



DAYSPRING TRUST

Equality Policy

(Equality objectives to be reviewed 2022)

Ratified by: Board of Directors

Date of review: September 2021

Date of next review: September 2022

The Dayspring Trust aims to serve its community by providing an education of the highest quality within the context of Christian faith and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We believe that our Christian values spring from the two great commandments, 'Love God and love your neighbour'. We seek to live this out through the power of the Holy Spirit. St Paul reminds us in Galatians 5.22-23 that the fruit of the Spirit is "Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control". These are also underpinned by the Old Testament injunction to "Do justly, love mercy and walk humbly with our God" Micah 6.8. These values rooted in the Christian Faith come as a package and we aim to embed them in the life of our academies in a worked out way. We recognise that at times we may highlight particular values to bring them into greater prominence within our academies and these are currently the five values of Forgiveness, Hope, Joy, Perseverance and Wisdom. We believe these values to be in accordance with British values springing from our Judeo-Christian roots. Collective worship will play a major and vital part in assisting with this process of embedding these values in the life of our academies.

The Multi Academy Trust Members and Directors are aware of their responsibilities in law and are committed to the provision of an excellent education within its academies in accordance with our Anglican foundation. This is embraced in our Dayspring Trust vision statement:

- **Forge a supportive and challenging family of academies**
- **Provide excellent education within a strong Christian community**
- **Resource our pupils for wise and generous living**

In addition, each academy also has its own distinctive mission statement, flowing out from the vision statement of the Dayspring Trust.

At Ian Ramsey CE Academy:

"Together to learn, to grow, to serve."

This is embodied in scripture:

'Each of you should use whatever gifts you have received to serve others, as faithful stewards of God's grace in various forms.' 1. Peter 4.10

At Venerable Bede CE Academy:

"Soar to the heights together"

This is embodied in scripture:

'But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.

Contents

1. Aims.....	4
2. Legislation and guidance	4
3. Roles and responsibilities	4
4. Eliminating discrimination.....	5
8. Advancing equality of opportunity	6
9. Fostering good relations.....	7
10. Equality considerations in decision-making	7
11. Equality objectives	7
12. Monitoring Arrangements	8

1. Aims

Our academies 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
- Promote respect for difference and diversity through the trust's vision, ethos and values
- Foster good relations through tackling prejudice and promoting understanding

We also aim to make sure no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

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: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

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 academy, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

The Executive Headteacher will:

- Promote knowledge and understanding of the equality objectives across the trust
- Delegate responsibility for monitoring the achievement of each academy's objectives on a daily basis to the Headteacher of each academy.

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 Executive Headteacher and Directors in Headteacher's Report with details as appropriate
- Identify any staff training needs, and deliver training as necessary

- Share findings with the Executive Headteacher and the Trust board through the termly Headteacher report.

Other Staff Roles and Responsibilities

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. In particular, those staff with TLR responsibilities must ensure that the equality objectives are considered when carrying out their roles and responsibilities. For example:

- The SLT lead for Curriculum is responsible for gathering and analyzing the information on outcomes for disadvantaged pupils and staff including Pupil Premium and details of those responsible for overseeing interventions (e.g. Pupil Premium). Consideration must also be given to ensuring that the curriculum enables all pupils to succeed to the best of their ability and considers their needs.
- The SLT lead for Pastoral is responsible for monitoring the response to reported incidents of a discriminatory nature and ensuring that all children feel that they are respected and have their needs met.
- The Designated Safeguarding Lead and deputies are responsible for overseeing Early Help and monitoring the Prevent agenda within the academy.
- The SENDCO is responsible for addressing the needs of pupils with specific educational needs and/or disability.
- TLR post holders for CEIAG are responsible for ensuring that all pupils are given opportunities to be aspirational, regardless of their personal characteristics.

This list is not exhaustive: it is everyone's responsibility to ensure that the trust's equality objectives are met.

