

SIR GRAHAM BALFOUR MAT



EQUALITY POLICY

CHANGE CONTROL

<i>Date</i>	<i>Issue</i>	<i>Details of change</i>
07/04/2017	0.a	Initial Draft
30/06/2017	0.b	Updated following review by Trustees
19/07/2017	1.0	Updated following approval at Board Meeting 18/07/2017
29/11/2018	2.0	Approval at Board Meeting 28/11/2018
February 2021	2.a	Major Rewrite
24/03/2021	3.0	Approval at Board Meeting 24/03/2021

Next Review	Spring 2022
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AUTHORISATION

Approved at Board Meeting on 24th March 2021

Signed:



27/4/2021

Chair of Board

Date

Equality Policy & Procedure

Introduction

This policy outlines the principles and procedures involved in Equality of education and opportunity for students and staff in the Sir Graham Balfour Multi-Academy Trust (SGBMAT).

The Equality Act of 2010 set provisions that schools should follow, in 2014 the Department of Education published non-statutory Departmental advice for school leaders, school staff, governing bodies and local authorities on how they could fulfil their duties in the Equality Act. The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

The DfE advice explains that the Act covers the following protected characteristics:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age

Aim

Our school 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

Key Elements

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

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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

SGBMAT board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout all schools within the MAT, including to 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
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

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 governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Report progress towards agreed equality objectives once a year to the Local Governing Body.
- 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 equality objectives.

Role of the Local Governing Body

Eliminating discrimination

The school 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 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.

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New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September, alongside updates to Keeping Children Safe in Education.

The school has a designated member of staff for monitoring equality issues. 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, 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)

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 in Local Governing Body reports about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff of the SGBMAT.

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer Duties:

- As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are

free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff;
- Leadership Group support to ensure equality of opportunity for all.

Fostering good relations

The school 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 Religious Education, 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, 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 may invite external speakers to contribute.
- Working with our local community. This may include 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, our Student Leadership Group 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, this is done via our termly Pastoral Updates to parents.
- 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 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

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 and is stored electronically with the completed risk assessment.

Equality objectives

Each academy in the SGBMAT will be expected to set at least four equality objectives in response to issues specific to the individual academy. These can be in response to examination results, pastoral reviews and/or ethos.

Progress towards the objectives should be reported upon annually to the SGBMAT board, and be reviewed and updated every four years.

Objective 1

By August 2025 the Progress 8 gender gap is to be reduced from the 0.35 in 2019 to 0.1 in 2025

Why we have chosen this objective due to:

- Disappointing GCSE results in 2019.
- A significant gender gap, indicating that boys did not achieve as well as girls.

To achieve this objective we plan to:

To improve the attitude to learning of boys within the school. We are currently re-appraising all of our pastoral structures with this objective central to our thinking.

Progress we are making towards this objective:

- An improved Careers' Curriculum
- An improved Form Time programme
- A year on year reduction in the Progress 8 gender gap

Objective 2

By the end of the school year 2022 there must be a fully resourced PSHE/RSE programme which challenges all stereotypes.

Why we have chosen this objective due to:

- Our community is largely white working class which often promotes traditional roles for genders.
- There have been stereotypical incidents where girls have been made to feel not good enough to take part in sports events.
- Many of our students who leave us at 16 choose careers that can be seen to fit with their gender.
- This also leads to some having low aspirations.

To achieve this objective we plan to:

- Consult with our stakeholders regarding the reasons why these stereotypes exist
- Write, resource and deliver a PSHE/RSE curriculum which challenge these stereotypes.

Progress we are making towards this objective:

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- Gender based bullying incidents reduce from previous years.
- Student voice provides a much more positive view of gender equality.

Objective 3

In the academic year of 2021-22 we will ensure that all homophobic bullying issues are dealt with so that there are no repeat offenders, with a clear intention of reducing bullying incidents from 2021-2022 and to 2022-2023

Why we have chosen this objective:

- Homophobic bullying issues take up over 50% of the bullying issues reported.

To achieve this objective we plan to:

- Improve the understanding of students through the RSE curriculum.

Progress we are making towards this objective:

- Student voice tells us that students have an understanding of what constitutes homophobic bullying.
- The incidence of homophobic bullying reduces.

Objective 4

By the end of the school year 2022 we will have a year based fully resourced IAG curriculum which encourages girls to consider non-stereotyped career options

Why we have chosen this objective:

The vast majority of the girls who leave school to go to the local college at 16 seek to complete Childcare/Health and Social Care courses. On the contrary, the girls who leave us at 18 often consider STEM careers.

- Pupil voice tells us that without considerable input, the girls do not consider a range of careers options.

To achieve this objective we plan to:

Ensure that the IAG curriculum that is delivered is age appropriate.

Progress we are making towards this objective:

- Student voice tells us that they are considering different careers to the ones they were considering prior to the students completing the IAG modules.
- An increase in the numbers of girls entering STEM type careers at 16.

Monitoring arrangements

The Staffing and Standards Sub-committee of the MAT Board will formally review this policy annually or more frequently if circumstances or legislation suggest it is appropriate.

Links with other policies

This document links to the following policies:

SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

- **Disability Equality Scheme Policy**
- **Disability Equality Accessibility Plan and Additional Needs Register for Sir Graham Balfour School**
- **Achievement and Positive Behaviour Policy**
- **SEN Policy**
- **Staff Recruitment Policy**

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