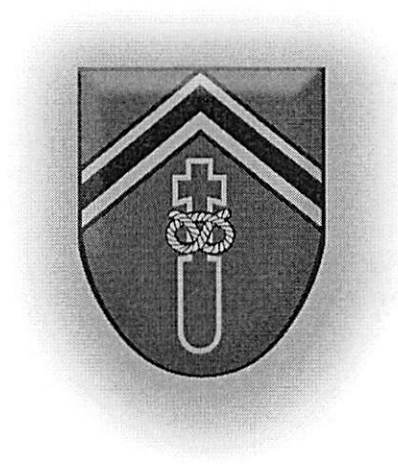


# **SIR GRAHAM BALFOUR MULTI-ACADEMY TRUST**



## **EQUALITY POLICY**

## CHANGE CONTROL

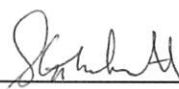
<i>Date</i>	<i>Issue</i>	<i>Details of change</i>
07/04/2017	0.a	Initial Draft
30/06/2017	0.b	Updated following review by Trustees
19/07/2017	1.0	Updated following approval at Board Meeting 18/07/2017
29/11/2018	2.0	Approval at Board Meeting 28/11/2018
February 2021	2.a	Major Rewrite
24/03/2021	3.0	Approval at Board Meeting 24/03/2021
March 2022	3.a	Updated following review by Trustees
March 2022	4.0	Approval at Board Meeting on 30.03.2022
Spring 2023	4.a	Updated following review by Trustees
Spring 2023	5.0	Updated following approval at Board Meeting 15/03/2023

Next Review	March 2024
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## AUTHORISATION

Approved at Board Meeting on the 15<sup>th</sup> March 2023

Signed:



15-3-23-

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 (SGB MAT).

This policy pertains to all employees and, as appropriate, Governors, Trustees, Members, contractors, visitors and volunteers connected to Sir Graham Balfour Multi-Academy Trust. The Equality Objectives for each academy are contained within Appendix 1.

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
- Marriage & civil partnerships

### **Aim**

Our MAT 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

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- 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**

SGB MAT board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout all academies within the MAT, including to staff, students and parents/carers
- 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 of each academy

The Headteacher will:

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

The designated member of staff in each school for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- Report progress towards agreed equality objectives once a year to the Local Governing Body/CEO.
- Support the Headteacher in identifying any staff training needs and deliver training as necessary.

All SGBMAT staff are expected to have regard to this document and to work to achieve the equality objectives.

### **Role of the Local Governing Body in Each Academy**

#### **Eliminating discrimination**

Each academy 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.

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.

Each academy 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.

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The LGB of each Academy will monitor and hold to account the equality objectives published under Appendix 1.

## **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the MAT 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. students with disabilities, or LGBTQI students 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 students to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of academy activities).

In fulfilling this aspect of the duty, the MAT will:

- Publish attainment data to the LGB and MAT Board each academic year showing how students 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 LGB reports about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

## **Equal Opportunities for Staff**

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

- 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. This is also in accordance with our recruitment policy

## **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 MAT 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, Personal, Social, Health and Economic (PSHE) education - and Relationships and Sex Education (RSE), but also activities in other curriculum areas. For example, as part of teaching and learning in English, students will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute issues linked to RSE, PSHE etc
- Working with our local community. This may include inviting leaders of local faith groups to speak at assemblies and organising academy trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within an academy . For example, a Student Council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in an academy's activities, such as sports clubs. We will also work with parents/carers to promote 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

Each academy ensures it has due regard to equality considerations whenever significant decisions are made.

Each academy 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 students with disabilities
- Has equivalent facilities for boys and girls

Each academy keeps a written record (known as an Equality Impact Assessment) to show they have actively considered their equality duties and asked themselves 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 SGB MAT 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 LGB and SGB MAT Board and be reviewed and updated every four years.

## 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:

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

## Appendix 1

### Equality Objectives for Sir Graham Balfour School

#### 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 to show that we are making towards this objective are:

- 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 2025 there must be a fully resourced PSHE/RSE curriculum which challenges all stereotypes.

Why we have chosen this objective is due to:

- Our school values to help our students become excellent citizens who "care for the local and wider community".
- Our local community is largely white working class, therefore our students would benefit from developing their awareness of the societal issues that can be linked to this.
- 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.
- Our aim to raise 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 to show we are making towards this objective are:

- 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 2022-2023 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 2023 – 2024.

Why we have chosen this objective:



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- Homophobic bullying issues have been recorded in the academy recently.

To achieve this objective, we plan to:

- Improve the awareness and challenge any prejudices through the RSE curriculum.

Progress to show we are making towards this objective are:

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

### **Objective 4**

By the end of the school year 2023-2024 we will have a year based fully resourced Information, Advice & Guidance (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 Science, Technology, Engineering & Mathematics (STEM) careers.

- Student 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 to show we are making towards this objective are:

- 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.