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Equality Information and Objectives

1. Aims

Our Trust 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

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](#) and ['Valuing All God's Children'](#) a guidance document for Church of England schools on challenging homophobic, biphobic and transphobic bullying.

This document also complies with our funding agreement and articles of association.

The Equality Act 2010 protects staff and pupils/students from discrimination and harassment based on protected characteristics. The protected characteristics are:

- Disability
- Ethnicity and race
- Gender (Sex)
- Gender identity and reassignment
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual orientation

- Age
- Marriage and Civil Partnerships

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 by the Trust, and that they are reviewed and updated at least once every four years
- Monitor the achievement of Trust objectives
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher/principal of each school/college.
- Ensure familiarity with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The Executive Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All Trust 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 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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

Staff receive appropriate training on the Equality Act.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people which 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 Trust will:

- Publish attainment data each academic year showing how pupils/students with different characteristics are performing
- Analyse the above data 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 bullying related to protected characteristics)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils /students

6. Fostering good relations

The 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, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. We will also invite external speakers to contribute as appropriate
- 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/students within the school/college. For example, through a School Council. All pupils are encouraged to participate in the school/college's activities, such as sports clubs. We also work with parents 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

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

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

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

8. Equality objectives

Trust Objectives

Objective 1: Undertake an analysis of the gender pay gap and report on this to the Resources Committee and consider any action required. We know that there is a significant gender pay gap across the education sector as a whole.

School/College Objectives

Objective 2: Review the attainment of all learning groups (equality of opportunity) and direct additional specific intervention to any group that is failing to attain the desired outcomes. Magna Learning Partnership's objectives in each school/college are published on each school/college's website. These include:

Pupils whose ethnic background is recorded as Gypsy Traveller

Wiltshire and national ethnic monitoring data looking at the proportion of pupils who achieved A*-C GCSE in English and mathematics shows that Gypsy Traveller pupils, as a group, have the lowest educational outcomes with national attainment gaps of 49 per cent (compared with average results for All Pupils). This group is also of concern as they are likely to choose home education rather than opting to attend school, and are more likely to receive fixed term exclusions from school. In 2016 there were only three Gypsy Traveller pupils in any of the Wiltshire secondary schools who sat GCSE (or equivalent) exams.

Small numbers mean that our Trust is not able to detail the steps it takes to raise attainment and support transfer to secondary school, but recognises that Gypsy/Traveller pupils are particularly vulnerable within the education system. The Trust works closely with the specialists in the Wiltshire Traveller Education Service and individual support, transition and attendance plans are prepared on a needs-basis to assist these pupils.

The Trust is aware of the huge progress that has been made in the number of Gypsy, Traveller pupils attending primary schools in Wiltshire. The Trust is working closely with the LA as they work to replicate this achievement in our Wiltshire secondary schools.

Girls/Boys

The narrowest attainment gaps are between girls and boys - compared with the larger attainment gaps which are between FMS-eligible pupils and All Other Pupils, and SEN identified pupils and All Other Pupils.

In Wiltshire, the average results for both girls and boys achieving A*-C GCSE in English and mathematics significantly exceeded the national average results. Nationally 64 per cent of girls achieved these GCSEs compared with 70 per cent of girls in Wiltshire. Nationally, 55 per cent of boys achieved both the English and mathematics GCSE's compared with 62 per cent of Wiltshire boys. The attainment gap between girls and boys in Wiltshire was 8 per cent.

Pupils with Special Educational Needs

Nationally the attainment gap between pupils who have SEN Support and the average for All Pupils is 34 per cent. Just over 5.8 per cent of Wiltshire pupils with a Statement or EHC Plan achieved A*-C GCSE in English and mathematics compared with 10.5 per cent nationally. Nationally, the percentage of All SEN Pupils who achieved any passes at GCSE or an equivalent exam was 89 per cent.

SEN and Mental Health

There is an increasing understanding of the negative impact of social, emotional, and mental health difficulties (SEMH) on the educational attainment of pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue.

Our Equality Objectives address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.

Information about the support provided by our schools for pupils with special education needs and for disabled pupils is detailed in the SEN section of the school websites.

Faith and Belief

Data is not collected for monitoring purposes on Religion and Belief, and there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief.

