DUNSTONE
EDUCATION TRUST

Equality Information & Objectives Statement

2023 - 2027

We Care • We Challenge • We Commit

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Mission

To promote a culture of educational excellence, kindness and respect within our school and wider community. Where pupils and staff care about learning and each other, are committed to being their best and together confidently challenge barriers to learning. This is underpinned by our values; We Care, We Challenge, We Commit.

We Care – Being a responsible citizen in Fulwood and our wider community

- We are approachable, caring and inclusive
- We make the right choices even in difficult circumstances
- We speak politely and use our manners
- We are responsible for our own physical and mental well-being and support others
- We help other pupils, teachers and other adults where we can
- We speak up for causes (anti-bullying, equality, the environment)
- We take part in charity events and volunteering in our community

We Challenge – Working together for excellence

- We challenge ourselves to be the best we can be
- We take opportunities to help each other in our studies
- We take part in school campaigns and events
- We take time to find out about each other and our interests
- We own up to our mistakes and accept any consequences
- We show resilience when we find tasks hard
- We recognise that the actions of individuals and small groups can create great change
- We rise to a challenge

We Commit - Aspiring to be our best

- We are organised, efficient and set high expectations for ourselves and others
- We work hard and take pride in our work
- We have excellent attendance and punctuality
- We have the highest standards and always wear the right uniform
- We work hard in lessons and complete homework
- We participate in extra-curricular activities
- We read every day
- We follow all school rules

Equality Information & Objectives Statement

1 Aims

1. Compliance

1.1. This equality statement and objectives has been prepared with due regard to the following statutory provisions and guidance:-

1.1.1. Equality Act 2010;
1.1.2. Equality Act 2010 (Specific Duties) Regulations 2011; and
1.1.3. Equality and Human Rights Commission, "Technical guidance for schools in England" 1 July 2010.

2. About this statement

2.1. The Dunstone Education Trust ("the Trust") has developed this Equality Statement to help us to meet its Public Sector Equality Duty (PSED) under the Equality Act 2010.

2.2. The Equality Act's provisions coverall aspects of schoollife such as the treatment of:-

2.2.1. pupils and prospective pupils;
2.2.2. parents and carers;
2.2.3. employees; and,
2.2.4. local community.

2.3. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. The protected characteristics are:-

2.3.1. sex;
2.3.2. disability;
2.3.3. race;
2.3.4. age;
2.3.5. gender reassignment;
2.3.6. marriage and civil partnership;
2.3.7. pregnancy and maternity;
2.3.8. religion or belief; and,
2.3.9. sexual orientation.

2.4. The Equality Act makes it unlawful to treat someone differently, either through direct or indirect discrimination, harassment, and victimisation or by failing to make a reasonable adjustment for a disabled person.

3. Statement

3.1. The Trust is bound by the PSED to have due regard to the need to eliminate unlawful discrimination, harassment, and victimisation, and equality of opportunity.

3.2. The specific duty on the Trust is to:-
3.2.1. publish information to demonstrate how the Trust is complying with the PSED; and,
3.2.2. to prepare and publish equality objectives.

[**Note if there are fewerthan 150 employees then the datawill be about pupils only. If there are 150 or more employees then the data needs to include both pupils and employees**].

4. Guiding Principles

In fulfilling the legal obligations cited above, the Academy Trust is guided by the following Principles:-

4.1 Principle 1: All pupils are of equal value

The Trust sees all pupils and potential pupils, and their parents and carers, as of equal value:-

4.1.1 whether or not they are disabled;
4.1.2 whatever their ethnicity, culture, nationalorigin ornationalstatus;
4.1.3 whatever their gender and gender identity;
4.1.4 whatever their religious or non-religious affiliation or faith background; and,
4.1.5 whatever their sexual identity.

4.2 Principle 2: The academy trust recognises and respects difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. The Trust's policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face, in relation to:-

4.2.1 disability, so that reasonable adjustments are made;
4.2.2 ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
4.2.3 gender, so that the different needs and experiences of girls and boys, and women andmen, are recognised;
4.2.4 religion, belief or faith background; or,
4.2.5 sexual identity.

4.3 Principle 3: The academy trust fosters positive attitudes and relationships, and a shared sense of cohesion and belonging

The Trust intends that its policies, procedures and activities should promote:-

4.3.1 positive attitudes towards disabled people, good relations between disabled and non-disabledpeople, and an absence of harassment of disabled people;
4.3.2 positive interaction, good relations and dialogue between groups and communities differentfrom each other in terms of ethnicity, culture, religious affiliation, national origin or national status;
4.3.3 an absence of prejudice-related bullying and incidents;
4.3.4 mutual respect and good relations between boys and girls, and women and men; and,
4.3.5 an absence of sexual and homophobic harassment.

4.4 Principle 4: The academy trust observes good equalities practice in staff recruitment, retention and development

The Trust ensures that policies and procedures should benefit all employees and potential employees, forexample in recruitment and promotion, and in continuing professional development:

4.4.1 whatever their age;
4.4.2 whether or not they are disabled;
4.4.3 whatever their ethnicity, culture, religious affiliation, national origin or national status;
4.4.4 whatever their gender and sexual identity; and,
4.4.5 with full respect for legal rights relating to pregnancy and maternity.

4.5 Principle 5: The academy trust aims to reduce and remove inequalities and barriers that already exist

In addition to avoiding orminimising possible negative impacts of the Trust's policies, the Trust will take opportunities tomaximise positive impactsby reducing and removing inequalities and barriers that may already exist between:-

4.5.1 disabled and non-disabled people;
4.5.2 people of different ethnic, cultural and religious backgrounds; and
4.5.3 girls and boys, women and men.

