



## **Public Sector Equality Statement**

**November 2019**

**Vision Statement:**

“Be Extraordinary”

**Mission Statement:**

We believe that young people achieve their fullest potential when they have a vision of everything their lives could become. The Bible (John 10:10) quotes Jesus as saying, “I have come that they may have life and may have it in all its fullness”. As academies, we commit ourselves to inspiring our students, and equipping them with the resilience and determination to unlock their unique gifts and realise their highest aspirations. We aim to achieve this through following distinctively Christian principles, and focusing on four key areas, service, achievement, leadership and teamwork.

**Reviewed and approved by Sentamu Academy Learning Trust Board of Directors on 19 November 2019**

**Date of review November 2022**

# Sentamu Academy Learning Trust

## PUBLIC SECTOR EQUALITY DUTY STATEMENT

### 1. Responsibilities

The Sentamu Academy Learning Trust Board of Directors has primary responsibility for the management and operation of its Academies. Some of these responsibilities, including the implementation of the Equality Policy, have been delegated to the Local Governing Committee, the Principal and/or senior managers who shall comply with all policies and procedures issued by the Board of Directors and take into consideration any subsequent advice and recommendations given to them by the Directors.

The Board of Directors maintain the right to involve itself in any area of implementing the Staff Data Protection policy and procedures that it deems appropriate.

### 2 Introduction

**2.1** This document describes how the Sentamu Academy Learning Trust intends to fulfill its responsibilities under the Public Sector Equality Duty. Each Academy within the Trust will develop and publish its own Equality Objectives.

**2.2** 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.

**2.3** 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 students 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, students and parents have appropriate information for decision-making.

### **3 What the Trust is doing to eliminate discrimination, harassment and victimization**

**3.1** 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. 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)

**3.2** We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

**3.3** We are aware of the reasonable adjustment duty for disabled staff and students, which is designed to enhance access and participation and stop disabled individuals placed at a disadvantage compared to non-disabled individuals.

**3.4** We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of each Academy.

**3.5** We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

**3.6** Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of protected characteristics.

**3.7** Our policies on behaviour and exclusions take full account of our equality duties. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from Academy for evidence of overrepresentation of different groups and take action promptly to address concerns.

**3.8** We challenge all forms of prejudice based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We keep a record of different prejudice related

incidents and provide a report to the Governing Body about the numbers, types and seriousness of prejudice related incidents at our Academy and how we dealt with them. We review this data termly and take action to reduce incidents

#### **4 What the Trust is doing to advance equality of opportunity between different groups**

- 4.1** We collect data and monitor progress of different groups of pupils and use this data to support Academy improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills.
- 4.2** We collect, analyse and use data in relation to attendance and exclusions of different groups.
- 4.3** We produce an analysis of standards reached by different groups within the Academy at the end of Key Stages.
- 4.4** We use a range of teaching strategies that ensures we meet the needs of all pupils. We provide support to pupils at risk of underachieving.
- 4.5** We take opportunities to maximize positive impacts by reducing and removing inequalities and barriers that may already exist between, for example, disabled and non-disabled pupils and pupils of different ethnic, cultural and religious backgrounds.
- 4.6** We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- 4.7** The Governing Body reviews the Accessibility Plan annually and makes reasonable adjustments to increase the extent to which pupils with disability can participate in the curriculum and to improve the physical environment.

#### **5 Positive action**

- 5.1** We will take proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the Trust's equality objectives. What the Academy is doing to foster good relations
- 5.2** We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- 5.3** We teach about diversity and the impact of stereotyping, prejudice and discrimination across the curriculum.
- 5.4** We use materials and resources that reflect the diversity of the Academy population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- 5.5** We promote a whole Academy ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- 5.6** We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- 5.7** We include the contribution of different cultures to world history and that promote positive images of people.

- 5.8 We provide opportunities for pupils to listen to a range of opinions and empathize with different experiences.
- 5.9 We promote positive messages about equality and diversity through displays, assemblies and whole Academy events. Other ways we address equality issues.
- 5.10 We review all of our Academy policies in relation to equalities and their impact on the progress and wellbeing of our pupils.
- 5.11 The implications for equalities within new policies and practices are considered before they are introduced.
- 5.12 We review relevant feedback from the parent questionnaires, parents-teacher conferences and other feedback from parents and carers.
- 5.13 We analyse responses from staff surveys, staff meetings and training events.
- 5.14 We review feedback and responses from lessons and whole Academy surveys on pupils' attitudes.
- 5.15 We gather feedback from Parent Governors and other members of the Governing Body.

## 6 Publishing equality objectives .

The equality objectives which each Academy identifies represent the Trust's priorities and are the outcome of a careful review of and analysis of data. We evaluate our success in meeting our Public Sector Equality Duty by the extent to which we achieve improved outcomes for the different groups.

Each Academy will publish its equality objectives on its website.

## 7. Monitoring and review

The Board of Directors has agreed that this policy will be reviewed on a three yearly basis or as required to ensure it remains compliant with Equality legislation. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be **November 2022**

### Policies relevant to this statement:

Sentamu Academy Learning Trust Equality Policy

See also individual academies' English as an Additional Language Policy

See also individual academies' Equal Opportunity Objectives