objectives in section 5, in their school to HR in September on an annual basis

Employees will:

- Be mindful of any incidence of harassment or bullying in the academy
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the Headteacher
- Identify and challenge bias and stereotyping within the curriculum and the Trust's culture
- Promote equality and good relations and not harass or discriminate in any way
- Monitor pupils' progress and academic needs to ensure that appropriate support is in place
- By excluding a pupil or subjecting them to any other detriment

5. Key Objectives

The Trust has identified key objectives:

1. To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support.
2. To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.
3. To identify, respond and report pupil racist incidents and to report the figures to the governing body on a half termly basis through the HT report.
4. To identify, respond and report staff racist incidents and to report the figures to the HR Committee via HR
5. To ensure opportunities arranged within school have an appropriate balance between boys and girls.
6. To ensure pupils with a disability are actively involved in school clubs.
7. To ensure there is effective transition between classes and schools for pupils with a disability

6. Success Criteria

The success criteria for the objectives are as follows: -

- Pupil achievement for equality groups is above national average and where there are gaps these are narrowed through effective monitoring and intervention
- All school events have pupils from all group participating with monitoring of groups where there is less take up
- Staff, parents and pupils are happy with the effectiveness of response given by teaching staff and the senior leadership team
- Staff following guidance consistently and effectively as outlined above
- Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is consistently challenged
- Equal representation/opportunities for boys and girls
- Clubs are accessible for boys and girls and attendance is monitored by the senior leadership team
- Pupils with a disability are participating in extra-curricular activities
- Pupils, parents, and staff have opportunities to meet and discuss relevant issues before commencing a new school year

7. Data Impact Assessment

At all stages of this procedure data obtained will be used only for the purpose for which it is intended and will be stored securely with restricted access to those involved in the process. Following the process any personal data will be stored on the electronic personal file, where appropriate, for the duration of the employee's employment with the Trust and for 6 years thereafter. Any other information will be stored in the secure HR files in accordance with the retention schedule. The data will be destroyed at this time using a confidential shredding service.

8. Equality and Diversity

This policy has been impact assessed by the HR Committee, if on reading this policy you feel there are any equality and diversity issues, please contact HR who will if necessary ensure the policy is reviewed.

9. Income Tax and National Insurance Contributions

There are no tax or national insurance implications arising from this report.

Equality Action Plan

Reviewed and shared: September 2023

Next Review: September 2024

<u>Equality Strand</u>	<u>Action</u>	<u>Success Criteria</u>	<u>By Whom</u>	<u>Time</u>	<u>Achieved</u>
To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	Inclusive school values which are revisited regularly in assemblies, PSHE lessons and staff meetings.	A wide range of pupils access after school provision	R. Marsh / K. Evans	2023-24	
	Expand range of after-school clubs to cater for the needs and interests of a wider range of pupils (e.g. Well-being club)	Pupils have opportunities to undertake a wide range of leadership positions	All staff	Autumn term 2023	
	Expand range of student leadership roles as part of School Strategic Plan	Pupil voice demonstrates that pupils feel they have a voice in the decision making process of the school	Led by R. Marsh (with C. Fitzsimmons, L. Copley, C. Maree and D. Mitchell)	Autumn term 2023	
	Individual and targeted support for both well-being and educational outcomes to support all pupils to achieve potential		K. Jobling	Ongoing	
To identify, respond and report pupil racist incidents and to report the figures to the governing body and SMAT on a half termly	All staff understand how to report racist incidents and use of racist language on CPOMs	Racist incidents are reported, recorded on CPOMS and managed consistently across school	R. Marsh	Ongoing	
	Ensure clear structures in place following the school	The LGB have a clear understanding of the	R. Marsh LGB members	Half termly	

<p>basis through the Headteacher report.</p>	<p>Behaviour Policy for the management of incidents with pupils, including informing parents of all incidents</p> <p>Half termly reporting of all incidents from CPOMS to LGB and DCEO of SMAT via Headteacher report</p> <p>SLT meetings used to discuss any incidents and identify any future actions as a school, including any necessary curriculum adaptations to address issues or individual restorative work</p> <p>Ensure the school's Key Driver of Diversity is threaded throughout all areas of the curriculum and is a core focus of Collective Worship themes</p> <p>The PSHE curriculum develops pupils' understanding of equality, prejudice and racism</p>	<p>frequency of racist incidents and how they are managed</p> <p>The PSHE curriculum supports the education of pupils on equality to reduce the number of racist incidents</p>	<p>D. Mitchell</p>	<p>Ongoing</p>	
<p>To ensure opportunities arranged within school have an appropriate balance between boys and girls.</p>	<p>Recording and reporting of after-school club uptake to Headteacher half termly by Sports Leader and report to LGB including analysis of</p>	<p>There is an approximately equal uptake of boys and girls across year groups for a range of sporting and non-sporting events</p>	<p>R. Marsh C. Grange</p>	<p>Half termly</p>	

	<p>boy/girl uptake of different sports</p> <p>Proactively encourage girls to take part in sports with lower uptake, e.g. through Girls only football clubs and Girls Football coaching</p>				
To ensure pupils with a disability are actively involved in school clubs.	<p>Recording and reporting of after-school club uptake to Headteacher half termly by Sports Leader and report to LGB including analysis of uptake by different groups within school, including SEND</p> <p>Ensure that clubs are open to all pupils to sign up via Arbor app. Offer support for any parents with signing up through the school office</p> <p>Ensure appropriate staff ratios allow for all pupils to attend after school clubs</p> <p>Ensure adapted equipment available where necessary to enable all pupils to attend school clubs</p>	SEND pupils have equal opportunities to access a range of clubs after school	R. Marsh C. Grange K. Jobling	Half termly	
To ensure there is effective transition between classes and schools for pupils with a disability.	Additional SEND transition meetings to be held with SENDCo, receiving class teacher, TAs and parents. Offered to all parents of	SEND pupils make a successful start to their new class / school	R. Marsh K. Jobling All staff	Summer term	

	<p>children with SEND in June / July of each academic year.</p> <p>Additional transition for identified pupils, e.g. one to one work with new TA, additional classroom visits, teacher visiting in current classroom</p> <p>Support for parents / pupils for transition to secondary, including meetings between SENDCo and</p> <p>SFP targets and EHCPs, timetables and routines are shared with the new teacher and TA in transition meetings</p>	<p>Clear structures, routines and learning are in place for transition and from the start of the new school year to support SEND pupils</p>			
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