



## Equality Information and Objectives

### Document Status

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### Introduction

Our Trust considers how we can eliminate discrimination, give children an equal chance, and encourage everyone to get along.

All Yorkshire Endeavour Academy Trust (YEAT) headteachers have special responsibility for equality matters.

Here are some of the ways we promote equality across Yorkshire Endeavour Academy Trust and its Academy Schools:

- Academy schools gather information on the pupil population broken down by ethnicity, gender, SEND and Pupil Premium. This information is used to provide an overview of the groups within our schools and is shared with governors and Trustees.

YEAT schools gather information about significant difference in attainment between key groups:

- girls and boys,
- pupils of different ethnic backgrounds,
- pupils with and without SEND,
- pupils who are eligible for Pupil Premium and those who are not.

This (anonymised) information is shared with governors and Trustees and is used to support teaching and learning and allocation of additional support.

Pupil Premium funding is targeted to specific groups. Full details of our how our Pupil Premium funding is allocated is available in the Pupil Premium Funding Statement on our school websites.

We have clear procedures for dealing with prejudice-related bullying and incidents. Our anti-bullying policies are available on the school websites.

## Aims

Yorkshire Endeavour Multi Academy Trust and its Academies aim 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.

## Our Objective:

Across the Trust, we have identified that there is a gap between the attainment of pupil premium children and non-pupil premium children. We are aiming to eradicate this.

There is also a significant gap between the attainment of children with SEND and those without. We are exploring ways to accelerate progress of these children.

We have identified many vulnerable children in our Trust and we are therefore embarking on the Nurture School training, using the Boxall Profile in order to become a Nurture Trust to support the emotional wellbeing of all children.

## 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 our funding agreement and articles of association.

### Links with other Yorkshire Endeavour Policies

- Acceptable use
- Admissions
- Anti-bullying
- Child Protection and Safeguarding
- Code of Conduct
- Health and Safety
- Inclusion
- Managing allegations of abuse amongst staff
- Positive Handling
- Special Education Needs
- Whistleblowing

### Roles and responsibilities

The Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout Yorkshire Endeavour Academy Trust, including to staff, pupils and parents.
- Ensure that the published equality information objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The headteacher of each academy school will:

- Promote knowledge and understanding of the equality objectives amongst staff and children.
- Within the headteachers report to governors raise and discuss any issues.
- Identify any staff training needs and deliver training as necessary.

All Yorkshire Endeavour employees and volunteers are expected to have regard to this document and to work to achieve the objectives as set out in the equality objectives below.

### Eliminating discrimination

Yorkshire Endeavour and its Academy Schools are aware of their 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, governors and 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of the Academic year.

## Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Yorkshire Endeavour and its Academy schools aim 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)
- 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)

**In fulfilling this aspect of the duty, each Academy 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 the children;

## Fostering good relations

Yorkshire Endeavour and its Academy schools 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 our 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;
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- 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.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising trips and activities based around the local community.

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within Academy schools. For example, pupil voice with representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- Yorkshire Endeavour Academy schools have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

### **Equality considerations in decision-making**

Yorkshire Endeavour and its Academy Schools:

- ensures it has due regard to equality considerations whenever significant decisions are made.
- Considers the impact of significant decisions on particular groups. For example, when a trip or activity is being planned, the Academy School considers whether the trip:
  - Cuts across any religious holidays
  - Is accessible to pupils with disabilities
  - Has equivalent facilities for boys and girls
- Keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

### **Monitoring Arrangements**

The Headteacher and Local Governing Boards will review the equality information annually, This document will be reviewed every 4 years as part of the Academy Trust cycle of review.