

Kingsway Community Trust

Public Sector Equality Duty

Aims

Our school aims to meet its 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 across all characteristics – between people who share a protected characteristic and people who do not share it

What is the Public Sector Equality Duty (the PSED)?

The Public Sector Equality Duty requires public bodies to promote equality. The relevant protected characteristics are:

- Age
- Disability,
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Advancing equality of opportunity

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

- Share attainment data each academic year showing how pupils with different characteristics are performing
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- 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 (e.g. encouraging all pupils to be involved in the full range of school activities)

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

- Analyse data to determine strengths and areas for improvement. Implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic language being used)

1. What the Trust is doing to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010.

- Conduct prohibited by the Equality Act 2010 is detailed in the Trust Equality policy which is available to all members of the Trust community through a variety of sources;
- The Trust's Equality Policy and equality issues in the Trust are monitored by a nominated member of the Trust Board, by the Executive Headteacher and by the Head of School
- The Trust provides training to staff and Trustees/Governors about their responsibilities under the Act and about equality issues.
- The Trust will make reasonable adjustments to the school environment and make activities as accessible and welcoming as possible for pupils, staff and visitors to the school;
- By planning ahead, all schools will ensure where reasonably possible that all pupils are able to take part in all the activities in school including extracurricular activities and any residential visits.
- The Trust takes seriously the need to consider equality implications whenever policies and procedures are developed, adapted and reviewed and whenever significant decisions are made about the day to day life of the school.
- Equality considerations are taken into account in all Trust policies. The main policies that deal with equality of opportunity are
 - British values
 - Accessibility plan
 - Equality policy
 - SEND policy
 - Behaviour Policy
 - Anti bullying Policy
 - Religious Education Policy
 - Curriculum Intent 2021
- Bullying and prejudice related incidents are carefully monitored and dealt with effectively;
- The Trust will ensure that all appointment panels give due regard to equality issues so that no one is discriminated against when it comes to recruitment, promotion or training opportunities. The Trust will ensure that job applicants are not asked health related questions in accordance with the Act and the Trust's Equality Policy unless they related to an intrinsic function of the work they do. The Trust will ensure that reasonable adjustments are made to the interview/recruitment process as necessary;
- The Trust will consider any possible indirectly discriminatory effect of its practices when considering requests for contractual variations. Requests will only be refused if there are good business reasons unrelated to any protected characteristics in accordance with the Trust's Flexible Working Requests Policy and Procedure;
- The Trust is committed to ensuring pupils understand that they belong to a society and a world that is diverse and multi-cultural. The Trust will regularly consider and review the way in which its teaching and the curriculum helps promote an awareness of the rights of individuals and helps pupils understand and value difference and diversity and to challenge prejudice and stereo-typing. The Trust will actively

promote equality, diversity and fundamental British values through the curriculum and by creating an environment which demands respect for all.

What the Trust is doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.

- The Trust knows the needs of its population very well and collects and analyses data in order to inform planning and identify targets to achieve improvements;
- The Trust has procedures, working in partnership with parents and carers, to identify children who have a disability through admissions meetings;
- The Trust collects data and monitors the progress and achievement of groups of learners by the relevant and appropriate protected characteristics and taking into account the groups of learners identified in the Ofsted Common Inspection Framework. This information will help the Trust ensure that pupils are achieving their potential, the Trust is being inclusive in practice and that trends are identified which will help to inform the setting of the Trust's equality objectives;
- The Trust will publish attainment data which shows how pupils with different characteristics are performing in helping to identify whether there are any areas of inequality which need to be addressed, ASP will be used as this contains much detailed analysis by relevant characteristics;
- The Trust will take action to close any gaps in progress or achievement for example, for those making slow progress in acquiring age appropriate literacy and number skills;
- The Trust will collect, analyse and use data in relation to attendance and exclusions of different groups.
- The Trust will review information about staff recruitment, retention, training opportunities and promotion to ensure that all staff have equality of opportunity;
- The Trust will ensure that it engages and consults with those people who are affected by a policy or activity in the design of new policies and in the review of existing ones;
- The Trust will encourage pupils with particular characteristics to participate fully in school activities for example by encouraging both boys and girls and pupils from different ethnic backgrounds to be involved in the full range of school clubs and societies;
- The Trust has disabled access, disabled parking bays, and a disabled toilet
- The Trust is fully aware of the dietary requirements of ethnic groups within its schools and makes food for all of our pupils taking into account equality issues;
- The Trust will avoid language that runs the risk of placing a ceiling on any child's achievement or that seeks to define their potential as learners, such as "less able". The Trust will use a range of teaching strategies that ensures it meets the needs of all children;
- The Trust will provide support to children at risk of underachieving; the Trust is alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality;

