



West Norfolk
Academies Trust

EQUALITY DUTY STATEMENT AND OBJECTIVES

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Equal opportunity is the right of everyone to equal chances,
and each individual is respected for who they are.

1. Introduction

This document describes how West Norfolk Academies Trust (WNAT) intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce.

It outlines the commitment of the staff, Governors and Trustees of West Norfolk Academies Trust to ensure that equality of opportunity is available to all members of the school community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents
- Trustees
- Governors
- Visitors to the school
- Students on placement

Equal opportunities should involve all aspects of school life, and is the responsibility of every member of the school community.

2. Aims

We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

3. Legislation and guidance

This document complies with our funding agreement and articles of association and 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](#).

4. Roles and responsibilities

The Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the schools, 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 to the Headteacher of each school.

The CEO will:

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

All Staff:

- Are expected to have regard to this document and to work to achieve the objectives.

5. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We will collect and use equality information to help us to:

Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether we are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.
- Assess performance
- Benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action

- Consider taking steps to meet the needs of staff and pupils who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

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

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- Training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- Dismissals and other reasons for leaving.

6. Fostering good relations

The Trust is aware that those involved in the leadership of the school communities are instrumental in demonstrating mutual respect between all members of the school community.

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Helping pupils and young people to understand others and value diversity so there is an 'openness' of atmosphere which welcomes everyone to the school.
- Pupils are encouraged to greet visitors to the school with friendliness and respect.
- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Support disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings
- Wherever possible access to all areas of the school (buildings and grounds) will be for all persons.
- Develop skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

7. Publication of Equality Information

We will publish relevant, proportionate information which is broad enough to give a full picture of performance across our school. We will demonstrate how we have used this information to have due regard to all three aims of the duty, for all relevant protected characteristics. Our information will usually fall into two main categories:

- 1) **Information to identify equality issues.** Examples of this include equality monitoring information about employees, information about the effect of our activities on people with different protected characteristics or any engagement we may have carried out.
- 2) **Information about steps taken to have due regard to the aims of the general equality duty.** For example, any records we have about how we had due regard in making certain decisions, information that was considered in that decision-making (including engagement), consideration of steps to mitigate adverse impacts, or details of policies to address equality concerns.

We will publish attainment data each academic year showing how pupils with different characteristics are performing. Pupil achievement is monitored by race, gender, socio-economic status, and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed

We note that the Equalities and Human Rights Commission would normally expect to see the following information:

- the race, disability, gender and age distribution of our workforce at different grades, and whether they are full or part time
- an indication of the likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result
- gender pay gap information
- information about occupational segregation
- grievance and dismissal information for people with relevant protected characteristics
- complaints about discrimination and other prohibited conduct from staff
- details and feedback of engagement with staff and trade unions
- quantitative and qualitative research with employees e.g. staff surveys
- records of how we have had due regard to the aims of the duty in decision-making with regard to our employment, including any assessments of impact on equality and any evidence used
- Details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.

8. Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any inconsistencies are identified and dealt with.

9. Objectives

- To make West Norfolk Academies Trust an inclusive environment where all pupils and staff are welcomed and valued irrespective of gender, race, religion, disability, ethnicity, age or socio economic background
- To ensure all Trustees, governors and staff are aware of current legislation relating to Equality and Diversity and understand The Trust's responsibility
- Promote 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
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities

10. Monitoring arrangements

The CEO will update the equality information we publish, at least every year.

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

This document will be approved by the Trustees.