

*'They will soar on wings like eagles ...'*  
Isaiah 40:31

collaborate | enrich | trust | innovate | aspire | nurture



Multi-Academy Trust Policy

Equalities Statement and Objectives

Date adopted by Trust Board: 07/2024

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## Introduction

Through inclusive and innovative practice we nurture the Aquila family to provide exceptional learning experiences, enriching the lives of all in our unique communities. We aspire to excellence and this statement has been written to reflect our core values but specifically Enrich, Trust and Aspire

*“So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets.” Matthew 7:12*

## The Public Sector Equality Duty

The Public Sector Equality Duty (PSED), part of the Equality Act, came into force in April 2011. It requires organisations to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations.

The duty has a key role to play in making sure that fairness is at the heart of public bodies’ work and that public services meet the needs of different groups. It covers a range of public bodies, including academies, schools, NHS organisations, government departments, local authorities, and police authorities.

The duty replaces the three former duties that required government departments, local authorities and other public bodies to take into account sex, race and disability equality both as employers and when making policy decisions and delivering services. The duty standardises this requirement and also extends it to coverage, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. It also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination.

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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).

This document also complies with our funding agreement and articles of association.

Section 149(1) of the Equality Act 2010 puts various requirements on academies when exercising their functions. The general duty requires academies to have due regard to:

- eliminate discrimination, harassment and victimisation and other conduct prohibited under the Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having “due regard” is defined by the duty as the need to advance equality of opportunity involves considering the need to:

- remove or minimise disadvantages suffered by people due to their protected characteristics;
- meet the needs of people with protected characteristics; and
- encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

Fostering good relations involves tackling prejudice and promoting understanding between people who share a protected characteristic and others. This means that consideration of equality issues must influence the decisions reached by academies, such as:

- how they act as employers
- how they develop, evaluate and review policy
- how they design, deliver and evaluate services
- how they commission and procure from others.

### Equality Statement

Aquila, The Diocese of Canterbury Academies Trust (the trust) will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision-making.

The Trust is committed to equality in its delivery of education, whether or not the service is directly provided by us or contracted by the school to a third-party provider.

The Trust is committed to adopting the aims of the PSED in all schools and workplaces. We aim to provide high-quality education services, making sure services are easily accessible. We will improve what we do by continuing to consult with staff, students, parents and governors, their communities and partners about equality issues. We will promote our equal opportunities policy in our contact with parents, staff, governors and external organisations.

We will make every effort in creating equality of opportunity to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, sex, gender reassignment, sexual orientation, disability, age, culture, religion or pregnancy and maternity. Where necessary we will implement reasonable adjustments, or additional support, to ensure equality of access to education and a suitable working environment.

Our staff and governors who are responsible for the delivery of our education provision will recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognise special needs and understand differences. Behaviour will reach our high standards of conduct (staff and students) and the learning environment we provide will be safe and accessible for those studying and working.

The Trust will adhere to statutory Government legislation and consider other relevant guidance, which aims to make sure that everyone is treated with equity.

### **Employment**

Aquila is committed to ensuring that employees have equal access to jobs, training, and professional development opportunities. The Trust currently employs 691 staff.

Our Staff Handbook refers to the provisions of the Equalities Act 2010. By way of example, the Handbook includes policies addressing equal opportunities, menopause, harassment, equal pay, dignity at work and various family leave rights and also policies to raise concerns, for example, the grievance and whistleblowing policies.

The Trust recognises that the Act extends beyond the protected characteristics of an individual employee and has broader responsibilities to employees and situations that may be covered by the Act. For example, an employee with parental or caring responsibilities for a disabled dependent may have rights under the Act which the school would need to consider.

All recruitment will be within the provisions of the Act, and applications will be monitored to report on recruitment activity, in line with the Act.

Age is a protected characteristic concerning employment but does not apply to pupils in academies/schools.

Employees who are in breach of our policies will be dealt with under the Trust's disciplinary policy where appropriate.

### **Pupil Provisions**

The Trust and its schools currently have 4032 pupils under its care. We will ensure that pupils are provided with appropriate support to recognise their individual needs. This includes protection under the Act extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students.

All policies relating to the provision of education, the curriculum, behaviour for learning, attendance, exclusion, medical treatment, SEN and Child Protection and safeguarding policies should consider the provisions and duties of the Act.

### **Contractors and Service Providers**

Each school and the trust will ensure that all service providers that are contracted to provide services to students, staff or visitors will comply with Equalities legislation.

Where services are deemed not to meet Trust/School standards, concerning equal opportunities and fairness, contracts may be terminated.

