



ALBANY ACADEMY

EQUALITY INFORMATION AND OBJECTIVES

Approved by:	Headteacher	Date: March 2022
Last reviewed on:	May 2022	
Next review due by:	May 2026	

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THE OBJECTIVES IN THIS POLICY HAVE BEEN CO-WRITTEN WITH THE LGBTQ+ STUDENT LEADERSHIP GROUP.

1. AIMS

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- In relation to admissions.
- in the way it provides education for students.
- In the way it provides students access to any benefit, facility or service.
- By excluding a student or subjecting them to any other detriment.

The Trust's liability not to discriminate, harass or victimise does not end when a student has left the school, but will apply to subsequent actions connected to the previous relationship between school and student, such as the provision of references on former students or access to "old students" communications and activities.

3. OUR ETHOS

3.1 As a Trust we seek to provide a world class education, through collaborative excellence. Our purpose is enabled by our schools having a student and community centred mission which is made possible by our evidence based approach to developing amazing people, learners, leaders and schools. Our values are:

- Principled
- Collaborative
- Enquiring
- Urgent
- investment
- environment

4. PRINCIPLES

4.1 Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

4.2 The Trust is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. If incidents occur they will be immediately addressed and where appropriate reported to the Trust board in accordance with their guidance.

4.3 The Trust will ensure all students and staff are aware of the impact of prejudice and comply with the appropriate equality legislation and regulations.

4.4 We have a curriculum for EYFS, KS1, KS2, KS3 and KS4 that are ambitious in both breadth and depth. Where necessary, adaptations are made to ensure it is accessible to every student, regardless of their background. The Life Skills programme is informed by Fundamental British Values (DfE) and includes carefully planned and sequenced lessons that directly address the subject of equality, whilst tackling ethnic, racial and cultural stereotypes.

4.5 Albany Learning Trust believes strongly that every student should be offered the opportunity to participate in a wide range of extra-curricular activities that will develop their character and enrich their lives. These opportunities encompass sport, the Arts, charitable works, and careers.

5. ROLES AND RESPONSIBILITIES

Trust Board	<ul style="list-style-type: none"> • 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 headteacher
Local Governing Body	<p>Ensure the school complies with the appropriate equality legislation and regulations.</p> <ul style="list-style-type: none"> • Meet its obligations under the PSED to publish equality objectives at least every four years. • Ensure the schools policies and procedures are developed and implemented with appropriate regard to their impact on equality.
Headteacher	<p>As above including:</p> <ul style="list-style-type: none"> • Implement this policy and procedures. • Promote knowledge and understanding of the equality objectives among staff and pupils • Monitor success in achieving the objectives and report back to governors • Promote key messages to staff, parents and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. • Ensure that staff have appropriate skills to deliver equality, including student awareness. • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. • Actively challenge and take appropriate action in any case of discriminatory practice.
Senior Leadership Team	<p>Support the Headteacher as above including:</p> <ul style="list-style-type: none"> • Ensure fair treatment and access to services and opportunities.

	<ul style="list-style-type: none"> • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. • Design and deliver an inclusive curriculum.
Teaching Staff	<p>Support the Senior Leadership Team as above including:</p> <ul style="list-style-type: none"> • Help in delivering the right outcomes for students. • Deliver an inclusive curriculum. • Uphold the commitment made to students and parents/carers on how they can be expected to be treated. • Ensure that they are aware of their responsibility to record and report prejudice related incidents. • Promote equality and good relations, and not harass or discriminate in any way. • Monitor students' progress and academic needs to ensure the appropriate support is in place. • Abide by all the school's policies and procedures. <p>All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.</p>
Support Staff	<p>Support the Headteacher, SLT and teaching staff as above including:</p> <ul style="list-style-type: none"> • Support the school and governing body in delivering a fair and equitable service to all stakeholders • Uphold the commitment made by the Headteacher on how students and parents /carers can be expected to be treated. • Support colleagues within the school's community. • Ensure that they are aware of their responsibility and to record and report prejudice related incidents. <p>All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.</p>
Parents	<ul style="list-style-type: none"> • Take an active role in supporting the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.
Students	<ul style="list-style-type: none"> • Not discriminate or harass any other student or staff member. • Actively encourage equality and diversity in the school by contributing their cultural experience and values. • Supporting the school to achieve the commitment made to tackling inequality.

6. ELIMINATING DISCRIMINATION

The trust 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 year.

7. 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 that 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 trust 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 our own pupils

8. FOSTERING GOOD RELATIONS

The trust 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, pupils will be introduced to literature from a range of cultures
- Promoting tolerance and understanding through our student leadership groups
- 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

9. EQUALITY CONSIDERATIONS IN DECISION-MAKING

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

The trust 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

The schools within the trust keep 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 school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

10. EQUALITY OBJECTIVES

OBJECTIVE 1

Undertake annual student-led training for all staff on homophobic, transphobic and other discrimination.

Why we have chosen this objective: To ensure that all staff have a better understanding of how students feel, and to ensure that all students feel that they can approach and discuss discrimination issues with any member of staff.

To achieve this objective we plan to: Provide training to all staff through staff briefings, and to new staff through their induction. This training will be designed and delivered by student leaders.

Progress we are making towards this objective:

OBJECTIVE 2

To educate all students and parents in the issues surrounding discrimination, including dead naming,

Why we have chosen this objective: To help our community to become more inclusive and understanding and accepting of others. To reduce incidents of dead naming and discrete bullying.

To achieve this objective we plan to: Explain our commitment to tolerance and open-mindedness in our open evening presentation and new parent meetings; our website and our student and staff recruitment information. We will hold regular event weeks to prioritise education of these issues which will include posters in school, social media messages, messages to parents, assemblies and work in lessons or tutor time to promote tolerance, understanding and empathy. We will share anonymised stories from students about their experiences.

Progress we are making towards this objective:

OBJECTIVE 3

Undertake an analysis of staff recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the trust board.

Why we have chosen this objective: To ensure that we are inclusive and are attractive to potential employees irrespective of race, gender and disability.

To achieve this objective we plan to:

Progress we are making towards this objective:

OBJECTIVE 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure that all leaders involved in recruitment understand and promote equal opportunities

To achieve this objective we plan to:

Progress we are making towards this objective:

OBJECTIVE 5

Become a Disability Confident employer and meet the standard of 'committed' over the next three years.

Why we have chosen this objective: To ensure that people with a disability are able and willing to apply to work in our school.

To achieve this objective, we plan to: Register to join the disability confident employer scheme; ensure our recruitment process is inclusive and accessible communicating and promoting vacancies; offer an interview to disabled people who meet the minimum criteria for the job; anticipate and provide reasonable adjustments as required; support any existing employee who acquires a disability or long term health condition, enabling them to stay in work; providing at least one activity that will make a difference for disabled people

Progress we are making towards this objective:

11. MONITORING ARRANGEMENTS

The headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the CEO and headteacher at least every 4 years.

This document will be approved by the headteacher.

12. LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN Policy
- Behaviour Policy