Odyssey Collaborative Trust




# Equalities Information and Objectives
# Borrow Wood Primary School

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| Approved by: | Local Governing Board |
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## 1. Aims

Odyssey Collaborative 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

This policy is written to encompass trust-wide aims for pupils and staff across Odyssey Collaborative Trust, as well as providing scope for each school within the trust to add objectives specific to their context.

We aim for everyone to treat each other with mutual respect by following the principles in our behaviour policy.

## 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 Odyssey Collaborative Trust's funding agreement and articles of association.

## 3. Roles and responsibilities

- The Board of Trustees are responsible for approving this document which is to promote and value equality and diversity at all the schools in the Trust and for monitoring the effectiveness of the policy. The board of trustees will also ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to Local Governing Boards and staff and that they are reviewed annually and updated at every two years.
- Day to day responsibility for monitoring the achievement of the objectives on a daily basis is delegated to the Chief Operations Officer (COO). The Chief Operations Officer will regularly monitor the implementation and effectiveness of this policy.
- The Headteacher of each school is responsible for ensuring that each school complies with legislation and that this policy and its related procedures and action plans are implemented.

- The objectives in section 8 are split into those which are trust-wide and are written by the COO and those which are written by the headteacher to take into account local context of our school.
- All staff across the trust 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 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.

Trustees, local governors and all staff are regularly reminded of their responsibilities under the Equality Act.

## 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)
- 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:

- Monitor attainment data for each school each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Monitor evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Share further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

## 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:

- 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. For example, 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

## 8. Equality objectives

The following objectives have been chosen as areas of development:

**Trust wide:**

Objective 1: Ensure all pupil groups attend school regularly and participate fully in education. This will be measured by the overall absence rates and the percentage of pupils who are persistently absent.

Objective 2: Reduce attainment gaps between disadvantaged pupils and their peers. This will be measured by pupil outcomes in KS2 SATs.

**School Specific:**

Objective 3: To move beyond personal bias and stereotyping and to model teaching and learning behaviours that set high expectations for all and avoid labelling. This will be measured by progress measures regardless of prior attainment.

Objective 4: To move beyond personal bias and stereotyping and to model teaching and learning behaviours that set high expectations for all and avoid labelling.