

**TRINITY ACADEMY NEWCASTLE TRUST**

**Equality Information and Objectives**

**Reviewed by the Committee – November 2018  
On behalf of the Board**

**Next Review Date – November 2022**

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### 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 Trusts 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 Board of Directors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, including to staff, learners 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 Head of School
- 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're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Trustees regarding any issues

The Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and learners
- Monitor success in achieving the objectives and report back to the Trustees

The designated member of staff for equality will:

- Support the Head of School in promoting knowledge and understanding of the equality objectives amongst staff and learners
- Meet with the equality link Trustee every Term to raise and discuss any issues
- Support the Head of School in identifying any staff training needs, and deliver training as necessary

All Trust 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 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 Trustees 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.

The Trust has a designated member of staff for monitoring equality issues, and an equality link Trustee. They regularly liaise regarding any issues and make senior leaders and Trustees aware of these as appropriate.

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

As set out in the DfE guidance on the Equality Act, the Trust 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. learners with disabilities, or gay learners 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 learners to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all learners to be involved in the full range of the Trust societies)

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

- Publish attainment data each academic year showing how learners 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 learners

## 6. 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 citizenship and personal, social, health and economic (PSHE) education, but also activities such as parenting, prepare embedded in other curriculum areas. For example, as part of teaching and learning in English/reading, learners will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues 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 Trust trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of learners within the Trust. For example, our learner voice has representatives from different year groups and is formed of learners from a range of backgrounds. All learners are encouraged to participate in the Trust's activities, such as sports clubs.
- 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 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 Trust trip or activity is being planned, the Trust considers whether the trip:

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

## 8. Equality objectives

**Objective 1:** • *Improve the progress being made by learners with special educational needs*

• *This is being achieved by:*

- An intervention programme for all learners
- The deployment of teaching and learning support practitioners
- The development of an effective staff training programme to improve teaching and learning for learners
- The continued development of Individual Intervention Plans, to ensure students receive the specialised targeted support they need

**Objective 2:** • *Improving the attendance of learners from particular groups*

Why we have chosen this objective: **To continue to improve Key Stage 4 attendance**

To achieve this objective we plan to:

- review our curriculum offer to meet the needs of those learners currently not fully engaging
- further develop our capacity to support learners with their mental health

Progress we are making towards this objective:

***We continue to strive to improve our whole Trust attendance, we have both a school improvement compliance plan along with an attendance improvement plan.***

***Objective 3: • Reducing prejudice-related bullying and the use of derogatory language***

Why we have chosen this objective: We continue to develop a curriculum that supports all learners to understand, respect and value difference and diversity.

To achieve this objective we plan to:

- Gain the ABQM Silver Award.
- To train staff on how to respond effectively to prejudice-related bullying

Progress we are making towards this objective:

***Achievement of the Anti-Bullying Quality Mark (ABQM) Bronze Award***

***Objective 4: • Develop a more co-ordinated approach to gathering, analysing and responding to stakeholder data***

***Why we have chosen this objective: Inconsistency in the use of stakeholder data and the reporting of its impact on change and improvement across the Trust***

***To achieve this objective we plan to:***

- ***To co-ordinate the gathering and analysis of stakeholder feedback***
- ***Report to Trustees on all stakeholder feedback, action and impact***
- ***Build this into our self-evaluation cycle***

***Progress we are making towards this objective:***

- ***Stakeholder feedback from both learners and parents informed the recent curriculum review***

## **9. Monitoring arrangements**

The Heads of School will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by Head of School Business at least every 4 years.

This document will be approved by Education and Curriculum Committee.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment

**Signed on behalf of the Board:**



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**Peter Carter (Chairperson of the Board)**

**Date: November 2018**