



# Equality and Inclusion Policy

**Date Agreed: 31<sup>st</sup> March 2023**

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**Approved by Diocese of Chichester Academy Trust**

Revision No.	Date Issued	Prepared By	Approved	Comments
2		M. Kiniari	T. Davis	

<b>Academy</b>	<b>St. Paul's CE Academy</b>
<b>LGB ratified date</b>	

<b>Type of Policy</b>	<b>Tick ✓</b>
DCAT Statutory Policy	✓
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	
Local Authority Policy	



## **1. Aims**

Our 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

## **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/academies 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 local governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents/carers/carers, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Co Headteachers- Maria Kiniari and Tom Glenn.

The equality link governor is Matthew Foy. They will:

- Meet with the designated member of staff for equality (Kaya Saunders) bi-termly, 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 local governing body regarding any issues



The Heads of School 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 Heads of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor bi-termly to raise and discuss any issues
- Support the Heads of School in identifying any staff training needs, and deliver training as necessary

All academy staff 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 academy 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.

All staff receive training (or refresher training) on the Equality Act every year.

The academy 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.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the academy 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 academy activities)

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

- Gather 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 make this information available
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Gathering Pupil, Parent and Staff Voices around Equality, responding to and publishing responses to issues raised.
- 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 academy 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 education (PSHE), 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
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community
- Encouraging and implementing initiatives to bring together different groups of pupils within the academy. For example, our academy council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the academy's activities, such as sports clubs. We also work with parents/carers and the community 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 academy ensures it has due regard to equality considerations whenever significant decisions are made.

The academy always considers the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The academy 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 academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

**Objective 1:** *Increase the diversity of pupils involved in the decision-making processes of the school, including SEND pupils.*

Why we have chosen this objective: *To increase the participation of pupils from minority, marginalised or vulnerable backgrounds in school life, including SEND pupils/students*

To achieve this objective, we plan to: *Identify which groups are under-represented in the School Council and/or pupil voice processes within the school. Actively encourage and facilitate vulnerable groups' participation, e.g. making use of communication tools that might help some students' voice to be heard e.g. SEND.*

Progress we are making towards this objective:

**Objective 2:** *Improved participation of girls in targeted sports activities*

Why we have chosen this objective: *To ensure that girls are equally involved in physical activity*

To achieve this objective, we plan to: *Monitor attendance of girls at out-of-school hours sports clubs. Survey girls to understand barriers to participation and create clubs that they want.*

Progress we are making towards this objective:



**Objective 3:** *Increase aspirations of all groups and for children to learn about careers that challenge gender stereotypes.*

Why we have chosen this objective: *To promote opportunities for children to learn more about career opportunities which challenge gender stereotyping and raise aspirations in all groups.*

To achieve this objective, we plan to: *Provide activities that allow pupils to explore gender stereotyping in careers and raise aspirations. Invite visitors who can inspire children with their own experiences.*

Progress we are making towards this objective:

**Objective 4:** *Improved understanding of East Sussex community and the diversity within it. Increased positive attitudes towards disabled people*

Why we have chosen this objective: *To promote good relations between people from different backgrounds*

To achieve this objective, we plan to: *Make use of disability images pack in PSHE. Invite in representatives from protected equality groups to meet with children. Staff training sessions.*

Progress we are making towards this objective:

## **9. Monitoring arrangements**

The local governing body will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the local governing body at least every 4 years.

This document will be approved by the local governing body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment