



# Hopton Church of England Primary Academy

## Equality and Diversity Statutory Duties and Objectives

<b>Policy Type:</b>	Trust Core Policy
<b>Approved By:</b>	DNEAT Trust Board (Personnel Committee)
<b>Approval Date:</b>	15 March 2021
<b>Date Adopted by LGB:</b>	March 2021
<b>Review Date:</b>	March 2022
<b>Person Responsible:</b>	Head of Operations

**Summary of Changes**

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
5	5	Updated Equality Objectives 2021-24	Feb 2021
		Renamed Equality and Diversity Statutory Duties and Objectives	March 2021

**Equality and Diversity Statutory Duties and Objectives**

## **General policy roles and accountabilities**

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy are responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

### **1. Introduction**

The Trust Board of DNEAT is deeply committed to the principles of equality, diversity and inclusion and actively promotes this with its staff, governors, volunteers, pupils, parents / carers and all in the academy community.

All our academies are inclusive where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.

### **2. Scope**

This policy encompasses the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race, colour, nationality or ethnicity
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

The Trust does not tolerate any form of harassment, bullying or discrimination (see the section on linked policies for related policies).

### **3. Our approach to equality is based on the following key principles**

- All learners, staff, trustees, governors and volunteers are of equal value and shall be enabled to develop to their full potential
- We recognise, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- Equality is central to our academy's Christian ethos which follows the example of Jesus and the New Testament
- We aim to support social justice and social mobility preparing pupils for life in a diverse society

We will provide training, guidance and information to enable all in the academy community to play their part in the implementation of this policy.

#### **4. The Legal Context**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that no-one should be discriminated against or treated less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity, age, marriage and civil partnerships

The Act requires all public organisations, including Academy Trusts to comply with the Public Sector Equality Duty and two specific duties:

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including Academy Trusts, to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

#### **Two "specific duties"**

This requires all public organisations, including Academy Trusts, to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

We understand from time to time further legislation and guidance is published by Government and relevant legal bodies and we will continually monitor and implement relevant policy and practice to ensure compliance.

#### **Roles and responsibilities**

All directors, trustees, governors, staff, volunteers, pupils / students and their families need to develop an appropriate understanding of, and act in accordance with, the Trust's Equality and Diversity Policy and Action Plan.

In addition, the DNEAT trustees are responsible for ensuring that the Trust prepares, publishes, implements, reports on and reviews an Equality and Diversity Policy and Action Plan (including budget requirements), and in particular the employment implications of meeting the Duty.

Information on how DNEAT is meeting these statutory duties can be found here

<https://www.dneat.org/about-us/policies-procedures>

Each Local Governing Body is responsible for the implementation of this policy and will delegate the day to day operational responsibility to a named senior manager, usually the Headteacher Miss Kellie Egleton The Ethos and Community Committee will have a watching brief regarding the implementation of this policy.

Each academy will produce an Equality Impact Statement each year. The template for this can be found in **Appendix 1** and should be published on the academy website.

All visitors to the Academy, including volunteers, parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information to enable them to do this.

#### **Key contacts:**

Staff Member responsible: Miss Kellie Egleton - Headteacher

Link Trustee: Paul Dunning

Local Governor: Mrs Rosemary Barker – Chairs of the Ethos and Community Committee.

#### **5. Publishing Equality Objectives**

The objectives which we identify represent the Trust's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data analysis which informs our discussions about the Equality Objectives. <https://www.dneat.org/about-us/policiesprocedures>

#### **Our Trust Equality Objectives for 2021-2024 are:**

- 1) The Trust will gather, record and analyse equalities data effectively for all staff, and for those responsible for governance, in relation to race, disability and gender, to support the setting of meaningful Trust-wide and academy level equality and diversity targets
- 2) The Trust will improve the recruitment, retention and progression of any currently underrepresented groups of staff in relation to disability and race (numerical targets to be set once objective 1 is completed - target date May 2021)
- 3) The Trust will produce a gender pay gap action plan, in order to reduce the gender pay gap and to increase the representation of different genders in roles where they are currently under-represented across the Trust

4) In line with its three-year strategic plan, the MAT will audit and transform its provision for children and young people with Special Educational Needs and Disabilities so that we reduce the attainment gap between pupils with SEND and all children with SEND nationally by at least half:

-from 7% to within a range of 0% to 3% at key stage 2

-From 8% to within a range of 0% to 4% at key stage 1

At Hopton Church of England Primary Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

These objectives will be reviewed annually.

