



SARACENS
MULTI-ACADEMY
TRUST

EQUALITY INFORMATION AND OBJECTIVES
POLICY

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Review Date: September 2026

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1. Aims

Saracens Multi-Academy Trust and its schools are committed to supporting pupils and parents, guardians or carers in the achievement of individual excellence. Through our values of **Discipline, Hard Work, Honesty and Humility** we seek to build trust, knowledge, reciprocity and shared behavioural norms that creates a quality of life in our schools for staff and pupils that will be both enjoyable and productive. Treating people fairly and with respect is intrinsic to what we do.

Our school 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 Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Where applicable, this document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

This policy is issued on behalf of the Trust and its schools, so when we mention the Trust, “we,” “us” or “our” in this Policy we are referring to the relevant organisation responsible for meeting its obligations under the public sector equality duty. Any reference in this Policy to the school is also a reference, where appropriate, to the Trust.

The Local Governing Body will:

Ensure that the equality information and objectives relating to pupils as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every three years

Delegate responsibility for monitoring the achievement of the pupil related objectives on a daily basis to the Principal

The Principal will:

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

If the staff of a Trust school so wish, they will elect an Equalities Representative from amongst the staff who will lead an Equalities, Diversity, and Inclusion (EDI) Group and:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Principal in identifying any staff training needs, and deliver training as necessary

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

The Trust board will

- Ensure that the equality information and objectives relating to staff and volunteers as set out in this statement are published on the Trust website and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the workforce (staff and volunteers) related objectives on a daily basis to the CEO

4. Eliminating discrimination

The schools are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Trustees and Governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training on a regular basis.

The Trust Business Manager or his/her delegate is the designated member of staff for monitoring equality issues. He or she will liaise regularly with the Principals regarding any issues and make Principals and governors aware of these as appropriate.

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 and/or more than one characteristic [intersectionality])

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 clubs)

In fulfilling this aspect of the duty, the school will:

Publish attainment data 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

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 pupils

Implement Trust action plans for equality, inclusion and diversity within Saracens Multi-Academy Trust

6. Fostering good relations

The schools aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting unconditional acceptance, friendship, and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, and health (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 external speakers will also be invited 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, Pupil Leadership Team 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

The schools will ensure they have due regard to equality considerations whenever significant decisions are made.

The schools 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 boys and girls

The schools keep a written record (known as an Equality Impact Assessment) to show they have actively considered our equality duties and asked 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.

The criteria for the selection and promotion of staff are laid out in the Trust's Recruitment Policy and all staff will be appointed in accordance with the Recruitment Policy.

8. Equality objectives

Objective 1

To continue to build an open and inclusive culture that enables all pupils, staff and volunteers to feel and believe that they belong within the organisation

Objective 2

To recruit pupils, staff and volunteers from a wide range of backgrounds reflective of the communities the school and Trust serves

Objective 3

To recruit a higher proportion of male staff with a target of parity with the proportion of male staff in the England Schools Workforce Census for 2025/26.

Objective 4:

Each year, to close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free-school meals, ***pupils with special educational needs and disabilities, looked after children and pupils*** from different heritage groups.

Objective 5

To maintain a culture where the use of homophobic, sexist and racist language and behaviour by pupils, staff, volunteers and visitors in the school are seen as unacceptable by all members of the school community.

Objective 6

To retain Disability Confident Employer (level 2) accreditation in March 2025.

9. Monitoring arrangements

The Local Governing Body will update the equality information the school publishes, [described in sections 4-7 above], at least every year and the Trust will review performance against the Equality Objectives no later than September 2026

This document will be reviewed by Board of Trustees at least every 3 years.

This document will be approved by Board of Trustees.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment policy
- Educational Visits and Residential Activities Policy
- Policy for Supporting Pupils with Medical Conditions
- Access Arrangements Policy
- Disability (Exams) Policy
- PSHCE Policy
- SEND Policy
- Recruitment Policy
- Pay policy