



Batley Multi Academy Trust

Trust Equality Information and Objectives

Batley Multi Academy Trust

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**converted to Trust wide policy from school-specific.*

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Aims

Our Trust 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.

This document should be read in conjunction with the 'Our Trust's approach to Equity, Diversity and Inclusivity' document.

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.

This document also complies with our funding agreement and Articles of Association.

Roles and Responsibilities

Staff, Trustees and layers of local governance will:

- Actively promote equality of opportunity in all areas of school life.
- Ensure that members of each school community know their rights, and respect the rights of others.
- Aim to ensure that prejudice or discrimination in all its forms is actively rejected.
- Raise awareness of equality issues for all members of each school community, and through our links with the local community.
- Establish strategies to ensure equal access to the curriculum and enable each individual to fulfil their potential regardless of the protected characteristics.
- Adhere to the Batley Ethical Leadership Charter.

The Trust will work across its family of schools to analyse data and existing practices to set out the actions taken in compliance of the equality duty and to inform the setting of relevant equality objectives to support the development of each school and its community. These will be set out in each school's Accessibility Plan.

The information on the equality duty will be updated annually and the objectives every 4 years. Each Accessibility Plan is published on each Trust school's website and these plans highlight the school's equality objectives.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among young people and staff.
- Monitor success in achieving the objectives (via the school's Accessibility Plan).

The Trust's Chair of Trustees is the equality, equity, diversity and inclusion link.

Eliminating Discrimination

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

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

- Admissions Policy
- Each school's approach to the curriculum
- Exclusions and Suspensions policies
- Recruitment and Selection
- Complaints
- Grievances

This is not an exhaustive list.

Our school workforce are regularly reminded of their responsibilities under the Equality Act 2010. Unconscious bias training is completed by our Trustees and Governors.

Advancing Equality of Opportunity

Our Trust 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. young people with disabilities, or young people that identify as LGBTQIA+ who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, our schools will:

- Publish attainment data each academic year showing how young people with different characteristics are performing, including those who are disadvantaged/PP and/or have SEND needs.
- 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 young people.

Fostering Good Relations

Our Trust aims 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, young people will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Young people 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 address tensions between different groups of young people within our schools. For e.g, our school councils have representatives from different year groups and are formed of young people from a range of backgrounds.
- All young people are encouraged to participate in their school's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures.

Equality Considerations in Decision-Making

Our Trust ensures it has due regard to equality considerations whenever significant decisions are made.

Our Trust always considers the impact of significant decisions on particular groups. For e.g, when an educational visit or activity is being planned, every one of our schools consider whether the trip:

- Cuts across any religious holidays
- Is accessible to young people with disabilities
- Has equivalent facilities for boys and girls

Equality Objectives

Objective 1

Become a Disability Confident Employer.

Why we have chosen this objective: One of our Trust's key values is to create remarkable people (young people and staff). We want to train people well enough so they can leave and treat them well enough, so they choose to stay. Our commitment to this value is supported by our desire to become a Disability Confident Employer. We want to ensure all our employees are treated equitably and provide support where needed.

To achieve this objective we plan to: progress our status from a Disability Committed Employer to a Disability Confident Employer by September 2024.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: this overlaps with objective 1 and we have chosen this objective as it provides a more granular focus on our journey to becoming Disability Confident.

To achieve this objective we plan to: review all staff needs and ensure any reasonable adjustments are in place by July 2024.

Objective 3

Ensure all of our layers of governance are representative of the community we serve.

Why we have chosen this objective: our Trust is very passionate about the community it serves, it is the heart of Batley and we want to ensure community voice is represented and heard at decision-making level.

To achieve this objective we plan to: continually review our governance structure and monitor the representation levels, and adapt our recruitment strategies accordingly.

Objective 4

Fully implement the Global Equality Collective (GEC) platform across our family of schools. The GEC Platform is a cloud based analytical tool for schools and educational organisations allowing them to address diversity and inclusion “real time”.

Why we have chosen this objective: our Trust wants to ensure it has a strong and effective equality, diversity and inclusivity strategy. This platform will enable the Trust to analyse key equality and diversity information and inform the next steps in creating extraordinarily inclusive classrooms.

To achieve this objective we plan to: engage all young people and staff. Regularly survey our stakeholders on this area and achieve our GEC badge.

Objective 5

Establish an EEDI group in every school where there are young people and staff that hold the role of EEDI Champions who support a curriculum that is accessible to all with high-quality curriculum enrichment.

Why we have chosen this objective:

To raise the profile of and promote the importance of equity, equality, diversity and inclusivity across our Trust family of schools.

To achieve this objective we plan to:

- Establish an EEDI group in every school.
- Every school has an EEDI young person champion.
- Every school has an EEDI staff champion.
- Every school has an EEDI link Governor.

Monitoring Arrangements

The CEO and Headteachers will monitor the effectiveness of this policy annually.

This document will be reviewed by the Board of Trustees at least every 4 years.