

## Equalities statement and objectives September 2017

### Introduction

- This statement applies to all stakeholders of the Trust – pupils, staff, parents, Members, Trustees and Local Governors.
- It is in line with the Public Sector Equality Duty which emanates from the **Equality Act 2010**.
- We have a **general duty** to eliminate discrimination, to advance equality of opportunity and to foster good relations.
- We have a **specific duty** to publish information every year about our Trust population, to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities and how we intend to reduce or remove them.
- The Equality Act 2010 requires us to publish information which demonstrates that we have due regard for the need to:
  - 1) eliminate unlawful harassment, discrimination and victimisation
  - 2) advance equality of opportunity and foster good relations between people who share a *protected characteristic* and those who do not share it.

Definitions and details of our legal duties and responsibilities can be found in the [Appendix](#) to this statement (pp4-5).

### Commitment

Create Partnership Trust is fully committed to the principles and practice of equalities, not only because it is the law but because it is morally and ethically the right thing to do, especially but not exclusively for our vulnerable pupils. We have a duty of care to our pupils and staff because equalities belong to everyone and we want them to feel safe, secure and positive about their membership of our school communities, to be high achieving and to be able to thrive professionally. We respect and celebrate our rich diversity and the benefits that this brings to the Trust and we are mindful that equalities impinge on every aspect of school life and are reflected in our objectives and values. We recognise that we have a duty to remove any barriers to learning or teaching which could lead to unequal outcomes and we are committed to addressing any arising issues which go against our equalities ethos.

### Our principles as guidance for our schools

- We recognise that equalities issues impact on all areas of school life, all policies and all stakeholders.
- We recognise our duty of care to our pupils and our staff.
- We foster positive attitudes, good relationships and community cohesion in all aspects of our work.
- Difference is recognised, respected and celebrated.
- We monitor any barriers to equalities with the aim of tackling and removing them.
- Our learners are of equal value.
- We seek all relevant information about pupils joining our schools to ensure that their needs are anticipated.
- We work with parents, carers and external professionals to identify and meet the challenges presented by new pupils or those with changing needs.
- We take all reasonable and necessary steps to meet pupils' needs, personally, socially and academically.
- We monitor the achievement of pupils by the relevant and appropriate protected characteristics.
- Community cohesion and inclusion are promoted across a range of actions and policies.
- We observe good equalities practice in staff recruitment, retention and development.
- All staff and visitors are expected to support the Trust's commitment to promoting equalities, through their words and actions.
- All staff are expected to be role models for equal opportunities, deal with bullying or discriminatory incidents and be challenging prejudice and stereotyping.
- We are committed to extra training for staff, particularly when new pupils with protected characteristics join the school.
- We are committed to stakeholder consultation through pupil, staff and parent *voice*.

- Each school reports promptly and accurately on a range of equalities issues.
- Reporting includes to senior leaders, to parents and Trustees.

### Our key objectives

Our Trust has four key objectives, all of which relate directly to equalities:



**GROW: a business growth model** – which includes a range of schools so that all feel supported and challenged, can grow professionally and make outstanding progress

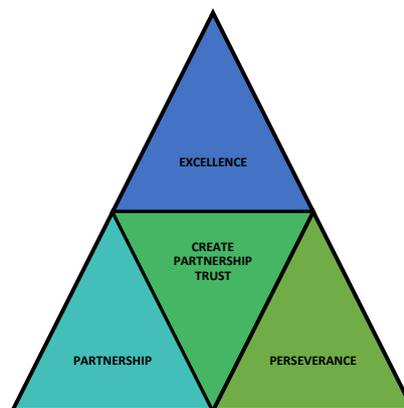
**IMPROVE: school improvement** – a model with clear accountability structures, using our collective strengths to demonstrate consistently high performance in terms of leadership, teaching, curriculum and assessment

**SUPPORT: earlier intervention and improved transition** – *meeting the needs of pupils so that barriers to learning are quickly identified and removed as soon as possible, especially for the most vulnerable pupils and their families*

**LEAD: Staff recruitment, retention, leadership development and succession planning** – *providing a strategic approach which invests in the staff, building their skills so that they, the schools and the Trust strengthen.*

### Our Trust values

We have recently revisited our values in the light of our first year as a MAT: excellence, partnership and perseverance.



