



# Haberdashers' **WEST MIDLANDS ACADEMIES TRUST**

Haberdashers' Abraham Darby  
Haberdashers' Adams

## **Equality Information and Objectives 2021-2025**

<b><u>Equality Information and Objectives 2021-2025</u></b>	
<b>Named Responsibility of Policy</b>	<b>Mr D Hughes Vice Principal Haberdashers' Abraham Darby Mr D Biggins Deputy Head Haberdashers' Adams</b>
<b>Date of Policy</b>	<b>June 2021</b>
<b>Date of next Review</b>	<b>June 2025</b>
<b>Governor Accountability</b>	<b>PSW Committee</b>

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## 1. Aims

Our schools 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

## 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](#).

## 3. Roles and responsibilities

The governing body 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, 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 Headmaster/Principal.

The Governors' Staff and Pupil Welfare Committee oversee equality in the school. They 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 are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

- Report back to the full governing body regarding any issues

The Headmaster/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

The designated members of staff for equality are:

- Haberdashers' Adams: Daniel Biggins (Deputy Head, Pupil Welfare)
- Haberdashers' Abraham Darby: Mr D Hughes (Vice Principal, Pupil Welfare)

They will:

- Support the Headmaster/Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the governor board responsible for equality every term to raise and discuss any issues
- Support the Headmaster 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.

## 4. Eliminating discrimination

The schools are 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 year.

The school has a designated member of staff for monitoring equality issues, and sub-committee of the board of governors to oversee this area. 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 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 pupils from the LGBTQ+ community who are being subjected to bullying for such reasons)
- 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 and facilitating all pupils to be involved in the full range of school societies)
- Supporting EAL pupils in various ways, such as cultural days and a comprehensive integration programme.

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

- Produce 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

## 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 tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes through corridor/classroom displays, teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- 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 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, our school 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 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, for example through the multicultural service in Telford and Wrekin.

## 7. Equality considerations in decision-making

The schools ensure it has due regard to equality considerations whenever significant decisions are made.

The schools 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 all genders

This information will be recorded as part of the risk assessment when planning school trips and activities. A record of this will be stored by our Health and Safety/Compliance officer.

## 8. Equality objectives

- **Objective 1:** For all staff and Governors to receive equality and diversity training during the 2021-2022 academic year.

Rationale: To ensure that inclusion leads are trained and knowledgeable in this area to disseminate to all staff and governors so as to carry out their daily functions effectively and to ensure that the following objectives are able to be met.

Plan: To source training in this area and book key staff onto the course, providing time to be able to do so and disseminate to the wider staff body.

- **Objective 2:** To identify and actively work towards closing attainment gaps for all groups of students, especially those eligible for pupil premium, those with Special Educational Needs and Disabilities, Children in Care (and those previously looked after) and those from minority ethnic groups.

Rationale: To ensure that all pupils are able to achieve their potential regardless of any differences.

Plan: To identify and work actively towards closing attainment gaps for all groups of students, especially those with a protected characteristic and those eligible for pupil premium.

- **Objective 3:** Monitor and reduce incidence of the use of homophobic, sexist and racist behaviour throughout the trust.

Rationale: To ensure that there are no groups who attend schools in the trust who have to be subjected to homophobic, sexist and racist behaviour.

Plan: Staff to be trained in equality and diversity so as to spot signs of this behaviour, robust reporting routes established and communicated as well as expectations in the area made clear in assemblies and through the PSHE programmes.

- **Objective 4:** To promote equality, inclusion and diversity throughout our staff body.

Rationale: To ensure that staff are well represented throughout the trust and no unconscious bias occurs in recruitment.

Plan: Staff involved in recruitment processes are trained in this area and a panel of staff are always involved in selection rather than it being the responsibility of one person.

## 9. Monitoring arrangements

The Governors' Pupil and Staff Welfare Committee will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Governors' Pupil and Staff Welfare Committee at least every 4 years.

This document will be approved by the Chair of the Governors' Pupil and Staff Welfare Committee.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour
- Anti-Bullying
- Child Protection and Safeguarding