As a Trust which includes Church schools, we recognise how important faith and belief can be as part of a young person's developing identity, whether this relates to a specific faith or belief, or whether this relates to wider belief systems, or morals and ethics.

We are committed to supporting all our young people as they develop a personal relationship with their own set of values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life.

Our schools take incidents of prejudice-related bullying seriously and is committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our children. Our schools have established procedures for recording all incidents of prejudice-based bullying and this includes bullying relating to religion and belief.

Wiltshire LA Anti-bullying Guidance specifically states that Religious Bullying can be identified as 'a negative or unfriendly focusing on religious difference or how somebody expresses their faith'. The Trust is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. We are aware that negative faith-based media attention can have an impact on all children, and recognises the importance of ensuring that pupils are provided with accurate and appropriate information.

The Trust ensures all pupils/students gain knowledge of and respect for the different faiths in Britain as part of our role to prepare them for modern life in a diverse Britain. As part of a whole

school/college activity, pupils/students have the chance to celebrate different religious festivals and learn from religious representatives from various communities.

The Trust recognises that discrimination on the grounds of religion or belief is a global concern, and our school actively promotes tolerance and respect. We commemorate Holocaust Memorial Day as a key part of its commitment to informing pupils/students about the consequences of intolerance.

Gender Identity and Sexual Orientation

There is no attainment data available for this Protected Characteristic. This is one of the fastest changing areas of equality and the Trust school is doing the following:

- Seeking support and guidance from the LA and other appropriate bodies, on the best ways to create a resilient whole-school community that supports all pupils, including lesbian, gay, bisexual and transgender pupils (LGBT+) and those pupils uncertain about their gender identity/sexual orientation.
- We seek to support an inclusive environment. The Trust is aware that homophobic/biphobic/transphobic language and bullying creates a negative and possibly hostile environment for pupils/students who may be lesbian, gay, bisexual, transgender or unsure about their sexual orientation/gender identity. We work with pupils/students to address any use of discriminatory and bullying language that would create an unequal environment. We confidently tackle discriminatory language and support pupils/students to create an environment that values diversity.
- The Trust is aware of the support that we can access in relation to Gender Identity, including Local Authority support; support from Mermaids (this charity supports families and schools where gender identity has been identified as a specific issue for pupils); support from Gendered Intelligence (the remit of this charity includes supporting families where a parent is transgender, and will also advise schools where a pupil has a parent who is transgender); support and advice from Stonewall, an LGBT+ campaigning group which has a website containing a range of educational guidance and resources.
- In addition, the Trust is aware of the changes we can make to help avoid unnecessary gender distinctions. Such changes ensure that the school is a more equal environment if there are pupils who are uncertain about their gender identity.

Pupils learning English as an Additional Language

As a group, pupils learning English as an additional language (EAL) achieve good outcomes at Key Stage 4 in Wiltshire. In 2016 both their attainment and progress exceeded that of EAL learners nationally, regionally and in statistically similar local authorities. Similarly, by most measures, their outcomes were better than those of speakers of English as a first language.

The Local Authority's Ethnic Minority Achievement Service (EMAS) continues to work with local schools to secure the achievement of EAL learners, and other learners. This includes work with individual children to assess, identify needs and recommend and support provision. It includes support from Bilingual Assistants both in the classroom and to help establish productive home-school partnerships.

In addition, the service works at a more strategic level. Recent work has included:

- planning and team teaching in the secondary phase to ensure talk in the classroom models the academic language students need to master in order to succeed;
- providing training to specific groups including Newly Qualified Teachers, Early Years Practitioners and other school staff to equip them with the skills and knowledge to meet learner's needs;
- hosting “bilingual conferences” for multilingual children to come together, learn how to develop their skills and gain in self-confidence and respect.

EMAS believes that Wiltshire schools will also benefit more widely from strategies used with learners of EAL, as it is recognised that a focus on language and communication skills can benefit a broad range of students. This belief has recently been bolstered by the findings of Professor Steve Strand in English as an Additional Language (EAL) and educational achievement in England; he showed an increase in the number of EAL learners in a school is associated with improved attainment by English first language pupils.

9. Monitoring arrangements

The Trust will update the equality information we publish, described in above, at least every year.

This document will be approved by the Trust Board or delegated Committee annually.