



EQUALITY PLAN

Approved by: Epsilon Star Trust Board of Directors

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Contents

1. Aims.....	3
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity.....	4
6. Fostering good relations.....	4
7. Equality considerations in decision-making	5
8. Monitoring arrangements	5
10. Links with other policies	5

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 Trusts 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 Trusts.

3. Roles and responsibilities

The Board of Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of Academy

The Head of Academy will:

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

The Designated Member of Staff for Equality will be the Trust Curriculum Teaching & Learning Lead, who will:

- Support the Head of Academy in promoting knowledge and understanding of the equality objectives amongst staff and pupils
 - Support the Head of Academy in identifying any staff training needs, and deliver training as necessary

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, Trustees and Members are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff will receive training on the Equality Act as part of their induction, and all staff will receive refresher training annually.

The Trust has a designated member of staff for monitoring equality issues, and an equality link Trustee. They will regularly liaise regarding any issues and make senior leaders and other Trustees aware of these as appropriate

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 Trust activities)

In fulfilling this aspect of the duty, each academy will:

- Review attainment data each academic year showing how pupils 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 homophobic or transphobic bullying)
- Review further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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. Pupils will be encouraged to take part in such assemblies, and we will also invite external speakers to contribute where necessary
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising academic trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each academy. All pupils are encouraged to participate in academy 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.

Each academy within the trust always considers the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, consideration will be given to whether the trip:

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

Each academy will keep a written record (known as an Equality Impact Assessment) to show they have actively considered their equality duties and asked themselves relevant questions. This is recorded at the same time as the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Monitoring arrangements

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

9. Links with other policies

This document links to the following documents:

- Accessibility plan
- Risk assessment