



# Oak Trees Multi Academy Trust

## Equality Policy (2021 – 2024)

This policy covers the 9 groups of people having protected characteristics – disability, gender, race, religion/belief, sexual orientation, gender reassignment, age, pregnancy & maternity.

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**Signature**

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**Date**

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# Contents

<a href="#">1. Aims</a> .....	3
<a href="#">2. Legislation and guidance</a> .....	3
<a href="#">3. Roles and responsibilities</a> .....	3
<a href="#">4. Eliminating discrimination</a> .....	4
<a href="#">5. Advancing equality of opportunity</a> .....	4
<a href="#">6. Fostering good relations</a> .....	5
<a href="#">7. Equality considerations in decision-making</a> .....	5
<a href="#">8. Equality objectives</a> .....	<b>Error! Bookmark not defined.</b>
<a href="#">9. Monitoring arrangements</a> .....	<b>Error! Bookmark not defined.</b>
<a href="#">10. Links with other policies</a> .....	<b>Error! Bookmark not defined.</b>

This policy sets out our approach to equality for Oak Trees Multi Academy Trust.  
Section 8 sets out the equality objectives for the Trust.

## 1. Aims

Our trust aims to meet its 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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

### 3.1 The board of trustees

The board of trustees will:

Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to staff, pupils and parents, and that they are reviewed and updated at least once every 4 years

Delegate responsibility to headteachers and local governing bodies for monitoring the achievement of the objectives on a daily basis.

### **3.2 The headteacher**

For their school the headteacher will:

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

### **3.3 The designated member of staff for equality**

The designated member of staff for equality will, for their school:

- Support headteachers in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Report to local governing bodies annually to raise and discuss any issues
- Support headteachers in identifying any staff training needs, and deliver training as necessary

### **3.4 All staff across the trust**

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

## **4. 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/other prohibited conduct. Trustees and local governors and all staff 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. Each school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and local governors aware of these as appropriate.

## **5. 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 by 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)

### **5.1 Publishing information about pupils**

In fulfilling this aspect of the duty the trust will, for every school:

- Analyse data to determine strengths and areas for improvement, implement actions in response and may publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Analyse further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

Relevant information about each school may be published on their individual websites.

## 5.2 Publishing information about staff

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will analyse information to show:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Recruitment and retention rates for staff with different protected characteristics
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

We will make sure that with any data we analyse to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## 6. 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 that the schools are:

- Promoting tolerance, 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, pupils will be introduced to literature from a range of cultures
- 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
- Making sure pupils work with their local community. This includes each school 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 each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures
- Schools develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

## 7. Equality considerations in decision-making

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

In all of our schools, we will 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 all pupils irrespective of their gender

The schools keep a written record (known as an Equality Impact Assessment) to show when, from time to time, they have actively considered their equality duties and asked themselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment if applicable.