At pupil level, these are interpreted as:

- **Excellence** - we give our best at work and at play; we aim high; we believe in ourselves; we enjoy learning; we love to contribute; we are curious; we celebrate success; we think about our learning; we are successful; we achieve well independently; we are proud of our work; we understand that there are steps on the way to excellence; we understand that excellence is achieved through partnership (working with others) and perseverance (what we do as individuals)
- **Partnership** – we work together; we listen to each other; we share and take turns; we learn from each other; we respect each other; we are sincere; we are good citizens of Birmingham, the United Kingdom and the world; we contribute; we are happy; we feel safe; we look after our school; we are part of a team; we are part of a family; we help each other to achieve well; we believe everyone is equal

- **Perseverance** – we don't give up; we try our best; we are not afraid to make mistakes; we learn from our mistakes; we can talk about our learning; we take responsibility for our learning; we are helping to make our own futures; we can change if we need to; we can find solutions; we look forward

### Our equalities objectives 2017/18

Objective	By whom	By when/how often
Ensure that a comprehensive Trust equalities policy is published.	CEO/EHT	31 October 2017
Ensure that each school produces its equality objectives in line with Trust principles	CEO/EHT and HTs	31 October 2017
Minimise any achievement gaps between groups of pupils by ensuring that each school takes rapid action to tackle any negative patterns or trends and responds to evidence of pupils falling behind.	HTs	30 September 2017 based on summer 2017 assessments; thereafter at least termly, in line with assessment periods to July 2018.
Develop a common approach across the Trust to recording and reporting equalities data (in relation to both pupils and staff) in order to ensure a robust base for further equalities development	CEO/EHT	30 September 2017 based on school census information and thereafter at least termly to July 2018

The outcomes of these objectives will be reported to senior leaders and Trustees at least termly so that by July 2018 we have firm cross-Trust evidence for further objectives-setting.

Responsibility for this statement	Board of Directors (Trustees)
Responsibility for monitoring and evaluation	CEO/EHT
Date of statement	September 2017
Date of review	September 2018
Links to policies	Equalities; SEND, Safeguarding, Behaviour Management, Admissions, Anti-Bullying, Whistleblowing, Health and Safety, E-safety, Acceptable Use

## APPENDIX: a summary of our legal duties and responsibilities

The **Equality Act 2010** is intended to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to a *protected characteristics*).

### Protected characteristics

These are defined as:

- race
- disability
- religion or belief
- gender
- sexual orientation
- gender reassignment
- pregnancy or maternity
- age
- marriage or civil partnership

Protected characteristics apply to pupils, prospective pupils, staff, prospective staff or anyone they are associated with.

The Act requires all public organisations, including schools, to have two **general duties**:

1. **eliminate unlawful discrimination, harassment and victimisation**
2. **advance equality of opportunity between different groups**
3. **foster good relations between different groups**

There are two **specific duties** which require all public organisations, including schools to:

1. **publish information to show compliance with the Equality Duty**
2. **publish equality objectives at least every four years which are specific and measurable.**

### Unlawful behaviour

The Act defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimisation.

- **Direct discrimination** – when one person treats another less favourably because of a protected characteristic, than they treat (or would treat) other people
- **Indirect discrimination** – when a *provision, criterion or practice* is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic
- **Harassment** – *unwanted conduct related to a relevant protected characteristic which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person*
- **Victimisation** – when a person is treated less favourably than they otherwise would have been because of something they have done (*a protected act*) in connection with the Act.

**Discrimination arising from disability** –treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments. The law on disability discrimination is different from the rest of the Act; in particular, it works in only one direction; ie it protects disabled people but not those who are not disabled. This means that we are allowed to treat disabled people more favourably than the non-disabled – and in some cases are required to do so – by making reasonable adjustments to put them on a more level footing.

### Reasonable adjustments and Accessibility Plans

Schools and other organisations are required to:

- take reasonable steps to avoid disadvantage caused by a provision, criterion or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding the physical feature; eg the use of stairs and lifts.
- take reasonable steps to provide auxiliary aids and services



- provide information in an accessible format
- develop and implement (by allocation of resources) Accessibility Plans which will:
  - increase disabled pupils' access to the curriculum
  - improve the physical environment for all pupils
  - improve the provision of information for all parties

### **Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty to promote community cohesion – which encompasses the promotion of good relations between pupils from different races, faiths and socio-economic backgrounds.

### **Further reading**

**The Equality Act 2010 and schools**

Department for Education

May 2014