



**EQUALITY STATEMENT**

All schools in Connect Schools Academy Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Staff Responsible:	EHT
Date of Review:	September 2018
Date of Next Review:	September 2019

## SUMMARY OF CHANGES

Date	Change
September 2018	New Trust over-arching statement

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## Equality and Diversity at Connect Schools Academy Trust

Connect Schools Academy Trust (CSAT), is made up of four schools and four pre-schools which between them teach over 2,000 children and employ more than 300 staff. In such a large number of people, there will necessarily be different groups representative of the diversity both within and outside the schools' communities.

The schools' policies outline the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within each school's community is celebrated and valued

We believe that equality at Trust schools should permeate all aspects of school life and is the responsibility of every member of the schools and the wider community. Every member of each school's community should feel safe, secure, valued and of equal worth. Within CSAT, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equality Act 2010).

### **Aims of this Policy Statement**

All schools in the Trust aim to meet their 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 between different people when carrying out their activities

### **Legislation and guidance**

Equality Policies across the Trust meet 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
- Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### **Equality Objectives**

Equality objectives may relate to any of the three aims of the public sector equality duty. They may be linked to challenges already identified in the school improvement plan, might respond to gaps identified through data analysis, or may result from consultation with pupils, staff and parents.

Possible challenges include:

- Narrowing gaps in attainment between groups of pupils, for example, girls and boys
- Improving the attendance of pupils from particular groups
- Increasing the participation of particular groups in school activities
- Reducing prejudice-related bullying and the use of derogatory language
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities
- Improving the participation and engagement of different groups of parents and communities

Each school within the Trust must set a minimum of one equality objective, although given the wide range of equality issues, it is anticipated that more than one objective will be set. The following actions will assist in helping to prioritise objectives and ensuring that they are focussed on outcomes:

- Use data and other evidence on performance and participation with particular regard to data about disadvantages for groups with particular protected characteristics (such as race, gender, disability and sexual orientation).
- Consult with pupils, staff and parents.
- Develop a list of possible issues that might be addressed through setting equality objectives.
- Think about which objectives are most likely to deliver successful outcomes
- Consider how possible objectives can be integrated with school improvement and development plans
- Involve governors in deciding your priorities
- Consider whether proposed objectives are realistic, given possible constraints on resources
- Ensure your objectives are focused on outcomes.

It is a statutory requirement that equality objectives are 'specific and measurable'. This is to make sure that objectives are not vague or flimsy statements, but reflect achievable improvements that the school intends to make. Objectives should be clearly focused, demonstrate measurable outcomes, and include a timeframe to help measure success or progress towards achieving an objective.

### **Monitoring Arrangements**

The local governing board of each school will update the equality information at least every year, and the schools' Equality policies will be reviewed at least every 4 years.