



Excalibur Academies Trust
Equality Information and
Objectives Policy

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1. Aims

1.1 Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

1.1.1 Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

1.1.2 Advance equality of opportunity between people who share a protected characteristic and people who do not share it

1.1.3 Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

1.1.4 Publish equality objectives that the school has identified as priorities

2. Legislation and guidance:

2.1 This document meets the requirements under the following legislation:

2.1.1 The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination

2.1.2 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

2.1.3 This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and Responsibilities

3.1 The Academy Committee will:

3.1.1 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/carers

3.1.2 Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

3.1.3 Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

3.2 The Principal will:

3.2.1 Promote knowledge and understanding of the equality objectives among staff and pupils

3.2.2 Monitor success in achieving the objectives and report back to governors

3.3 The designated member of staff for equality will:

3.3.1 Support the principal in promoting knowledge and understanding of the equality objectives among staff and pupils



3.3.2 Support the principal in identifying any staff training needs, and deliver training as necessary

3.4 All school 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

4.1 The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

4.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

4.3 Staff and 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.

4.4 All staff receive training on school's Equality Act duties on a regular basis.

4.5 The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

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

5.1.1 Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

5.1.2 Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

5.1.3 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)

5.2 In fulfilling this aspect of the duty, the school will:

5.2.1 Publish attainment/progress data each academic year showing how pupils with different characteristics are performing

5.2.2 Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

5.2.3 Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

5.2.4 Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations



- 6.1 The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:
 - 6.1.1 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
 - 6.1.2 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
 - 6.1.3 Working with our local community. This includes for example, inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
 - 6.1.4 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
 - 6.1.5 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

- 7.1 The school ensures it has due regard to equality considerations whenever significant decisions are made.
- 7.2 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:
 - 7.2.1 Cuts across any religious holidays
 - 7.2.2 Is accessible to pupils with disabilities
 - 7.2.3 Has equivalent facilities for boys and girls
- 7.3 The school will complete the Equality Impact Assessment Form (Appendix 1) to demonstrate that we have actively considered our equality duties and asked ourselves relevant questions. The school uses specialist software (Evolve) when planning trips and activities. The completion of the Equality Impact Assessment Form will be noted during this process and reflected in the risk assessment. If the potential for a negative impact is identified, it will be escalated to a senior leader for discussion.

8. Equality objectives

Objective 1

To ensure that children with English as an Additional Language make good progress in all curriculum areas and feel valued as part of the Cabot community.



Why we have chosen this objective: We are becoming more diverse in terms of the languages that are spoken at Cabot and want to ensure that children are leaving Cabot with the English skills needed for our curriculum as well as their secondary curriculum. Currently, data reflects that not all children for whom English is an Additional Language meet the expected standard in core subjects and we want to address this.

To achieve this objective we plan to:

- ❖ Ensure that staff are aware of where to look on Bromcom to identify EAL children and the languages spoken.
- ❖ The academy will hold cultural celebration events.
- ❖ Staff will receive training around EAL.
- ❖ Progress of EAL learners will be tracked via the Bell Foundation sheets so that small steps are easily identifiable and can be actioned by staff. EAL learners to be discussed at Pupil Progress Meetings.
- ❖ Ensure that vocabulary is taught explicitly and strategies from the Bell Foundation are used regularly within classes.
- ❖ Pupil induction process reviewed and adapted as necessary to ensure that key assessments are carried out promptly and acted upon to guide the use of phonics, Welcomm interventions and so on.
- ❖ Cabot will utilise the staffing team and the services of Excalibur Trust translators for key meetings and to translate/proofread documents.

Progress we are making towards this objective:

Bromcom is used widely by staff and pupil induction includes ensuring that staff are aware of whether English is an Additional Language. We hold various cultural celebrations and introducing Conversation Cafes for the families to help us to learn more about important celebrations and traditions – we hope to involve children in this as it builds. Some staff have attended Bell Foundation training and it is part of the cycle of staff meetings. We have also started exploring further tracking and refreshing our knowledge of the Bell Foundation tracking.

Objective 2

To narrow the gap for children with special educational needs and disabilities in reading, writing and maths.

Why we have chosen this objective: One of our core values is inclusion and we view part of this as ensuring that all children are ready for their next step. Currently, data reflects that not all SEND children meet the expected standard in core subjects and we want to address this.

To achieve this objective we plan to:

- ❖ Use entry and transition data to shape classroom provision to meet the diverse needs of pupils.
- ❖ Provide comprehensive and robust support programmes for children with specific difficulties through 1:1 and group activities that are additional and different to classroom provision.
- ❖ Monitor and evaluate progress data, putting in place effective changes and sharing these with pupils and families.
- ❖ Improve the physical environment of the school to suit a variety of needs.

Progress we are making towards this objective:

Staff have received lots of specialist training from Education Psychologists, Speech and Language Therapists and our SENDCo to support their understanding of how they can support a variety of needs which we see across the school. Many interventions are becoming more formally tracked supporting in ensuring they are having an impact.

Objective 3

To promote spiritual, moral, social, religious and cultural understanding, so that all pupils feel included and valued.



Why we have chosen this objective: One of our core values is inclusion as we want all children to feel included and as part of children being ready to be active citizens, we feel that it is important that they have a strong sense of their own spiritual, moral, social, religious and cultural understanding and how this may be similar or different to others.

To achieve this objective we plan to:

- ❖ Use a PSHE curriculum that contains content that promotes understanding of differences.
- ❖ Ensure that the RE curriculum is robust and covers a range of religions in detail to enable children to make comparisons.
- ❖ Ensure our anti-bullying policy is appropriate.
- ❖ Consider our curriculum and ensure that it is balanced and demonstrates the variety of different individuals and beliefs around the world.
- ❖ Embed the roles of responsibility for the children.
- ❖ Ensure that the School and Equalities Council are active.

Progress we are making towards this objective:

We have reviewed our PSHE curriculum and will continue to do so as new guidance is shared. We have started a Roots of Belonging partnership alongside our PSHE and RE curriculums which is supporting us in offering a more trauma informed approach. The Anti-Bullying Policy has been reviewed and we continue to work to ensure that a variety of representations are used across our school to challenge stereotypes and to inspire our pupils to see themselves in a number of roles in the future. The School and Equalities Council remains active and has supported reviewing policies and raising money for charity.

9. Monitoring arrangements

This policy will be updated annually with details of how the school will comply with the public sector equality duty.

The equality objectives in this policy will be updated at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special Educational Needs and Disability Policy



APPENDIX I Equality Impact Assessment Form



Equality Group	Positive Impact	Negative Impact	Escalation Required
Age			
Disability			
Race (including colour, nationality, ethnic or national origin)			
Gender Reassignment			
Religion/Belief			
Sex			
Sexual Orientation			
Pregnancy/Maternity			
Marriage/Civil Partnership			