We note also that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

## **6. What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services
- We are aware of the Reasonable Adjustment duty for disabled pupils / students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers
- The Headteacher/Principal ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the Academy.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all
- We ensure that our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- The Academy's Behaviour Management Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from Academy for evidence of over-representation of different groups and take action promptly to address concerns.

- The Academy challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We treat all bullying incidents equally seriously.

#### **7. What we are doing to advance equality of opportunity between different groups**

- We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions meetings
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support Academy improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills
- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able"
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary
- We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the Academy's Equality Objectives.

#### **8. What we are doing to foster good relations**

- We work closely and openly with parents / carers
- We communicate and engage with a variety of community groups including the local church
- We enable employers and other groups to work with pupils in the academy to broaden and deepen their educational experience

#### **9. Monitoring and reviewing the objectives**

The Trust reviews and updates the equality objectives every two years. We will publish an evaluation of the success in meeting these objectives for parents and carers, on the Trust website.

The academy Ethos and Community Committee will ensure an Equality Impact Statement is produced each year (Appendix 1).

## **10. Disseminating the policy**

This Equality Policy along with the Equality Objectives and data is available:

- On the Trust and academy websites
- As paper copies in the Academy office
- In the staff handbook
- As part of induction for new staff

## **11. Monitoring and Reviewing the policy**

The Trust Board annually reviews the Equality Policy and evaluates the success of the Trusts Equalities work.

## **12. Links to other policies**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, see Appendix Two, we ensure that information about our responsibilities under the Equality Act are also included in other aspects of academy life such as the Academy Improvement and Development plan, web sites, newsletters and other policies e.g.

- Equality and Diversity Policy for employees
- Anti-bullying policy (pupils)
- Staff bullying and harassment policy
- SEND policy
- Admissions policy
- Accessibility plan

**APPENDIX ONE**

### **Academy Equality Impact Statement**



## **RATIONALE: Education Brief**

Hopton Church of England Primary Academy provides the “opportunity for all to achieve their very best, regardless of their race, religion, gender, abilities, social background or any other personal characteristic”.

The academy takes its commitment to eliminating discrimination seriously, the annual Equalities Impact Statement is part of our duty to promote Equality.

- Daily Collective Worship which promoted out ethos and values
- British Values are linked to our curriculum
- RSHE/PSHE
- Behaviour Policy
- Year 6 Roles and Responsibilities
- School Council/Learning Ambassadors (across years 1- 6)
- Unique Weeks (Black history, Anti-bullying, Gender Equality)
- Tracking progress of key groups and carefully targeted support
- Open door policy to provide opportunities for parental engagement
- Opportunities for staff to provide feedback on wellbeing and systems in school
- All staff to have opportunity to review performance and develop careers

Recent External Reorts:

- Ofsted report (2017)
- Academy Effectiveness Review (2018)
- SIAMS Inspection (2016)
- Well-being Survey completed through DNEAT
- RE silver Quality Mark (2019)
- AGEP Monitoring

## **Progress Relating to Ofsted**

# Overall Effectiveness

## Summary of key findings for parents and pupils

### This is a good school

- School leaders and governors acted quickly and decisively to address the issues raised at the previous inspection.
- Governors provide effective challenge and support for school leaders. They are ambitious for the school and committed to its further improvement.
- Senior leaders have developed systematic, reliable procedures for checking and tracking pupils' progress.
- Staff morale is high. Teachers are motivated by the senior leaders' enthusiasm to help every child achieve their best.
- Leaders have successfully improved the quality of teaching. As a result, pupils make better progress, and attainment at the end of Year 2 and Year 6 has risen. Pupils now achieve well across the school.
- The teaching of phonics in Years 1 and 2 is good, so pupils reach above-average standards.
- Teachers' good subject knowledge and careful planning ensure that pupils engage in their learning with enthusiasm. In a few 'topic' lessons the pace and level of challenge does not fully meet the needs of the pupils.
- Pupils who have special educational needs and/or disabilities make good progress because of the effective support they receive.
- Pupils behave well because that is what is expected of them at all times. There is a shared understanding that the school community is caring and respectful to all.
- Relationships between pupils and teachers are good. Pupils enjoy school and want to do well.
- Pupils have a clear understanding of what it means to be a good citizen. They speak knowledgeably of fundamental British values and appreciate living in a multicultural society. Spiritual, moral, social and cultural development is a strength of the school.
- Children in the early years get a good start to their education. Teaching and leadership are good, which results in children making good progress.
- In some classes, the most able disadvantaged pupils are given too few opportunities to deepen their mathematical understanding.
- Inconsistent handwriting hampers the fluency and presentation of some pupils' written work. When writing, not all pupils use grammar, spelling and punctuation with sufficient accuracy.

## OUTCOMES: 2020 - 2021

### Attendance data shows that: 2021-2021

Cohorts	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1
	as at 2020/21 Attendance (2020/21)	as at 2020/21 Attendance (2020/21)	as at 2020/21 Attendance (2020/21)	as at 2020/21 Attendance (2020/21)	as at 2020/21 Attendance (2020/21)	as at 2020/21 Attendance (2020/21)
General	Year 6 as at 2020/21	Year 5 as at 2020/21	Year 4 as at 2020/21	Year 3 as at 2020/21	Year 2 as at 2020/21	Year 1 as at 2020/21
All Pupils	32 93.46%	29 91.65%	30 93.93%	31 94.74%	23 95.08%	21 97.08%
Male	16 94.74%	18 90.44%	12 95.54%	17 95.01%	10 96.84%	10 97.11%
Female	16 92.24%	11 93.65%	18 93.10%	14 94.42%	13 93.96%	11 97.05%
Pupil Premium	11 91.23%	4 84.67%	7 91.25%	7 95.84%	3 91.35%	1 100%
Not Pupil Premium	21 94.57%	25 92.78%	23 94.87%	24 94.41%	20 95.58%	20 96.91%
Disadvantaged (Ever6, PLAA or LAC)	10 91.78%	4 84.67%	7 91.25%	7 95.84%	3 91.35%	1 100%
Not Disadvantaged	22 94.18%	25 92.78%	23 94.87%	23 94.39%	20 95.58%	20 96.91%
FSM	8 95.60%	4 84.67%	6 92.28%	5 97.39%	3 91.35%	1 100%
Not FSM	24 92.79%	25 92.78%	24 94.38%	25 94.21%	20 95.58%	20 96.91%
Post Looked After	2 77.66%	- 0%	- 0%	2 92.17%	- 0%	- 0%
Term Of Birth: Autumn	12 95.49%	7 93.64%	5 94.35%	9 94.61%	8 93.50%	9 96.67%
Term Of Birth: Spring	9 96.38%	11 95.64%	7 93.64%	5 97.56%	3 98.72%	4 97.30%
Term Of Birth: Summer	11 89%	11 85.94%	18 93.96%	17 93.99%	12 95.17%	8 97.50%

