



KING'S LEADERSHIP  
ACADEMY HAWTHORNES

SCHOOLS OF CHARACTER  
MAKING GREAT LEADERS

# EQUALITY OBJECTIVES 2022-23



GREAT SCHOOLS  
TRUST

## Document Control

<b>This document has been approved for use within</b>	All GST Secondary Schools
<b>This document has been approved by</b>	Trust Board
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**King's Leadership Academy Hawthornes**  
Equality Objectives

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## Aims

Our Trust and its 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

## Who is responsible for this policy?

The trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework or trust framework. The trust has delegated day-to-day responsibility for operating the policy to the principal of each secondary school and their Local Academy Council.

The Local Academy Council (LAC) and senior leadership team at each trust secondary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

## Roles and Responsibilities

### Local Academy Council

The Local Academy Council 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 principal.

### Principals

The principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to academy representatives

### Designated Staff

The designated member of staff for equality, Peter Kilroy, will:

- Support the principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the principal 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 the Equality Objectives section.

## Eliminating Discrimination

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The trust and its 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 local academy council 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 trust has a designated member of staff for monitoring equality issues, who works closely with the principals on equality issues. They regularly liaise regarding any issues and make senior leaders aware of these as appropriate.

## **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 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 where practical and provided this does not interfere with their education i.e. outside of lesson 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 schools 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

## **Fostering Good Relationships**

The school 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/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies that cover relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute when appropriate.

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- Working with our local community. This includes organising off site visits and activities based around the local community and inviting members of the local community in to school to join in with school events.
  - 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.

## Equality Considerations in Decision Making

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

The school always considers the impact of significant decisions on particular groups. For example, when an offsite visit or activity is being planned, the school considers whether the visit:

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

The schools keep a written record to show that they have actively considered their equality duties and asked relevant questions as appropriate. This is recorded at the same time as the risk assessment when planning off site visits and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## Equality Objectives

### Objective 1

To ensure that diversity is represented throughout materials and resources used in school.

Why we have chosen this objective: To ensure that the pupils develop a positive understanding of all groups they may meet during their lives and who live within the UK.

To achieve this objective, we plan to: Carefully plan the curriculum to ensure diversity is represented throughout and carefully consider the curriculum materials and resources that are used to support this.

Progress we are making towards this objective: N/A as this is a new objective.

### Objective 2

To ensure that the school supports pupils in the protected characteristics categories, as well as those linked by association.

Why we have chosen this objective: To ensure that gaps in attainment and achievement between groups of pupils and all pupils are addressed and closed.

To achieve this objective, we plan to: Ensure all staff have a clear understanding of the protected characteristics and that they are aware of pupils they teach who fall into these groups. Supporting staff to complete detailed analysis of attainment data at least termly and planning appropriate interventions to close any identified gaps. Encourage a culture of keep up not catch up.

Progress we are making towards this objective: N/A as this is a new objective.

### **Objective 3**

To monitor and promote the involvement of all groups of pupils in the extra-curricular life of the school, including leadership opportunities.

Why we have chosen this objective: To ensure all groups of pupils are given the opportunity to participate in extra-curricular opportunities and to examine the barriers if participation rates are low or imbalanced.

To achieve this objective, we plan to: SLT will monitor and review the students in extra-curricular opportunities and student leadership roles. They will plan to improve participation where an imbalance is identified, ensuring that they examine the barriers to participation as part of their action planning.

Progress we are making towards this objective: N/A as this is a new objective.

### **Objective 4**

To ensure high levels of awareness of the Equality Objectives amongst stakeholders.

Why we have chosen this objective: To ensure that stakeholders have a clear understanding of what the school is trying to achieve and that they understand their responsibility under the Equality Act.

To achieve this objective, we plan to: Principal to publish and promote the Equality Objectives through the school website, PLD sessions and Academy Council meetings. Arrange training as needed.

Progress we are making towards this objective: N/A as this is a new objective.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Monitoring, Evaluation and Review**

The policy will be promoted and implemented throughout all trust secondary schools. The trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust secondary school.

The trust will review this policy annually in consultation with each trust secondary school and new Equality Objectives will be published at least every 4 years.

## **Linked Policies**

- Equality Policy
  - Accessibility plan
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- Risk assessment
- Supporting children with medical conditions policy

## Other Related Documents

The Equality Act 2010 requires us to publish specific and measurable Equality Objectives. Our Equality Objectives are based on our analysis of data and other information. Our Equality Objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our Equality Objectives.

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.

## Summary of Changes in this Version

Page Number	Paragraph Number	Information
		New policy May 2022