

Equality Policy and Objectives

Signed:

Chair: S. Gribbin

CEO: R. Swindells

Date: 13th February 2025

Review date: February 2027

This policy applies to Collective Vision Trust and all its schools.

Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Advance equality of opportunity
- Fostering good relationships.

As an academy trust we understand 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.

A protected characteristic under the act covers 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
- Pregnancy and maternity (for employees)

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our schools are committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we 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 an academy. This 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.

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.

The Policy

Collective Vision Trust's Equality Information and Objectives Policy draws together all previous equality legislation and details how the academy is fulfilling the requirements of the Act.

Our Ethos

This is a place where:

- learning is centred around crucial knowledge and our ethos of 'know more, remember more, understand and apply'
- children are prepared for their future;
- all efforts are acknowledged and celebrated;
- everyone is valued and respected as an individual;
- we will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- everyone is encouraged to be part of and contribute to the community; and
- encourage everyone to make healthy life choices.

Addressing Prejudice Related Incidents

The 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 directors using their guidance material

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the Trust.

This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in an age appropriate way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our schools with the utmost severity. When an incident is reported, our schools are devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The Trust's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The Trust's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, our schools provide a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the Trust's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Objectives

| Objective Group | Objective |
|----------------------------------|---|
| Pupil Achievement | <ul style="list-style-type: none"> All pupils are assessed, monitored and tracked 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 committee aims to reflect the diversity of the 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. The Executive Headteacher / Headteacher is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents, including in the termly report to Directors. |

Inclusion

Each academy 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.

The academy's leaders 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 everyone's responsibility.

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 policy;
- PSCHE, 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 academy's 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 |
|--|--|
| Directors | Involving and engaging the whole community in identifying and understanding equality barriers and in the setting of objectives to address these. |
| Executive Headteacher / Headteacher / Head of School | As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the Academy in carrying out its day- to-day duties. Ensure that staff has 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 | To support the Executive Headteacher / Headteacher 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 | Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected 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 | Support the Academy in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Trust on how pupils and parents/carers can be expected to be treated. Support colleagues within the academy community. Ensure that they are aware of their responsibility to record and report prejudice related incidents. |
| Parents | Take an active part in identifying barriers for the academy's community and in informing 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 to the academy's community in tackling inequality and achieving equality of opportunity for all. |
| Pupils | Supporting the academy to achieve the commitment made to tackling inequality. Uphold the commitment made by the Trust on how pupils and parents/carers, staff and the wider community can be expected to be treated. |
| Local Community Members | Take an active part in identifying barriers for the academy community and in informing the school of actions that can be taken to eradicate these Take an active role in supporting and challenging the academy to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all. |

Equality Objectives

Collective Vision Trust equality objectives are:

- Continue to champion equality of opportunity throughout our organisations
- To support our schools in providing an outstanding education for all pupils including our most vulnerable
- Develop a fully inclusive environment where difference is welcomed and embraced.

CCSC equality objectives are:

- To continue to develop the site for disability access
- All pupils from vulnerable groups make at least expected progress
- To develop the children's understanding of different relationships

Churchfields Primary School equality objectives are:

- To further develop e-safety within the school including parents in line with the new computers within school

- To continue to develop the site for disability access
- To continue to promote diversity within the curriculum and resources with specific reference to SEND, race, religion, different family models and gender and reduce any homophobia, sexism and racism by children in school
- All pupils from vulnerable groups to make expected progress

Chesterton Primary School equality objectives are:

- To continue to develop the site for disability access.
- All pupils from vulnerable groups make at least expected progress.
- To develop cultural understanding.
- To develop children's understanding of different relationships.

Crackley Bank Primary School equality objectives are:

Gender Analysis: The girls are attaining at a higher level in the majority of subjects and making the most progress in Literacy whereas the boys are making most progress in Maths.

Objective 1: To improve the progress and attainment of boys in writing

Objective 2: To improve the progress and attainment of girls in Maths

Actions: Address Boys' Literacy stimulus and Girls' Maths stimulus to ensure that the gap between genders is addressed – see separate SDPs.

SEN Analysis: Although, as expected, the SEN pupils are attaining at a lower level than the Non-SEN pupils the progress made by SEN pupils is generally not as high as the non-SEN (although is often above the expected level of progress). Where SEN progress is high then it has significantly narrowed the gap

Objective 3: To improve the progress and attainment of SEN pupils in Literacy and Maths

Actions: Redirect the provision of Literacy and Maths SEN support – see separate SEN SDP.

Bursley Academy equality objectives are:

- To further develop e-safety within the school including parents
- To further widen opportunities for learning through a wider range of events and visitors as well as a rolling calendar of events and special days across the school.
- To continue to review the disabled access to the site and improve this as needed
- To develop the PHSE curriculum further to include localised concerns and issues
- All pupils from vulnerable groups to make expected progress

Goldstone Federation equality objectives are:

- All disadvantaged pupils to make similar progress across KS 1-2 in English and mathematics to non-disadvantaged pupils.
- Continue to monitor suspensions and exclusions and maintain a nil return in this area across the Federation.
- To challenge views and experiences based on living in a mainly white middle classed community in rural Shropshire as opposed to the wider multi-cultural community of Britain.

Woore Primary and Nursery School equality objectives are:

- To develop the understanding of neurodiversity amongst pupils and staff
- To promote cultural diversity within the curriculum
- For disadvantaged pupils to progress in line with other pupils

- To help children with SEND fulfil their potential by working collaboratively with their families