4.6 Principle 6: The academy trust consults and involves widely

The Trust engages with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, andin the review of existing ones. The Trust consults and involves:-

4.6.1 disabled people as well as non-disabled;
4.6.2 people from a range of ethnic, cultural and religious backgrounds;
4.6.3 both women and men, and both girls and boys; and
4.6.4 People of different sexual orientation.

4.7 Principle 7: The academy trust bases its policies and practices on sound evidence

The academy trust maintains and publishes quantitative and qualitative information whichshows its compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which the Trust decides on specific and measurableobjectives.

4.8 Principle 8: Measurable objectives

The Trust formulates and publishes specific and measurable objectives, based on the consultations the Trust has conducted (Principle 6) and the evidence the Trust has collected and published (Principle 7). The objectives which the Trust identify take into account national and local priorities and issues, as appropriate. The Trust will keep its equality objectives under review and report annually on progress towards achieving them.

5. The curriculum

5.1. The Trust keeps each curriculum subject orareaunder review in order to ensure that teaching and learning reflect the Principles set out above.

6. Ethos and organisation

6.1. The Trust ensures that the principles listed aboveapply to the full range of its policies and practices, including those that are concerned with:-
6.2. pupils' progress, attainment and achievement;
6.2.1. pupils' personal development, welfare and well-being;
6.2.2. teaching styles and strategies;
6.2.3. admissions and attendance;
6.2.4. staff recruitment, retention and professional development;
6.2.5. care, guidance and support;
6.2.6. behaviour, discipline and exclusions;
6.2.7. working in partnership with parents, carers and guardians;
6.2.8. working with the wider community; and,
6.2.9. addressing prejudice and prejudice-related bullying.

6.3. The Trust is opposed to all forms of prejudice which stand in the way of fulfilling its legal duties under the Equality Act for example:-

6.3.1. prejudices around disability and special educational needs;
6.3.2. prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum; or,
6.3.3. prejudices reflecting sexism and homophobia.

6.4. The Trust keeps a record of prejudice-related incidents and, if requested, provide a report about the numbers, types and seriousness of prejudice-related incidents and how they are dealt with.

7. Roles and responsibilities

7.1. The Trustee Board is responsible for ensuring that the Trust complies with Equality Act legislation, and that this policy and its related procedures and action plans are implemented.

7.2. The Principal/ Accounting Officer is responsible for implementing the policy; forensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. Also for taking steps to ensure that contractors working at the Trust operate within the requirements of this Equality Statement.

7.3. The Senior Leadership Team are responsible for supporting the Principal as above and ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.

7.4. All teaching staff are expected to:-

7.4.1. promote an inclusive and collaborative ethos in their classroom;
7.4.2. deal with any prejudice-related incidents that may occur;
7.4.3. plan and deliver curricula and lessons that reflect the Principles set out above;
7.4.4. support pupils in their class for whom English is an additionallanguage;
7.4.5. keep up-to-date with equalities legislation relevant to their work; and,
7.4.6. record and report prejudice related incidents.

7.5. All support staff are expected to:-

7.5.1. support the Trustee Board in delivering a fair and equitable service to all stakeholders;
7.5.2. uphold the commitment made by the Principal on how pupils and parents/carers can be expected to be treated; and,
7.5.3. record and report prejudice related incidents.

7.6. All pupils are expected to:-

7.6.1. support the academytrust to achieve the commitment made to tackling inequality; and,
7.6.2. uphold the commitment made by the Principal on how pupils / learners and parents/carers, staff and the wider community can be expected to be treated; ensuring that members of the Trust community are not subject to inequality.

7.7. All parents are expected to:-

7.7.1. take an active part in identifying barriers for the trust community and in informing the Trustee Board of actions that can be taken to eradicate these.

7.7.2. take an active role in supporting and challenging the trust to achieve the commitment given to the Trust's community in tackling inequality and achieving equality of opportunity for all.

8. Information and resources

8.1. The academy trust ensures that the content of this policy is known to all staff and trustees and, as appropriate, to all pupils and their parents and carers

8.2. Allstaff and trusteeshaveaccess to aselection ofresourceswhich discuss andexplain concepts of equality, diversity and community cohesion in appropriate detail.

8.3. The academy trust willensure that all staff, including support and administrative staff, receive appropriate training and opportunities forprofessionaldevelopment, both as individuals and as groups or teams.

9. The academy trust's Equality Objectives

9.1. The academy trust's Equality Objectives are set out in Annex 1 below

10. Policy access

10.1. A copy of this policy will be displayed on the academy trust's website

Objective	Actions	Success criteria	Monitoring process
To work to close the gap in attainment for those pupils with protected characteristics.	• To review attainment regularly • To implement intervention as appropriate • To use Pupil Premium funding to support the attainment of pupils with protected characteristics as appropriate	• To close the gap in attainment to levels which are less than the national gap.	• By Principal • Standards Committee
To lower incidence rates of inappropriate language and behaviour	• Target opportunities to tackle this issue explicitly in worship and year team assemblies and in tutor time. • Take curriculum opportunities to reinforce the message in related topics, e.g. the Holocaust in history, relevant PSHE and citizenship lessons, etc. • Incorporate explicit reference to this issue in sanction systems.	• Inappropriate and prejudicial language viewed as unacceptable in the school community at large and pupils feel confident to correct each other when it occurs or report it to an adult if necessary.	• By Principal • Reported to Full Trustees Body in Principal's report