## Attainment and Progress

Attainment Summary	Combined						Maths						Writing						Reading					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	62	70	32	47	48	47	71	83	77	70	68	63	67	70	48	47	59	53	67	83	45	67	79	63
Boys	50	80	24	25	44	31	70	90	77	50	61	50	50	80	29	25	50	44	50	90	41	58	83	50
Girls	73	62	43	61	55	63	73	77	79	83	73	75	82	62	71	61	73	63	82	77	50	72	73	75
Pupil Premium	100	67	43	71	0	55	100	67	57	88	0	64	100	67	57	71	0	55	100	100	43	88	75	64
Non PP	60	70	29	39	58	43	70	85	83	65	78	62	65	70	48	39	68	52	65	80	48	61	80	62
Autumn Born	78	88	44	80	71	50	78	100	89	80	56	67	78	88	67	80	71	58	78	100	67	80	100	67
Spring Born	50	67	20	71	55	67	50	67	80	71	73	89	50	67	20	71	73	78	50	67	40	88	82	89
Summer Born	50	58	29	28	27	27	75	75	71	67	48	38	63	58	47	28	38	27	63	75	35	58	64	38
Non SEND	68	88	43	54	59	54	79	94	88	79	77	69	74	88	67	54	68	58	74	100	57	75	91	65
SEND	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non EAL	62	70	31	45	48	45	71	83	78	69	60	62	67	70	48	45	58	52	67	83	45	68	80	62
EAL	0	0	50	100	50	67	0	0	100	100	100	67	0	0	50	100	75	67	0	0	50	100	75	67

## Behaviour (2020 –2021)

<b>Fixed term Exclusions</b>	2 (1 child)
<b>No Permanent exclusions</b>	None

## Areas of focus for 2021-2022

<b>Single Change Plan Summary</b>	
<b>Priority 1</b>	Improve the teaching of writing to ensure that it is coherent, progressive, ambitious and engaging so that pupils achieve at least in line with their peers nationally at both expected and greater depth. This includes improvements in spelling and punctuation and grammar, to build on analysed weaknesses from the most recent assessments. Developed through a coherent programme for the systematic teaching of spelling using Read Write Inc.
<b>Priority 2</b>	Create opportunities and ensure progression in the development of reasoning skills; implemented through a transformative classroom culture that promotes a mastery approach to teaching and learning in mathematics.
<b>Priority 3</b>	Ensure that assessment across the wider curriculum is dynamic, detailed and thorough at all stages; implemented through the creation of a robust assessment system that is manageable and effective, using formative assessment to describe children’s learning in meaningful narratives.

**Signed Headteacher: Ms K Egleton**

**Signed Chair of Governors: Mrs E Plane**

**Date:**

21/10/2021

**DNEAT Public Sector Equality Duty Statement (over 150 Employees)**

**1 Introduction**

1.1 This document describes how the Multi Academy Trust Board intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the DNEAT Business Plan and information will be published on the appropriate page of the DNEAT website.

1.2 We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

1.3 We will collect and use equality information to help us to:

Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether we are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.

Assess performance

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.

- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

•

1.4 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment • dismissals and other reasons for leaving.

## 2. Publication of Equality Information

2.1 We will publish relevant, proportionate information which is broad enough to give a full picture of performance across our trust. We will demonstrate how we have used this information to have due regard to all three aims of the duty, for all relevant protected characteristics. Our information will usually fall into two main categories:

2.1.1 information to identify equality issues. Examples of this include equality monitoring information about employees, information about the

effect of our activities on people with different protected characteristics or any engagement we may have carried out.

2.1.2 information about steps taken to have due regard to the aims of the general equality duty. For example, any records we have about how we had due regard in making certain decisions, information that was considered in that decision-making (including engagement), consideration of steps to mitigate adverse impacts, or details of policies to address equality concerns.

2.2 We note that the Equalities and Human Rights Commission would normally expect to see the following information:

- the race, disability, gender and age distribution of our workforce at different grades, and whether they are full or part time
- an indication of the likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result
- an indication of any issues for transsexual staff, based on engagement with transsexual staff or equality organisations
- gender pay gap information
- information about occupational segregation
- grievance and dismissal information for people with relevant protected characteristics
- complaints about discrimination and other prohibited conduct from staff
- details and feedback of engagement with staff and trade unions
- quantitative and qualitative research with employees e.g. staff surveys
- records of how we have had due regard to the aims of the duty in decisionmaking with regard to our employment, including any assessments of impact on equality and any evidence used
- details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.

