



Olive Academies

Equality Information and Objectives

Document control table	
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Updates/revisions included:	Updated reporting references – reports to EPS committee provided via updates at AAB meetings.
<p>This is an OA central template with generic objectives set across the academies (section 8) – all academies should check these and add any academy specific objectives that are considered necessary to reflect local practice and context.</p> <p>Any local objectives etc should be completed and sent back to OA central for filing and to share with other academies.</p>	

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1. Aims

Olive Academies Multi-Academy Trust (MAT) and this academy 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. Appendix A provides background information on the discrimination categories and legal aspects of employing staff and providing education to young people.

3. Roles and responsibilities

The OA Board of Trustees has ultimate accountability for the academies it governs and 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, 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 headteacher

~~The Education Performance and Standards committee (EPS) of the MAT board will receive an annual report on each academy's objectives and actions being taken.~~

The local Academy Advisory Board (AAB) will oversee and monitor the achievement of the objectives within each academy at its meetings and through member visits.

The headteacher will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils
- monitor success in achieving the objectives and report back to the AAB who in turn will report to the Board of Trustees (Education performance and standards committee)

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 trust and each academy 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.

All staff are expected to address any discriminatory incidents that may occur and to identify and challenge prejudice and stereotyping. All incidents should be dealt with by the staff member present, escalating to a teacher/senior leadership team/headteacher where necessary. Incidents should be reported to the AAB at each meeting.

Staff and AAB members 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.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, OA aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- taking steps to meet the 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)
- committing to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment

In fulfilling this aspect of the duty, the academy 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
- monitor staff related statistics including recruitment and retention, bullying and harassment of staff, and diversity of employees

6. Fostering good relations

OA and each academy 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 teaching in RSE, 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. 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 trips and activities based around the local community
- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. 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 academy's activities. 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

7. Equality considerations in decision-making

OA and each academy ensure 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 a 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

As part of the risk assessment process, 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 when planning school trips and activities. The record is completed by the member of staff organising the activity.

8. Equality objectives – the nature of educational provision within an Olive academy and the experiences of the students attending our academies mean that each student's needs are considered on an individual basis and provision is shaped according to their specific needs. In this way we strive to promote equality and give our students the best opportunities they can to achieve their goals whatever their background. However, we recognise that there is a need to monitor and address any gaps in relation to particular groups who attend the academy on an ongoing basis. With this in mind, the objectives for our academies are as follows:

Objective 1: Understand and evaluate attainment data with regard to race, gender and disability.

Why we have chosen this objective: it is imperative that we have a baseline from which to set our objectives, and to really understand some of the challenges the academy and OA face in promoting equality of opportunity and to address any gaps with specific evidence-based interventions.

To achieve this objective we plan to:

- analyse last year's results, pupil premium findings, and ongoing data to provide a clear baseline
- identify any specific interventions to be implemented to address any gaps identified and carry out ongoing analysis to find out if the interventions are having a positive impact

Reporting on progress against this objective:

- findings will be discussed by the AAB through headteacher reports and data analysis, and presented to the OA MAT board Education Performance and Standards Committee

Objective 2: Reduce/eliminate prejudice-related bullying

Why we have chosen this objective: it is vital that we work towards eliminating any form of bullying within our academy community and that we ensure that we take all forms of bullying including prejudice related bullying seriously and deal with incidents equally and firmly.

To achieve this objective we:

- work with students on an ongoing basis to ensure that they understand that prejudice related bullying is not acceptable – we do this through PSHE sessions, inviting guests to speak to students, role modelling behaviour and continuing to issue appropriate consequences for racist or homophobic behaviour

Reporting on progress against this objective:

- monitoring of bullying incidents and categories are reported on within headteacher's reports at the AAB

Objective 3: narrow gaps in attendance rates between boys and girls

Why we have chosen this objective: Boys' attendance is consistently lower than girls. We need to tackle the reasons behind this. Boys continue to be receive fixed term exclusions more often than girls and finding consequences other than exclusion for the main behaviour types would have an impact on this gap.

To achieve this objective we:

- develop consequence options other than exclusion to ensure that the exclusion rate drops
- make exceptional use of the EWO support for pupils whose attendance is a concern
- ensure that attendance is the responsibility of all staff

Reporting on this objective:

- attendance, behaviour incidents and exclusions are monitored and analysed by the AAB, and presented to the OA MAT board Education Performance and Standards Committee

Objective 4 (across Olive Academies led by OA central): Undertake an analysis of recruitment data and trends with regard to race, gender and disability, report on this to the Education Performance and Standards Committee and agree staged actions to address any gaps identified.

Why we have chosen this objective: It is vital that we understand our workforce, how they reflect the communities that we work in, and identify any actions that we need to take to address any gaps in representation and that people from all backgrounds wish to work in an Olive academy.

To achieve this objective we will:

- carry out initial analysis of data related to our current employees with regard to race, gender and disability and report this to the EPS committee with a view to agreeing strategies for addressing any inequalities

9. Monitoring arrangements

The headteacher with OA central support will update the equality information we publish at least every year and present progress against the equality objectives to the AAB at least once a year. OA central will collate information on staffing and students across the trust.

This document will be reviewed and approved by the Education Performance and Standards committee of the MAT board at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment procedures
- Safeguarding policy and procedures
- Anti-bullying and behaviour policies

Appendix A

Categories of Discrimination

The Equality Act 2010 states that there are seven categories of discrimination:

- **Direct discrimination:** treating a person less favourably than others in comparable circumstances because of a 'protected characteristic' such as sex, race or a disability is unlawful. Protected characteristics include are:
 - age (applies to staff)
 - disability
 - gender reassignment
 - pregnancy and maternity
 - race
 - religion or belief
 - gender
 - sexual orientation
 - marriage and civil partnership
- **Associative discrimination:** direct discrimination against a person who associates with another person with a protected characteristic.
- **Indirect discrimination:** it is unlawful when a provision, criterion or practice is applied equally to all but have a different impact on a person with a protected characteristic. (NB indirect discrimination is only lawful if it can be justified for reasons unrelated to the characteristic in question).
- **Victimisation:** treating a person less favourably because they have taken action in respect of discrimination e.g. by bringing a complaint or giving evidence for a colleague, is unlawful.
- **Harassment:** unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.
- **Harassment by a third party:** harassment by people not employed by the school e.g. contractors.
- **Discrimination by perception:** discrimination against someone because others think they have a protected characteristic (even if they don't).

What is required by law in employing staff?

- According to law, schools must not discriminate in the employment of staff on grounds of gender, gender reassignment, race, disability, sexual orientation (including perceived orientation), religion or belief, age, marriage and civil partnership and pregnancy and maternity. The Equality Act makes it generally unlawful to ask questions about disability and health (including sickness absence) before you make a job offer unless it can be proved that this is to check whether they can complete an essential task e.g. heavy lifting.

- With regard to disability, schools must make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.
- The requirement to avoid discrimination relates to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

What is required by law in relation to pupils?

- Schools must not discriminate against children seeking admission or with regard to how pupils are treated, on grounds of sex, race, disability, religion or belief. They must not discriminate against pupils or potential pupils on the grounds of their sexual orientation or that of their parents, carers or other associates. Pupils or potential pupils must not be discriminated against on the grounds of the marital status or gender reassignment of parents, carers or other associates.
- This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.
- With regard to disability, schools must make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably.
- Age discrimination legislation does not apply to the treatment of pupils or the delivery of education.