

GREENHEART

LEARNING PARTNERSHIP

Equality Information and Objectives

2024/2025 Policy Update

Following significant changes to the GLP Governance Framework, all policies are currently under review. Where the existing policies reference local governors or GLAC members, these actions will be undertaken by Partnership Trustees.

Signed off by Trust Board meeting dated: 1st July 2024

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Contents

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

1. Aims

Greenheart Learning Partnership 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 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.

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: [The Equality Act 2010 and schools](#).

3. Roles and Responsibilities

The Trust Board 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 / carers.

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.

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equality link Trustee is Jessica Adeniran. She will:

Meet with the designated member of staff for equality at least termly, 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 full Trust Board regarding any issues.

The Headteacher will:

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

Monitor success in achieving the objectives and report back to Greenheart Learning Academy Committee.

The designated member of staff for equality will:

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

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

All Academy 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

The Partnership and Academies are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.

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

Staff, GLAC members and Trustees 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The Partnership and Academy have a designated member of staff to monitor equality issues, and an equality link Trustee. They regularly liaise regarding any issues and make senior leaders and Trustees aware of these as appropriate.

5. Advancing Equality of Opportunity

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

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).

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 societies).

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

Publish attainment data each academic year showing how pupils with different characteristics are performing.

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

Make evidence available identifying improvements for specific 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.

6. Fostering Good Relations

Academies aim 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 (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.

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.

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, 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 Academy. 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 Academy's activities, such as sports clubs. We also work with parents / carers 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.

7. Equality Considerations in Decision-making

Academies ensure they have due regard to equality considerations whenever significant decisions are made.

Academies always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the Academy considers whether the trip:

Cut across any religious holidays.

Is accessible to pupils with disabilities.

Has equivalent facilities for boys and girls.

The Academy 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.

8. Equality Objectives

The Equality Objectives set out below are agreed and reviewed by the Executive Leadership Team and are shared with Headteachers.

Objective 1

Continue to improve accessibility across the Academy for students, staff and members of the Partnership with disabilities, including access to specialist teaching areas and the curriculum.

Objective 2

Review relevant Academy policies to ensure they clearly reflect the aim of inclusivity.

Objective 3

Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.

Objective 4

Monitor and promote the involvement of all groups of students in the extra-curricular life of the Academy, including leadership opportunities, especially students with special educational needs and disabilities.

Objective 5

Endeavour to ensure diversity in the staff body and in leadership roles.

Objective 6

Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

Objective 7

Reduce the incidence of the use of racist, homophobic, biphobic, transphobic and sexist language by students in the Academy.

All Academies review the objectives, and at a school level identify why the objective has been chosen, how they plan to address it and progress made. This information can be reviewed through the school's Equality Action Plan.

9. Monitoring Arrangements

The Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by Executive Leadership Team at least every 4 years.

This document will be approved by the Trust Board.

10. Links to Other Policies

This document links to the following policies:

- Accessibility plan
- Risk assessment