

SINGLE EQUALITIES POLICY and OBJECTIVES

The Good Shepherd Trust Single Equalities Policy including Objectives

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	23 rd April 2019	AJ/ASB		Fully revised policy and objectives
2	16 th February 2021	AJ		Updated references to gender/sex
3	18 th November 2024	LK		Updated action plan

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2 Statement / principles

The policy outlines the commitment of The Good Shepherd Trust and all staff and local governing committee members of each academy within the Trust, to promote equality. This involves tackling the barriers that could lead to unequal outcomes for identified groups of students, staff, parents/carers, local governing committee members and visitors in the academy, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the academy.

We believe that equality at each academy within our Trust transcends all aspects of academy life and is the responsibility of every member of the academy and wider community. Every member of the academy community should feel safe, secure, valued and of equal worth. At The Good Shepherd Trust, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010.

2.1 Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy is the CEO, alongside The Good Shepherd Trust Board of Directors. They are responsible for:

- Providing updates on equalities legislation and The Trust’s responsibilities in this regard;
- Working closely with the lead Director responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and those entitled to the Pupil Premium, in the following recommended areas:
 - Pupils/Students progress and attainment
 - Teaching and learning
 - Behaviour, discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended academy activities

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- Staff recruitment and retention
 - Visits and visitors

3 Policy commitments/objectives

3.1 Promoting equality: Curriculum and Pedagogy

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning and pedagogy reflects a commitment to equality;
- The curriculum and pedagogy prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in our academies;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values through curriculum content and pedagogy that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

3.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in our academies will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within our academies and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs, disability and disadvantage;
- A range of teaching and learning methods will be used throughout our academies to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

3.3 Promoting equality: Ethos and culture

- At The Good Shepherd trust, we are aware that those involved in leadership of our academy communities are instrumental in demonstrating mutual respect between all members of the Trust and wider community;
- There should be a feeling of openness and tolerance which welcomes everyone to our academies;
- The pupils/students are encouraged to greet visitors to our academies with respect;
- The displays around our academies will be of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils/students and visitors (including parents) with disabilities, wherever possible;
- Provision is made for the cultural, social, moral and spiritual needs of all pupils/students through the planning of worship, classroom based and off site activities;
- Pupils/Students are given an effective voice, for example through a School Council and through surveys, which regularly seek their views;
- Positive role models are used throughout our academies to ensure that different groups of pupils/students can see themselves reflected in their respective academy communities.

3.4 Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

3.5 Promoting equality: Countering and challenging harassment and bullying

- The Good Shepherd Trust counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and Local Governing Committee members;
- Annually anti-bullying week will be recognised by our academies to inform and challenge discriminatory behaviour throughout our academy communities;
- Our academies have a clear, agreed procedure for dealing with prejudice related bullying incidents and have a nominated member of staff responsible for recording, reporting and monitoring incidents (Executive Headteacher/Headteacher/Principal);
- Each academy reports to local governing committee members (termly) and The Good Shepherd Trust (annually) the number of prejudice related incidents recorded in each academy.

3.6 Promoting equality: Partnerships with parents/carers and the wider community

The Good Shepherd Trust aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of our academies;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in academy activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

In October 2010 the Equality Act came in force and introduced the term ‘protected characteristic’ to refer to aspects of a person’s identity explicitly protected from discrimination. Nine are identified:

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| <ul style="list-style-type: none">– Race– Disability– Sex– Age– Sexual orientation | <ul style="list-style-type: none">– Religion and belief– Gender reassignment– Pregnancy and maternity– Marriage and civil partnership |
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4 Responsibility for the policy

In The Good Shepherd Trust all members of the Trust community have a responsibility for the promotion of equalities.

4.1 The Board of Directors and Local Governing Committees have a responsibility for ensuring that:

- The Trust and its committees complies with all equalities legislation relevant to the Trust community;
- The Trust’s equality policy is maintained and updated regularly; and that equality objectives are easily identifiable;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Director (as an allocated Responsibility of a Director of Education) will have an overview, on behalf of the Trust, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

4.2 The CEO and senior academy leaders have a responsibility for:

- In partnership with the Trust Board/Local Governing Committees, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and action plan;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter academies within the Trust are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination

4.3 All Academy staff have responsibility for:

- The implementation of the Trust’s equalities policy and action plans;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;

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- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010; Keeping up to date with equalities legislation by attending training events organised by The Good Shepherd Trust, individual academies or a recognised training provider.

