



## **Equality Information and Objectives**

**September 2022**

### **1. Aims**

This document describes how the Governing Committee of Godmanchester Community Academy intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the school's plans for improvement and information will be published on the school website. 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.

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

### **3. Roles and responsibilities**

The governing committee will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the 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 co-head teachers

The equality link governor is Millie Beech. She will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The co-head teachers will:

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

The designated member of staff for equality will:

- Support the co-head teachers in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- Support the co-head teacher 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 Appendix One.

### **4. Eliminating discrimination**

The school 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.

Staff and governors 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 every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

ACES Trust will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades.

## **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)
- 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, 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 racist bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. Fostering good relations**

The school 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
- Holding assemblies dealing with relevant issues.
- 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, 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.

## 7. Equality considerations in decision-making

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

The school always considers 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

## 8. Monitoring arrangements

The governing committee will update the equality information we publish, [described in sections 4-7 above], at least every year. This document will be reviewed by governing committee at least every 4 years. This document will be approved by governing committee.

## 9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Equality and Diversity Policy

## Appendix One: Objectives for 2022-2026

Objective One	<i>To promote cultural understanding and awareness of different religious beliefs amongst our school community</i>	
Why have we chosen this objective?	<i>We want to ensure that all cultures and religious beliefs represented within our school community are represented within our curriculum so that we can confidently say that our offer provides a mirror into one's own life and a window into the lives of others.</i>	
Actions	Evidence	Progress
<i>RE lead to ensure that our RE Curriculum represents the main world faiths but also those evidence within our school community.</i>	<i>RE Progression and Unit Overview</i>	
<i>Co-Head teachers to ensure that reflection and assemblies celebrate the cultural and religious makeup of our school community and the local community.</i>	<i>Assembly Overview and Assembly Slides</i>	
<i>Teachers and Leaders to utilise the knowledge and skills of different cultural and religious groups when delivering learning (visitors and visits both virtual and physical)</i>	<i>SMSC, RE and PSHE Monitoring Trips Schedule</i>	

Objective Two	<i>To monitor and promote the involvement of all groups of pupils in our school extra-curricular offer, especially pupils with special educational needs or disabilities</i>	
Why have we chosen this objective?	<i>Previously, we have not collated data to show whether different groups, including those with SEND are represented fairly in extra-curricular activities. We hope that they are but we want to ensure this is the case.</i>	
Actions	Evidence	Progress
<p><i>Office to collate a database to show the take up of places within extracurricular activities.</i></p> <p><i>Office to keep a databases for the uptake of places on trips and residential to ensure that all groups are represented fairly and that any barriers are removed.</i></p>	<p><i>Monitor the participation of all groups of pupils attending extra-curricular opportunities both afterschool, before school and during lunchtime.</i></p> <p><i>Monitor the participation of all groups attending trips, visits and residential</i></p> <p><i>Pupil voice discussions to understand why children do not wish to attend extra-curricular opportunities, trips, visits and residential.</i></p>	

Objective Three	<i>To ensure that the achievement (progress) of children from vulnerable and disadvantaged families (Pupil Premium) improves so that it is in line with or above that of all non-disadvantaged children.</i>	
Why have we chosen this objective?	<i>The achievement of children from vulnerable and disadvantaged families is not currently in line with or above that of all non-disadvantaged children.</i>	
Actions	Evidence	Progress
<p><i>Pupil Premium Strategy is reviewed at least annually to ensure the impact of budget on the attainment and progress of pupils.</i></p> <p><i>Intervention and support are in place with clear timelines or actions and evaluations</i></p> <p><i>Pupil progress meetings track attainment and next steps for teaching and learning</i></p> <p><i>Data and test level analysis to identify misconceptions or gaps in learning.</i></p>	<p><i>PP Strategy and Annual Impact statement</i></p> <p><i>% not achieving ARE Tracking PP Tracking</i></p> <p><i>Pupil Progress Meeting Tracking</i></p> <p><i>Pupil Progress Meeting Tracking</i></p>	