4. Eliminating discrimination

The academy 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 are regularly reminded of their responsibilities under the Equality Act and any behavior or actions found to be contrary to this policy will be considered as a serious disciplinary matter. In the most severe of cases, the employee responsible may face dismissal. Such matters will be dealt with in accordance to the Trust's Disciplinary policies and procedures.

The school has a designated member of staff for monitoring equality issues who may also be the Safeguarding Director. They regularly liaise with senior leadership regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Curriculum Adjustments

In our academies, focused attention is paid to the needs of specific groups of pupils, for example, disadvantaged pupils, and there is extra provision for certain groups, such as pupils with Special Educational Needs.

In our academies we ensure curriculum coverage of equalities issues, including promoting our school values/British Values, particularly with regard to respect and tolerance for those of different faiths and beliefs, and democracy. Our Curriculum offer can be viewed on our website. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. These include opportunities to take part in Prayer Spaces, visit Lesotho in Southern Africa, as well as numerous charitable events such as Food Bank Collections.

The school takes part in certain national projects and award schemes, for example, anti-bullying campaigns. Please see the websites for any recent projects.

6. Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

If academy practice puts a disabled pupil at a disadvantage in comparison to other pupils, the academy will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so and if advised by external professionals.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers.

The academy will make reasonable adjustments wherever possible for pupils and could include:

- Use of visual aids
- Use of Ipads
- Use of scribe for examinations according to the usual access arrangement protocols

The academy will make reasonable adjustments wherever possible for staff and could include:

- Phased return from illness
- Consideration of different working patterns
- Purchase of aids and adaptations to work stations/areas
- Work place assessments in consultation with Occupational Health

7. Pupils and Staff with Medical Needs

The academy will ensure that arrangements are in place to ensure that such children can access and enjoy the same opportunities at school as any other child. Staff are also supported if they have medical needs, eg referral to occupational health, an individual risk assessment and so on.

Where necessary, the academy will ensure there are arrangements in place, including ensuring members of support staff are appropriately trained to undertake these roles as part of their core job description.

The academy has a clear protocol for supporting pupils with medical needs. (See policy “Supporting Pupils with Medical Conditions” on the website)

8. 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. people with disabilities, people who are being subjected to homophobic bullying and so on)
- 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 activities)

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

- Monitor learner achievement and progress by protected characteristics

- Analyse the above data to determine strengths and areas for improvement and implement actions in response
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Make other relevant data available concerning any issues associated with particular protected characteristics, such as attendance trends.

9. Fostering good relations

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 (PD) 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 morning worship dealing with relevant issues. Pupils will be encouraged to take a lead in such worships 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 morning worship, 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.

10. 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 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 all pupils, regardless of gender

The school keeps 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.

(See: Equality and diversity impact assessment link-<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/equality-and-diversity-impact-assessment-inspecting-protected-characteristics>)

11. Equality objectives

We aim to provide the highest possible education for all of our pupils. The ethos of our academies clearly reflects our commitment to fully including and respecting all members of our staff and our wider community.

We have set ourselves the following objectives for academic year 2018 - 2022

1. To ensure that all staff, directors and stakeholders are aware of current legislation surrounding equality and diversity and understand the Trust's responsibility.

2. To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our academy communities.
3. To promote mental health awareness and develop appropriate interventions where necessary.
4. Actively close gaps in attainment and achievement between pupils for all groups of pupils, especially pupils eligible for Pupil Premium, pupils with special educational needs and disabilities, Looked After Children (see each academy's policy), pupils who identify as LGBTQ+ and pupils from minority ethnic groups.
5. Continue to improve accessibility across the academy sites for pupils, staff and visitors with disabilities, including access to specialist teaching areas.
6. Monitor the number of incidents of LGBTQ+, sexist and racist language used by pupils in our academies.
7. To continuously review and revise the curriculum, including personal development, so that it represents a diverse culture and society and encourages tolerance and respect.

12. Monitoring Arrangements

This document will be reviewed by the Headteacher and new objectives identified (if relevant) annually.

This document will be approved by the Executive Headteacher on an annual basis.