4.4 Measuring the impact of the policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our academy. As part of the action plan a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the academy community and used to make improvements.

5 Equality objectives action plan

Ref	Objective	Measured by	Activity	Lead	Progress milestones
1	PROMOTING EQUALITY – ETHOS AND CULTURE Provide training opportunities for all staff to explore diversity and how we support and encourage this within our organisation.	Training records completed. Pupil and staff survey results.	CPD for all staff on cultural diversity and how to promote and celebrate it, allowing us to retain our identities and beliefs yet work together in one community.	Headteacher	Training completed Positive monitoring
2	PROMOTING EQUALITY – ETHOS AND CULTURE Foster good relationships between all members of the Trust community encouraging openness and tolerance by respecting each other's beliefs.	Continued reduction in the number of racist/bullying issues recorded at each academy. Logging of racist/discriminatory incidents on Arbor. Pupil Interviews. Annual parental survey in 2023-2024 shows improved perception and satisfaction of school's tolerant approach.	Encourage all members of the school community to talk openly together via circle time/PHSE activities to promote positive behaviours for learning. Family Support Worker to support vulnerable groups CPD for staff on expectations.	Headteacher	Termly review of racist/bullying issues Feedback questionnaires positive.
3	PROMOTING EQUALITY – PARTNERSHIPS WITH PARENTS Continue to ensure that parents/carers of all new children are made to feel welcome. Continue to ensure that parental voice is heard and acted upon.	Parental feedback on transition for new entrants. Annual parental survey	CPD for staff on cultural diversity. Ensure that on joining the school, parents are informed of communication methods and whether the school needs to make any adjustments to support them or their children. Family Support Worker to support new entrants if relevant.	EYFS Leader Headteacher	Review opportunities regularly and on an ongoing basis. Review take-up of parent events Review Family Support Worker impact e.g. case studies

Ref	Objective	Measured by	Activity	Lead	Progress milestones
4	<p>PROMOTING EQUALITY – ACHIEVEMENT</p> <p>Continue to ensure that all children achieve the best possible outcomes and that the gap between those children who are disadvantaged or vulnerable continues to close</p>	<p>Pupil achievement and progress is in line with age expectations for the majority of pupils. Pupils are secure in their breadth and depth of knowledge, understanding and skills. Pupils are able to progress to the next stage of their learning.</p>	<p>Review of curriculum progress throughout the year for disadvantaged pupils, SEND and those with disabilities matches or is improving towards that of other pupils with the same starting points Specific monitoring for disadvantaged pupils, SEND, pupils with a disability to ensure progress is above average across nearly all subject areas</p>	<p>Inclusion Leader</p>	<p>Ongoing monitoring of multi-vulnerable children monitoring. Work focus to ensure progress and achievement, including those more able children and those in between and low level</p> <p>Monitored regularly by SLT</p> <p>Monitored by SLT and LC through planning and work scrutiny.</p> <p>Monitored through lesson observation and other triangulating evidence.</p>

6 Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Anti-bullying and Behaviour Policies
- Attendance Policy
- Admissions Policy
- Academy Development/Improvement Plan

7 Appendix

7.1 Glossary of Terms

• Equality Act 2010	40 years of equality and diversity legislation developed and combined into a single piece of legislation
• SEN	Special Educational Needs
• KS	Key Stage
• EIA	Equality Impact Assessment
• SD/IP	School Development/Improvement Plan
• SEF	Self-Evaluation Form
• PHSE	Personal, Health and Social Education
• EAL	English as an Additional Language
• SENCO	Special Educational Needs Co-ordinator
• SLT	Senior Leadership Team
• ASP	School data compared to national data
• LGC	Local Governing Committee
• EAL	English as an Additional Language
• PP	Pupil Premium
• SIAMS	Statutory Inspection of Anglican Methodist Schools
• QESO	Quality of Education Standards and Outcomes
• FSM	Free School Meals
• GST	The Good Shepherd Trust