

## Equality Statement and Objectives:

### Pupils

<b>Version:</b>	2.0
<b>Last reviewed:</b>	May 2024
<b>Ratified by:</b>	Board of Trustees
<b>Date ratified:</b>	9 <sup>th</sup> July 2024
<b>Next review date:</b>	April 2028

#### Revision History:

Version	Date	Author	Summary of Changes:
1.0	December 2019	EM	Trust template Equality Statement and Objectives
2.0	May 2024	SMcA	Reworded elements to make more succinct. Section 6 Eliminating Discrimination – specified staff refresher training occurs every 2 years. Section 10: Objectives – included examples of school equality objectives.

# Equality Statement and Objectives

## Pupils

### 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:
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
  - Advance equality of opportunities for individuals with and without protected characteristics.
  - Foster good relations among people across all protected characteristics, regardless of whether they share the same characteristics.

### 2. Scope

- 2.1 This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

### 3. Legislation and guidance

- 3.1 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
- 3.2 This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).
- 3.3 This document also complies with our funding agreement and articles of association.

### 4. Roles and responsibilities

- 4.1 The 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.
  - Receive reports on the progress made towards achieving the school's equality objectives.
- 4.2 The equality link Academy Councilor is **Ms Kalvinder Kaur**. They will:

- 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 are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the academy council regarding any issues.

#### 4.3 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 councillors.

#### 4.4 The designated member of staff (Sarah Harriman) for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link Academy Councillor every term to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training as necessary.

#### 4.5 School staff

- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### 5. Related documents

#### 5.1 This document links to the following policies:

- Accessibility plan
- Risk assessment

### 6. Eliminating discrimination

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

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

6.3 Staff and academy councillors 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.

6.4 New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every two years.

## **7. Advancing equality of opportunity**

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

- Addressing or reducing disadvantages experienced by pupils due to their specific protected characteristic, such as disabilities or exposure to homophobic bullying.
- Implementing measures to accommodate the specific needs of pupils with certain protected characteristics (e.g. arranging for pupils to pray at prescribed times).
- Promoting full participation in all activities by pupils with particular characteristics (e.g. encouraging all pupils to engage in a variety of school societies/clubs).

7.2 In fulfilling this aspect of the duty, the school 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 pupils 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.

## **8. Fostering good relations**

8.1 The school aims to foster good relations among people across all protected characteristics, regardless of whether they share the same characteristics 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.
- Conducting assemblies that address relevant topics, encouraging pupil leadership and participation, and inviting external speakers to enhance learning.
- Engaging with the local community by inviting local faith leaders to assemblies and organising school trips that explore local cultural and community resources.
- Promoting initiatives to address tensions among different pupil groups such as encouraging inclusive participation in school activities such as sports clubs and pupil leadership teams.
- Collaborating with parents to enhance understanding and appreciation of different cultures.
- Developing connections with experts and groups possessing specialist knowledge about specific characteristics to enhance and inform our school's approach.

## 9. Equality considerations in decision-making

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

9.2 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:

- cuts across any religious holidays;
- is accessible to pupils with disabilities; and
- has equivalent facilities for boys and girls.

9.3 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.

## 10. Equality objectives

**Objective 1:** *To reduce occurrence of sexual harassment by implementing a curriculum and pastoral awareness programme to improve students' understanding*

**Why we have chosen this objective:** Leicester City Children's Health and Wellbeing Survey indicates that 1 in 6 girls have experienced sexual harassment. *Leicester Children's Health and Well-being Survey 2022*

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

- Survey attitudes and experiences
- Develop curriculum work across all year groups and assemblies to raise pupils' awareness
- Run boys and girls single sex discussion groups to develop an understanding of the issues and how they can be addressed
- Run staff training on recognising and responding to sexual harassment
- Review sexual harassment policies and effectiveness

**Objective 2:** *To reduce the occurrence of racist incidents by explicitly teaching what isn't acceptable and continuing to offer additional education to the students displaying racist attitudes via taught detentions and one to one reflection work.*

**Why we have chosen this objective:** Behaviour data from 23-24 indicates that the most common type of discrimination experienced by students at RMA was racism.