### **Roles and responsibilities**

The Trust Board are responsible for:

- Ensuring that the equality information and objectives as set out in this statement are published and communicated throughout each school, including to staff, pupils and parents
- Ensuring that the published equality information is updated at least every year and that the objectives are reviewed and updated at least every 4 years
- Delegating responsibility for monitoring the achievement of the objectives on a day to day basis to the CEO and Central Team
- Ensuring they're familiar with all relevant legislation and the contents of this document
- Attending appropriate equality and diversity training

Local Governors are responsible for:

- Delegating responsibility for monitoring the achievement of the objectives on a day to day basis to the headteacher
- Meeting with relevant staff members, to discuss any issues around Equality and how these are being addressed
- Ensuring they're familiar with all relevant legislation and the contents of this document
- Attending appropriate equality and diversity training

The Head Teacher/Executive Head is responsible for:

- Giving a consistent and high-profile lead on equality and diversity.
- Putting the Trust's equality and diversity policies into practice.
- Ensuring that all staff know their responsibilities and receive the support and training necessary to carry them out.
- Following the relevant procedures and acting in cases of unfair discrimination, harassment, bullying or victimisation.

All staff are responsible for:

- Promoting equality and diversity, and avoiding unfair discrimination.
- Actively responding to any incidents of unfair discrimination, related to protected characteristics perpetrated by students, other staff or visitors in line with trust policy.
- Keeping up to date with equality law and participating in equal opportunities and diversity training.
- Ensuring complaints from parents, students and the community are dealt with in line with the Trust's complaints procedure, and as such appropriate staff will deal with the relevant stage of the complaint.

Students are responsible for:

- Respecting others in their language and actions.
- Obeying all of the School equality and diversity policies.

### Ongoing good practice.

1. Each academy monitors and analyses pupil achievement and progress by ethnicity, sex and disability, and acts on any trends or patterns in this data that identify the need for additional support for pupils with the aim of narrowing the gap for vulnerable groups.

2. Each academy provides a secure environment in which all our children can flourish and achieve.
3. Each academy monitors their curriculum and ensures it is broad and balanced, and reflects the importance of equality and inclusivity.

### Objectives 23-24 – review

Our objectives in 2023-24 were split into the following areas with specific targets to achieve in each instance

#### Equality and Diversity in Employment

1. To re-assess our recruitment activities and consider how best to increase representation from protected groups so that our workforce is reflective of the diversity of the communities we serve.  
We have changed where we advertise posts to include local and social media to increase our reach into the communities our schools serve, as these become more diverse
2. To continue to develop our understanding of the staffing profile of the trust and the data collected to inform decisions on equality issues.  
Staff have been trained on the use of reporting tools within AccessPeople so we can pull reports on the ethnic, gender, age and other characteristics of our workforce

#### Equality and Diversity for Pupils

1. To continue to close the gap for students with protected characteristics.  
We have delivered whole school training on trauma to support pupils who find learning difficult because of events over which they have no control
2. Support and develop staff to enable them to better support pupils from protected groups  
Training has been completed in practical learning, with a STEM focus for all teaching staff.

#### Equality and Diversity in Governance

1. To develop our governance membership and seek opportunities to engage those from diverse backgrounds at all levels of governance.  
We have changed where we advertise posts to include local and social media to increase our reach into the communities our schools serve.
2. To develop an understanding of EDI issues at all levels of governance.

### Equality and diversity Objectives 2024/25

1. Administer new admissions criteria set so our schools reflect the make up of their local communities, providing local schools for local families. Monitor the change in our school communities and adapt teaching resources and curriculum coverage to reflect these changes. Actively celebrate cultural, religious, and linguistic diversity through school events, assemblies, and extracurricular activities.
2. Monitor the impact of the Lead SENCo in leading SEN developments to close the gap for pupils with SEN
3. Ensure refugee children are supported through trauma informed work, language development and a relevant curriculum which encourages sharing the breadth of different cultures within our schools.

4. Foster an environment where all students feel safe, respected, and included by addressing bullying, discrimination, and any form of harassment. Complete a behaviour audit and action plan in every school to ensure no group of pupils or staff feel threatened or unsafe.
5. Ensure that all school policies and procedures, including those related to discipline, attendance, and admissions, are fair and applied consistently to all students.
6. Ensure all school policies and procedures relating to employment, including HR and pay, are fair and applied consistently to all staff
7. Monitor the impact of the relational policy on behaviour and sanctions, including exclusions for vulnerable pupils.

### Complaints

The Trust will treat seriously all complaints of unlawful (or potentially unlawful) discrimination. Any complaints will be investigated following the Trust's grievance or complaints policy, whichever is appropriate.