



OWLS Academy Trust

Equality Information and Objectives Policy

Adopted by The OWLS Academy Trust on	
Next Review Due	

Following the Equality Act 2010 Public bodies are required to publish at least one, or more, equality objectives by 6 April 2012, and at least every four years after that. Within the OWLS Academy Trust it has been agreed that this should be reviewed on an annual basis



Legislation

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

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

The OWLS Academy Trust fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristic under the act cover the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

In order to meet our general duties, listed above, the law requires organisations to fulfil some specific duties to demonstrate how they meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions. We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives – to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a Trust and we will include the following functions:
 - Admissions;
 - Attendance;
 - Attainment;
 - Exclusions; and
 - Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (see Community Cohesion Policy).

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Policy

The OWLS Academy Trust's Equality Information and Objectives Policy draws together all previous equality legislation and details how the Trust is fulfilling the requirements of the Act.

Our Ethos

All schools within the OWLS Academy Trust are places where:

- Learning is fun;
- Children are prepared for their future;
- All efforts are acknowledged and celebrated;
- Everyone is valued and respected as an individual;
- We educate our children about equality and diversity and we pledge to meet the needs of all individuals;
- Everyone is encouraged to be part of and contribute to the community; and
- We encourage everyone to make health life choices.

Addressing Prejudice Related Incidents

The OWLS Academy Trust is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the trust using their guidance material.

Objectives

In achieving compliancy with the Act, objectives are set annually. Detailed below are the OWLS Academy Trust's current set of overriding objectives:

Objective Group	Objective
Pupil Achievement	<ul style="list-style-type: none">• All pupils are assessed, monitored and tracked through SIMS and Target Tracker;• Under-achievement is identified and appropriate intervention is applied;• Pupils are able to participate in a full range of extra-curricular opportunities.
Behaviour and Safety	<ul style="list-style-type: none">• Pupils respect one another;• Pupils feel safe and valued;• Pupils, staff and parents know that misconduct and gross misconduct will be challenged.
Teaching	<ul style="list-style-type: none">• All pupils experience 100% "good or better" lessons
Leadership and Management	<ul style="list-style-type: none">• The staff and local governing body reflect the diversity of each school's community;• No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children;• A nominated member of the SLT at each school is responsible for the collection, analysis and publication of equality data, including the recording of prejudice related incidents.

The OWLS Academy Trust will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils

All leaders within the OWLS Academy Trust accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

Responsibility

We believe that promoting equality is responsibility of the whole of the OWLS Academy Trust.

The Trust aims to eliminate discrimination and other conduct that is prohibited by the Act, to advance equality of opportunity between people who share a protected characteristic and people who do not share it, and to foster good relations between people who share a protected characteristic and people who do not share it. We do this by measures that include:

- For pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- For staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment;
- PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- Employing specialist staff to support pupils with special needs or disabilities, and implementing the disability access plan;
- Monitoring of welfare, with intervention and support where required;
- Taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
OWLS Trust / Local Governing Bodies	<ul style="list-style-type: none"> • Involving and engaging the whole OWLS Academy Trust community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head Teachers	<p>As above including:</p> <ul style="list-style-type: none"> • Promoting key messages to staff, parents and pupils about equality and what is expect of them and can be expected of the OWLS Academy Trust and School in carrying out their day to day duties; • Ensure that staff have appropriate skills to deliver equality, including pupil awareness. • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	<ul style="list-style-type: none"> • To support the head teacher as above; • Ensure fair treatment and access to services and opportunities; • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	<ul style="list-style-type: none"> • Help in delivering the right outcomes for pupils;

	<ul style="list-style-type: none"> • Uphold the commitment made to pupils and parents/carers on how they can expect to be treated; • Design and deliver an inclusive curriculum; • Ensure that they are aware of their responsibility to record and report prejudice related incidents.
Support Staff	<ul style="list-style-type: none"> • Support the school in delivering a fair and equitable service to all stakeholders; • Uphold the commitment made by the head teacher on how pupils and parents/carers can expect to be treated; • Support colleagues within the OWLS Academy Trust community; • Ensure that they are aware of their responsibility to record and report prejudice related incidents.
Parents	<ul style="list-style-type: none"> • Take an active part in identifying any barriers for the school community and inform the school of actions that can be taken to eradicate these; • Take an active role in supporting and challenging the school to achieve the commitment given by the OWLS Academy Trust to tackle inequality and achieve equality of opportunity for all.
Pupils	<ul style="list-style-type: none"> • Support the school to achieve the commitment made to tackling inequality; • Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider community can expect to be treated.
Local community Members	<ul style="list-style-type: none"> • Take an active part in identifying any barriers for the school community and inform the school of actions that can be taken to eradicate these; • Take an active role in supporting and challenging the school to achieve the commitment given by the OWLS Academy Trust to tackle inequality and achieve equality of opportunity for all.



Appendix 1 - OWLS Academy Trust Equality Objectives 2017-18

While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is always taken of the impact of actions and decisions on pupils and staff with particular characteristics, the OWLS Academy trust has established the following objectives for the academic year 2017-18:

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities, with particular reference to issues of equality and diversity;
- To reduce prejudice and increase understanding of equality and diversity through direct teaching across the curriculum;
- To narrow the gap between vulnerable children and their peers in both attainment and progress levels;
- To increase staff's understanding of equality and diversity and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act;
- To promote cultural development and understanding through a rich range of experiences both in and beyond the school