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

- Survey attitudes and experiences
- Develop curriculum work across all year groups and assemblies to raise pupils' awareness
- Run groups for students who typically experience racism to develop an understanding of the issues and how they can be addressed
- Run staff training on recognising and responding to racist incidents

**Objective 3:** *To reduce the amount of C3, C4, C5s issued to over-represented groups in our consequence system by further engaging with parents and understanding cultural differences and challenges faced by these groups.*

**Why we have chosen this objective:** Behaviour report data indicates that particular groups of students tend to be sanctioned with C3s, C4s, C5s and FTS disproportionately when compared with other groups.

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

- Survey attitudes and experiences
- Develop opportunities for those pupils to demonstrate their strengths
- Broaden suitable curriculum opportunities to increase motivation
- Challenge stereotypes
- Provide staff training on behaviour management strategies
- Improve home school communication on issues related to behaviour and bullying
- Improve home school communication on celebrating achievements
- Gather student voice and opinions
- Research and understand the cultural experiences of students and their families

**Objective 4:** *To reduce the amount of suspensions of over-represented groups by increasing their sense of belonging and understanding the cultural challenges faced by these groups.*

**Why we have chosen this objective:** Behaviour report data indicates that particular groups of students are disproportionately sanctioned with suspensions.

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

- Survey attitudes and experiences
- Develop opportunities for those pupils to demonstrate their strengths
- Broaden suitable curriculum opportunities to increase motivation
- Challenge stereotypes
- Provide staff training on behaviour management
- Improve home school communication on issues related to behaviour and bullying
- Improve home school communication on celebrating achievements
- Research the cultural experiences of this group of students and their families
- Gather student voice and opinions

**Objective 5:** *To reduce the number of homophobic incidents to ensure that all of our LGBTQ+ students feel a true sense of belonging and acceptance by addressing stigma, providing support and creating inclusive environments.*

**Why we have chosen this objective:** Behaviour reports for 23-24 indicate that the second most common type of discrimination reported at RMA is homophobia.

16 incidents of homophobia were sanctioned during 23-24

- Widespread and entrenched use of homophobic language used in the community
- National evidence of issues cited in Stonewall report eg: 65 per cent of young LGBTQ+ people experience homophobic bullying in Britain's schools; 97 per cent of gay pupils hear derogatory phrases used in school.
- LGBTQ+ young people are at a higher risk of experiencing poor mental health than their heterosexual peers

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

- Gather student voice and opinions
- Develop curriculum work across all year groups and assemblies to raise pupils' awareness
- Celebrate/recognise awareness days that acknowledge LGBTQ achievements
- Reinforce school ethos of Rushey 1:Be Kind
- Provide further staff training on challenging discriminatory language
- Develop further reflection resources for use when students have displayed homophobic behaviours/language so that students see the effects of discrimination

**Objective 6:** *To ensure that all students and staff who need support with their mental health feel that they can ask for and receive appropriate support.*

**Why we have chosen this objective:** The Mental Health of Children and Young People in England 2023 report, published by NHS England, found that 20.3% of eight to 16-year-olds had a probable mental disorder in 2023.

At RMA we are seeing an increased rate of referrals to external mental health services (CAMHS, MHST) as well as an increase to in-school mental health support (school therapist, mentoring, school nurse)

15% of year 11 students that took part in the NHS Health and Well-being Questionnaire stated they had difficulty managing their emotions

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

- Gather student voice and opinions from all year groups
- Develop curriculum work on mental health across all year groups and assemblies to raise pupils' awareness and to support reducing stigma
- Gather staff voice and opinions on mental health support in school
- Provide staff training on spotting the signs of poor mental health in students and colleagues teaching them the skills to approach, talk to, and if necessary, refer students in psychological distress. As teachers and staff members become more adept at recognising the signs, the safety net expands, providing a safer and more trusting environment, so learning can move forward.
- Promoting key events across the academic year, such as Children's Mental Health Week (held every year in February), World Mental Health Day (held every year on 10 October) and Mental Health Awareness Week (held in May)

**11. Monitoring arrangements**

11.1 Rushey Mead Academy will update the equality information we publish, [described in sections 4-7 above], at least every year.

11.2 This document will be reviewed at least every 4 years.

11.3 The Equality Statement and Objectives template will be approved by the Board on behalf of the Trust and the Principal the version completed on behalf of the school.