



# Equality Information and Objectives Policy

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## 1. Aims

Our Trustees are committed to equality in all aspects of school life. This document outlines the overarching principles of our Trust. Each school will address equality in a way that suits its circumstances.

Our Academies aim 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/Governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the 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 objectives on a daily basis to the headteacher/head of school

The headteacher/Head of School 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 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.

## 5. 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)

## 6. Fostering good relations

The Academies aim 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.
- Holding assemblies 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, our school council 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

Our Academies ensure they have due regard to equality considerations whenever significant decisions are made.

Our Academies 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 pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives

### Objective 1: Enhancing Inclusive Curriculum and Resources

- **Focus:** To ensure that the curriculum across all schools within the Trust reflects the diversity of the UK and the local Norfolk community, promoting understanding and respect for all protected characteristics. This includes reviewing and diversifying learning materials, resources, and teaching practices to be inclusive of different backgrounds, experiences, and needs.
- **Example Actions:**
  - Conduct a review of curriculum content in both primary and secondary phases to

identify areas where representation of diverse identities and experiences can be enhanced.

- Invest in a range of inclusive resources, including books, visual aids, and digital materials that reflect different ethnicities, genders, disabilities, religions, sexual orientations, and family structures.
- Provide staff training on inclusive teaching practices and how to address issues of equality and diversity within their subject areas, appropriate for both primary and secondary contexts.
- Develop and share best practices for celebrating diversity through school events, assemblies, and awareness weeks across the Trust.

## **Objective 2: Narrowing Attainment Gaps for Disadvantaged Groups**

- **Focus:** To identify and address any disparities in attainment and progress between different groups of pupils, particularly those with protected characteristics and those facing socio-economic disadvantage (which can intersect with protected characteristics). This will involve targeted interventions and monitoring of outcomes across both primary and secondary levels.
- **Example Actions:**
  - Analyse pupil performance data across all schools, broken down by relevant protected characteristics (where appropriate and data allows) and socio-economic background, to identify any significant attainment gaps.
  - Implement targeted support programmes and interventions for identified groups, ensuring these are tailored to the specific needs of primary and secondary pupils.
  - Monitor the impact of these interventions on pupil progress and attainment, and adjust strategies as needed.
  - Share effective strategies for narrowing achievement gaps between primary and secondary schools within the Trust.

## **Objective 3: Promoting Positive Behaviour and Tackling Prejudice-Related Incidents**

- **Focus:** To cultivate a positive and inclusive environment in all schools where prejudice-related incidents (including bullying, harassment, and discriminatory language) are effectively addressed, and good relations are fostered between all members of the school community. This requires clear reporting mechanisms, consistent responses, and proactive educational work.
- **Example Actions:**
  - Ensure all schools have clear and consistent policies for reporting, recording, and addressing prejudice-related incidents, aligned with Trust-wide expectations.
  - Provide training for staff in both primary and secondary settings on how to identify, challenge, and prevent prejudice-related behaviour.
  - Implement educational initiatives for pupils of all ages that promote understanding, empathy, and respect for difference, including age-appropriate discussions on protected characteristics.
  - Regularly review and update behaviour policies to ensure they effectively address all forms of discrimination and promote positive relationships.

## **Objective 4: Enhancing Accessibility and Inclusion for Pupils and Staff with Disabilities**

- **Focus:** To improve the physical and learning environment across all Trust schools to ensure they are accessible and inclusive for pupils, staff, and visitors with disabilities. This includes making reasonable adjustments to policies, practices, and the physical environment.

- **Example Actions:**

- Conduct accessibility audits of all school sites (primary and secondary) to identify areas for improvement in physical access.
- Review and update school policies and procedures to ensure they do not disadvantage disabled individuals and that reasonable adjustments are routinely considered and implemented.
- Provide training for all staff on disability awareness and their responsibilities regarding reasonable adjustments in the classroom and workplace.
- Work with relevant stakeholders (e.g., local authorities, specialist services) to ensure appropriate support and resources are in place for pupils and staff with disabilities across the Trust.

## **9. Monitoring arrangements**

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

This document will be approved by the Board of Trustees of Clarion Corvus Trust.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Admissions arrangements