



George Grenville Academy

EQUALITY INFORMATION AND OBJECTIVES STATEMENT



Reviewed by:	Full Trust Board
Reviewed on:	19 July 2023
Review Frequency:	Annually
Next Review Date:	July 2024
Approved and Adopted by:	Alison Cameron
Approval Date:	September 2023

Contents

1. Aims2

2. Legislation and guidance.....2

3. Roles and responsibilities.....2

4. General Statement.....3

5. Eliminating discrimination3

6. Advancing equality of opportunity.....3

7. Fostering good relations.....4

8. Equality considerations in decision-making4

9. Equality objectives4

10. Monitoring arrangements4

11. Links with other policies.....4

1. Aims

Campfire Education Trust aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- 1. eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 2. advance equality of opportunity between people who share a protected characteristic and people who do not share it
- 3. 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

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

It also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Campfire Education Trust Board of Trustees will:

- ensure that the equality information and objectives, as set out in this statement, are published and communicated throughout our schools, including to staff, children and parents
- ensure that the published equality information is updated at least every year and that school objectives are reviewed and updated every 4 years
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Alison Cameron. They will:

- meet with the designated member of staff for equality every year at least, 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 full governing board regarding any issues

The headteacher will:

- promote knowledge and understanding of the equality objectives among 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, the schools own Equality Objectives Action Plan and work collectively to achieve the Equality objectives.

4. General Statement

Campfire Education Trust is committed to equality both as an employer and an education provider. It endeavours to ensure that everyone is treated fairly and with respect. It actively ensures that trust schools are safe, secure and ambitious places for everyone.

Equality, Diversity & Inclusion (EDI)

Campfire Education Trust is committed to advancing equality and promoting respect for difference and diversity through our mission, vision and values. We promote equality of opportunity for all staff and job applicants. CET aims to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We do not discriminate against staff based on age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and governors treat visitors, volunteers, contractors and former staff members.

Campfire Education Trust recognises that our children have different needs, and understands that treating children equally does not always involve treating them all exactly the same. Campfire Education Trust recognises that for some children extra support is needed to help them to achieve and be successful.

KCSIE

Campfire Education Trust has a School Improvement Director for Safeguarding & Attendance. We have high expectations for safeguarding and adopt robust recruitment procedures from advertisement through to induction and employment. All appointed staff receive regular and timely training in line with Keeping Children Safe in Education. Through ongoing Safeguarding training, all staff gain an understanding of Equalities, Diversity and Inclusion.

Data Protection

Campfire Education Trust will process personal data of staff (which may be held on paper, electronically, or otherwise). Campfire Education Trust recognises the need to treat it in an appropriate and lawful manner, in accordance with the Data Protection Act 2018 (DPA).

5. Eliminating discrimination

The 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 and governors are regularly reminded of their responsibilities under the Equality Act, for example during minuted meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

Under the direction of the Headteacher, new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training. Trust schools have a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the trust aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- taking steps to meet the particular needs of people who have a particular characteristic
- encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, trust schools will:

- publish attainment data each academic year showing how pupils with different characteristics are performing on their school website
- analyse a range of data to determine strengths and areas for improvement linked to Equality, Diversity & Inclusion
- implement, review and update Equality Objective Action Plans early in the Autumn term in response to the above, share the information with school governors and publish updates by December 31st
- 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 our own children

7. Fostering good relations

The trust aims to foster good relations between those who share a protected characteristic and those who do not share it by ensuring our schools:

- promote acceptance, friendship and understanding of a range of religions and cultures through different aspects of the 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, children will be introduced to literature from a range of cultures
- hold assemblies dealing with relevant issues, encouraging children to take a lead in such assemblies and inviting external speakers to contribute
- work with local communities. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- encourage and implement initiatives to deal with tensions between different groups of children within the school. For example, school councils have representatives from different year groups and include children from a range of backgrounds. All children should be encouraged to participate in the school's activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures

8. Equality considerations in decision-making

The trust ensures it has due regard to equality considerations whenever significant decisions are made.

Our schools always consider 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 children with disabilities
- has equivalent facilities for boys and girls

9. Equality objectives

Our schools have their own Equality Objectives Action Plan and review these every four years.

10. Monitoring arrangements

This statement will be reviewed by the School Improvement Director for Curriculum and Assessment and approved by the Board of Trustees annually.

11. Links with other policies

This document links to the following trust and school policies:

Accessibility Plan
 SEND Policy and Information Report
 Supporting Pupils with Medical Needs
 Behaviour Policy
 Child Protection Policy
 Equality Information and Objectives Statement
 Online Safety Policy
 Flexible Working Policy

Grievance Policy & Procedure
RE Policy
Risk Assessment