



**KEYSTONE**  
**ACADEMY TRUST**

# Equality Information and Objectives Policy

Updated by Helen Joyce December 2023	Ratified by Trustees February 2024
Next Review due December 2027	

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### Statement of Intent

Keystone Academy Trust recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

**The trust** has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

## Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following trust policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The trust fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex

- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for a school is Keystone Academy Trust

Each school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

Each school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

### **Roles and Responsibilities**

The Board of Trustees will:

- Ensure each school complies with the appropriate equality legislation and regulations.
- Ensure that each school meet its obligations under the Public Sector Equality Duty to:
  - Publish equality objectives at least every four years commencing on the date of the last publication
  - Update and publish information every year to demonstrate school compliance with the Public Sector Equality Duty
- Ensure the trust and each school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the trust's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the Equality Objectives (Appendix 1) and report it to the Local Governing Board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to their class teacher or another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the Public Sector Equality Duty in the Equality Act 2010 and advancing equality of opportunity.

### **Equality Objectives**

The trust is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

Keystone Academy Trust sees all members of the school community as of equal value, regardless of any protected characteristic. The trust's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The trust's Equality Information and Objectives Statement sets out how it meets the Public Sector Equality Duty and outlines how equality of opportunity is ensured for all members of the trust community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the trust and each school's website annually.

Each school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

To achieve this, each school will implement an Equality Objectives Plan to span a four-year period (Appendix 1). This template must be shared via the school website.

Each school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the Public Sector Equality Duty.

### **Collecting and using information**

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the trust's legal obligations.

Keystone Academy Trust and each school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The trust will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The trust will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave

- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The trust will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

### **Publishing Information**

Keystone Academy Trust will publish information to demonstrate its compliance with the Act. The trust will publish information relating to people within the trust community who share relevant protected characteristics.

The trust will publish the following information annually with regard to the gender pay gap:

- The difference between the mean hourly rate of pay of male and female full-pay relevant employees
- The difference between the median hourly rate of pay of male and female full-pay relevant employees
- The difference between the mean bonus pay paid to male and female employees
- The difference between the median bonus pay paid to male and female employees
- The proportions of male and female relevant employees who were paid bonus pay
- The proportions of male and female full-pay relevant employees in lower, lower middle, upper middle, and upper quartile pay bands

The above information will be updated and published annually on the trust website in a manner that is accessible to all its employees and to the public for a period of at least three years from the publication date.

### **Promoting Equality**

The trust's Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy set out the trust's approach to promoting equality and diversity across the whole school community.

### **Addressing prejudice-related incidents**

Keystone Academy Trust is opposed to all forms of prejudice. The trust will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the trust, who will inform of next steps. The schools will also report to the local governing boards.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

### **Complaints Procedures**

Keystone Academy Trust aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The trust will adhere to the Concerns and Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Concerns and Complaints Procedures Policy.

The trust will work to develop good professional relationships between colleagues; however, Keystone Academy Trust understands that sometimes conflicts may arise. Through maintaining open communication, the trust wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the trust's Grievance Policy.

### **Monitoring and Review**

This policy will be reviewed annually, to ensure that all procedures are up to date. The policy will be monitored and evaluated in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.



## Appendix 1

### Long Sutton County Primary School

#### Equality Objectives 2024-2028

The Equality Act 2010 requires schools to publish specific and measurable equality objectives as based on our analysis of data and other evidence. Our equality objectives focus on those areas 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.

	Aim	Action to be taken	Staff responsible	Timescale	Resources	Impact
1	To ensure that staff currently on maternity leave are kept in touch with developments in policy and in practice.	Assign a member of SLT to have regular KIT conversations.	SLT	September 2024 - ongoing	Release time KIT days	Staff currently on maternity leave feel informed and reintegrate quickly on their return so that there is no detriment to pupils' learning.
2	To develop all pupils' understanding of British Values, democracy and race equality.	To have a high focus on the working of the school council, how democracy works and how laws passed in our country. · To maintain an active display showing British Values in school. To maintain an active display on Protected Characteristics. To use assemblies and Picture News.	All staff	Weekly	Subscription to Picture News  LCC links e.g. Magistrates Court  Subscription to Lyfta to use Lyfta Storyworlds  Community Visitors	All pupils will have an increased understanding of the democratic process, how laws passed. · All pupils will have a greater awareness of the actions of the school council. All pupils will show a greater appreciation of different races and cultures.

3	To raise the awareness of hidden disabilities to increase pupils' and staff understanding of barriers to learning and relationships.	Awareness days/weeks shared in school. Assembly timetable planned to ensure coverage. PSHE curriculum to cover hidden differences and tolerance of others. Staff training on ASD Solihull parenting course.	SENCO All staff Curriculum Lead	Throughout the school year	Subscription to Jigsaw	Children demonstrate and can articulate a greater understanding of hidden differences and what they can do to help. Staff adapt interactions to ensure inclusion and maximise progress. Reduction in triggers for children with hidden disabilities and therefore less behaviour incidents at home and school.
4	To develop pupils' awareness of protected characteristics and understanding of equal opportunities.	To create and regular update and interacted with the school's Protected Characteristic displays. To identify opportunities to enhance pupils' awareness of protected characteristics through workshops, community visits and curriculum links. To identify and link assembly	Headteacher Class Teachers SENCO	Ongoing	Jigsaw PSHE scheme Visitors Picture News subscription	Pupils are able to consider which protected characteristics are considered when learning about different events and cultures. Pupils are given opportunities to better understand how life for someone with a P.C. such as a disability may vary.

		content to associated protected characteristics.				
5.	To raise pupils' awareness of racial and religious diversity.	To plan a curriculum which provides pupils' opportunities to visit places of worship and interact with those of different faiths. To celebrate and take part in key events including Black History Month and Race Awareness Week. To build a diverse reading spine that celebrates a variety of authors' work including those with differences in race, culture and background.	Headteacher Curriculum Lead Class Teachers	Ongoing	Funds for books	Pupils are able to articulate their understanding of faith. Pupils are given physical opportunities to connect curriculum learning to. Pupils are able to interact with a variety of faith and cultures and better understand our diverse world. Pupils are given the opportunity to learn about different cultures and backgrounds and celebrate a variety of authors.