2. What the Trust is doing to foster good relations across all protected characteristics.

- The Trust will prepare children for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of children;
- The Trust teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum;
- The Trust will use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping;
- The Trust promotes a whole-school ethos and values which challenge prejudice-based discriminatory language, attitudes and behaviour;

- The Trust provides opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- The Trust includes the contribution of different cultures to world history that promote positive images of people;
- The Trust provides opportunities for pupils to listen to a range of opinions and empathise with different experiences;
- The Trust promotes positive messages about equality and diversity through displays, school assemblies, visitors and whole school events;
- The Trust will review relevant feedback from the annual parents' questionnaires and from parents' evening, from issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- The Trust will secure and analyse responses from staff surveys, staff meetings and training events review feedback and responses from the children and groups of children, from the school council, PSHE lessons, and whole school surveys on children's attitudes to self and school.

The Trust's current Equality Objectives are:-

1. To continue to develop our work on gender equality through ensuring that children are presented with a range of non-stereotypical role models and resources.
2. To continue to broaden the staff and children's knowledge and awareness of our multi-faith community.
3. To ensure that high aspirations are at the heart of every children's school experience.
4. To ensure that all children have an increased awareness of disability equality both in terms of their own school peers and in wider society.

How the Trust has developed its objectives:-

The Trust's current equality objectives represent the Trust's priorities and are the outcome of a careful review and analysis of data and other information. They also take into account national and local priorities and issues. In particular:-

- The objectives are based on consultation conducted with staff, children, governors and parents and carers and evidence collected and published;
- The objectives are specific and measurable – they meet the Trust's needs and are achievable;
- The objectives are integrated into the Trust improvement plan;
- The Trust will publish its objectives on the Trust's website;
- The Trust will report annually to the Trust Board on progress towards achieving the objectives;
- Evidence will be published on the Trust website of the steps being taken and the progress towards meeting these objectives;
- Evidence of steps taken and progress made towards meeting past objectives will also be published;
- The objectives will be reviewed annually and will be updated at least every four years.

Trust plan in relation to how its equality objectives will be met:-

Equality Objective	Proposed actions
<p>1. To continue to develop our work on gender equality through ensuring that children presented with a range of non-stereotypical role models and resources.</p>	<ul style="list-style-type: none"> ● All subject leaders to monitor planning and resources to ensure that opportunities are developed to present positive role models and resources which challenge gender stereotypes. ● All subject policies to include an equality section which refers to gender specifically ● Library and reading resources to be scrutinized and new purchases made to challenge gender stereotypes ● Phase leaders will ensure that visitors invited into school, provide an opportunity to challenge rather than re-inforce gender roles.
<p>2. To continue to broaden the staff and children’s knowledge and awareness of our multi-faith community.</p>	<ul style="list-style-type: none"> ● Subject leaders for religious education to develop further the school links to the full range of faiths in the local community ● RE subject leader to monitor impact of visits to places of worship and develop bespoke packages for these occasions ● RE subject leaders to deliver staff training on facts and myths about different religions
<p>3. To ensure that high aspirations are at the heart of every children’s school experience.</p>	<ul style="list-style-type: none"> ● Map out the aspirations aspects to the curriculum through PSHE and thematic lessons and also one off projects. ● Ensure this is developmental across the school year groups. ● Develop further links in Manchester and beyond to strengthen this work, including the STEM initiatives
<p>4. To ensure that all children have an increased awareness of disability equality both in terms of their own school peers and in wider society.</p>	<ul style="list-style-type: none"> ● All subject leaders to monitor planning and resources to ensure that opportunities are developed to present positive role models and resources which challenge stereotypes. ● All subject policies to include an equality section which refers to disability aspects specifically ● Library and reading resources to be scrutinized and new purchase made to challenge stereotypes ● Phase leaders will ensure that visitors invited into school, provide an opportunity to broaden children’s understanding of disability achievement