



# EQUALITY INFORMATION AND OBJECTIVES

To be adopted by all MITRE schools with additions

Agreed Summer 2022

Signed by Chair of Trustees

A handwritten signature in black ink, written over a horizontal teal line. The signature is cursive and appears to be 'S. Jones'.

NEXT REVIEW SUMMER 2024

MINSTER TRUST FOR EDUCATION

RUFFORD COURT, WELLOW ROAD, EAKRING, NOTTINGHAM NG22 0DF

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## 1. Aims

Our schools and the Trust as a whole aims to meet their 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

## 2. 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.

## 3. Roles and responsibilities

The Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout each 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 school-specific objectives on a daily basis to the Head Teacher and the Local Governing Body

Each school will nominate an equality link governor. They will:

- Meet with the Head 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 Local Governing Body regarding any issues

The Head Teacher will:

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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### 4. Eliminating discrimination

The school and 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.

Staff, governors and Trustees 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 as part of their annual updates.

Each school has an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

The Trust has an equality trustee.

#### 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust and its schools 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 extra-curricular activities)

In fulfilling this aspect of the duty, each 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 about any issues associated with particular protected characteristics, identifying any issues which could affect its own pupils

## 6. Fostering good relations

The Trust and its schools 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 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 and Acts of Worship dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes 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, through representation on school councils and wide participation in extra-curricular activity

## 7. Equality considerations in decision-making

The Trust and its schools ensure it has due regard to equality considerations whenever significant decisions are made.

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

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

An equality impact assessment will be completed to aid these considerations alongside any risk assessment.

## 8. Equality objectives

### **Trust Objectives**

**Objective 1:** Undertake an analysis of workforce data and trends with regard to race, gender and disability, and report on this to the Trust board

Why we have chosen this objective: To ascertain whether there is a disparity between the workforce in each school and its pupils.

To achieve this objective we plan to: Analyse workforce and pupil data to produce a report which can be discussed, leading to possible actions to address any emerging issues.

Progress we are making towards this objective: A central HR team is gathering information about our new Trust-wide workforce and will be well-placed to undertake an analysis next academic year.

**Objective 2:** *Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: To ensure all our workforce is valued and arrangements are in place to make sure they can flourish at work and make the fullest contribution to the Trust.

To achieve this objective we plan to: Review risk assessments and adjustments across all Trust schools, supporting Heads to make sure these are fully in place. Provide training and standard documentation to support school leaders.

Progress we are making towards this objective: Individual risk assessments are already in place across all current Trust schools for Covid-19. Compliance reviews have been completed and any issues addressed. New schools joining the Trust will also need to be reviewed.

**Objective 3:** *Train all central team leaders, Heads, Trustees and Local Chairs of Governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: This will support the best possible recruitment and will also support safer recruitment in its wider sense.

To achieve this objective we plan to: Extend training to all staff and governors at the beginning of next academic year.

Progress we are making towards this objective: Equality training has been delivered to Local Governing Bodies and skills audits have been used to analyse current knowledge across Trustees and Governors.

## **The Minster School Objectives**

**Objective 1: To close the gap between the progress made by boys and girls as demonstrated in the Key Stage 4 results.**

Why we have chosen this objective: There is an identifiable gap in student data between the achievement of boys and girls. The school strives to close this.

To achieve this objective, we plan to: After the progress that has been made in closing this gap over the last two years maintain staff awareness and reinforce strategies to close the gap further.

Progress we are making towards this objective: The provisional Progress 8 gap has closed from 0.98 in 2019 to 0.34 in 2022.

**Objective 2: To ensure that all students no matter what their background are safe, secure, welcomed and academically challenged within the school environment.**

Why we have chosen this objective: This will support the drive to become a truly inclusive school that celebrates diversity.

To achieve this objective, we plan to: Enable diversity to be celebrated through key events including diversity week and Acts of Worship.

Progress we are making towards this objective: Areas have been identified through student voice that we continue to challenge. The 'call it out' campaign has been launched to raise awareness with students and staff and ensure that there are clear and simple ways to report concerns.

**Objective 3: To deliver consistent high-quality teaching and learning across the school by ensuring all staff have access to high quality professional learning.**

Why we have chosen this objective: To ensure that every student, no matter who their teacher is, has a quality provision and to ensure that every teacher, no matter what their background, has access to high quality professional learning.

To achieve this objective, we plan to: Ensure all teachers access high quality targeted professional learning. Robust quality assurance systems identify where provision is not equitable.

Progress we are making towards this objective: A new professional learning calendar is in place after the removal of the early finish on Wednesdays. This calendar clearly outlines opportunities in school time. Appraisal is used to identify professional learning that staff request or is appropriate.

## 9. Monitoring arrangements

The Head Teacher in each school along with the governors will update the equality objectives published at least every year.

This document will be reviewed by the CEO at least every 4 years.

This document will be approved by the Trust Board

## 10. Links with other policies

This document links to the following policies / documents

- Accessibility plan
- Risk assessment
- Equality impact assessment

## 11. Equality Impact assessment

Question	Response
1. Name of policy/funding activity/event being assessed	
2. Summary of aims and objectives of the policy/funding activity/event	
3. What involvement and consultation has been done in relation to the policy? (e.g. with relevant groups and stakeholders)	
4. Who is affected by the policy/funding activity/event?	
5. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?	

Protected Characteristic Group	Is there a potential for positive or negative impact	Please explain and give any examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability			
Gender reassignment			
Marriage of civil partnership			
Pregnancy or maternity			
Race			
Religion or belief			
Sexual orientation			
Sex (gender)			
Age			

## Evaluation

Question	Explanation/justification	
Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?		
Final Decision	Tick the relevant box	Include any explanation/justification required
1. No barriers identified, therefore activity will <b>proceed</b>		
2. You can decide to <b>stop</b> the policy or practice at some point because the data shows bias towards one or more groups		
3. You can <b>adapt or change</b> the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to <b>proceed with caution</b> with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Will this EIA be published* Yes/Not required	
Date completed:	
Review date (if applicable):	

## Change log

Name	Date	Version	Change
	When published	1	