

## Guilborough Multi Academy Trust Equality Objectives, Duty Workbook and Plan 2023 - 2027

### Check list for Academy staff and Trustees

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- ☒ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, intervention. Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the Academy provides?
- ☒ Has your Equality Plan been shaped by the views, input and involvement of trustees, staff, parents Forum and pupils?
- ☒ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- ☒ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ☒ Are all pupils encouraged to participate in Academy life?
- ☒ Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- ☒ Are minority ethnic, disabled and male, female, transgender and LGBTQ role models promoted positively in lessons, displays and discussions such as Life Skills (PSHE) and class assemblies?
- ☒ Does the Academy take part in annual events such as Black History Month, Show Racism the Red Card, LGBTQ week and One World Week to raise awareness of issues around race, disability and gender?
- ☒ Is the Academy environment as accessible as possible to pupils, staff and visitors to the Academy? Are open evenings and other events which parents/carers and the community attend held in an accessible part of the Academy, and are issues such as language barriers considered?
- ☒ Are the accessibility needs of parents/carers, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ☒ Are procedures for the election of parent trustees open to candidates and voters who are disabled?

## GUILSBOROUGH ACADEMY

### Equality, Objectives, Duty Workbook and Plan

Policy Name	Guilsborough Multi Academy Trust Equality Objectives, Duty Workbook and Plan
Owner	MAT Trustees
Author	Principal
Statutory	Yes
Trustees to Ratify	

Date Ratified	Revisions/Review Cycle	Date
September 2023 by Trustees	Full Review	
	Annual Review (yearly) and Full Review and update every 4 years	September 2024

1. **Single Equality Policy Mission statement**
2. **Mainstreaming equality into policy and practice**
3. **Equal Opportunities for Staff**
4. **Equality and the law**
  - a. **Race**
  - b. **Disability**
  - c. **Gender**
  - d. **Gender Identification (whether fixed, fluid or transitional)**
  - e. **Community cohesion**
5. **Consultation**
6. **Roles and Responsibilities**
7. **Tackling discrimination**
8. **Review of progress and impact**
9. **Publishing the plan**
10. **Duty Workbook**
11. **Equality Objectives and Action Plan**

## Equality Policy

### Why we have developed this Equality Policy

This Equality Policy for Guilsborough Multi Academy Trust brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

This policy has been written with regards to the following publications:

1. The essential guide to the public sector equality duty: Equality and Human Rights Commission
2. Equality analysis and the equality duty: Equality and Human Rights Commission
3. Engagement and the Equality Duty: Equality and Human Rights Commission
4. Equality Objectives and the Equality Duty: Equality and Human Rights Commission
5. Equality Information and the Equality Duty: Equality and Human Rights Commission
6. Equality Act 2010 and Schools (April 2014) : Advice for School Leaders, School Staff, Governing Bodies and Local Authorities : DfE

### Overall aims of our Equality Policy

The purpose of this policy is to set out the overarching principles and objectives:

- to eliminate unlawful discrimination, harassment and victimisation;
- to promote, advance equality of opportunity
- to foster good relations between groups
- to encourage participation of disabled people in the Academy community
- to promote equality of access and opportunity within our Academy and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, gender identification, sexual orientation, cultures, faiths, abilities, and ethnic origins.
- It explains how we aim to listen to and involve students, staff, parents/carers and the community in achieving better outcomes for our children and young people.
- To ensure that equality and inclusive practice are embedded across all aspects of life in the MAT, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.
- Issues relating to adults within the Multi Academy Trust community can be embraced under these themes and reflected in the action plan.

At Guilsborough Multi Academy Trust we are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers and carers and communities receiving services from the Academies, irrespective of race, gender identification, sexual orientation, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the Academies feel proud of their identity and able to participate fully in Academy life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Guilsborough Multi Academy Trust we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

As a rural Multi Academy Trust we are challenged by local demographics and have lower numbers of ethnic learners and staff than many other Academies. Our focus will be to work towards developing the understanding of our students.

Our over-riding consideration is to:

- Celebrate cultural diversity and show respect for all minority groups
- Provide a supportive, inclusive and empowering learning community for all pupils and adults.

## **2. Mainstreaming Equality into Policy and Practice**

As well as the specific actions set out beneath this plan, the Academy operates equality of opportunity in its day-to-day practice in the following ways.

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the Academies, population and local community in terms of race, gender identification, sexual orientation and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole Academies population, which are inclusive and reflective of our pupils.

### **Admissions and Suspensions / Exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Suspensions/Exclusions will always be based on the Academy's Positive Behaviour Policy and the Suspension and Permanent Exclusion Policy. We closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Guilsborough Multi Academy Trust.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the Multi Academy Trust reflects the diversity of our community.

### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

As stated in the Equality Act 2010, a person (A) discriminates against another (B) if, because of a protected characteristic, A treats B less favorably than A treats or would treat others.

The Protected Characteristics are:

- age;
- disability;
- gender reassignment;
- race;
- religion or belief;
- sex;
- sexual orientation.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;

## **4. Equality and the Law**

There are a number of statutory duties that must be met by every Academy in line with legislation from the Equality Act (2010).

The Guilsborough Academy Equality Duty Workbook is an audit tool to ensure all aspects of equality are monitored.

The action plan at the end of this Equality Plan outlines the actions Guilsborough Multi Academy Trust will take to meet the general duties.

### **4a. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state Academies to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and social-economic backgrounds. The duty came into force on 1 September 2007.

## 5. Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents/carers. We have achieved this by using the following to shape the plan:

- Feedback will be from the annual parent questionnaire, parents/carers' evening, parent-Academy forum meetings or Directors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the Student Leadership Team, Academy council, Life Skills (PSHE) lessons, whole Academy surveys on children's attitudes to self and Academy ;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Trustees meetings.

## 6. Roles and Responsibilities

### The role of Trustees

- The Trustees have set out their commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the Multi Academy Trust is fully inclusive to pupils, and responsive to their needs based on race, gender identification and disability.
- The Trustees seek to ensure that people are not discriminated against when applying for jobs at our Multi Academy Trust on grounds of race, gender identification, sexual orientation, or disability.
- The Trustees take all reasonable steps to ensure that the Academy environment gives access to people with disabilities, and also strive to make Academy communications as inclusive as possible for parents/carers and pupils.
- The Trustees welcome all applications to join the Multi Academy Trust, whatever a child's socio-economic background, race, gender identification or disability.
- The Trustees ensure that no child is discriminated against whilst in our Multi Academy Trust on account of their race, sex or disability.

### The role of the Principal

- It is the Principal's role to implement the Multi Academy Trust's Equality Plan and s/he is supported by the Trustees in doing so.
- It is the Principal's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Principal's role ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Principal's role promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of Multi Academy Trust life.
- The Principal's role treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the Multi Academy Trust's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender identification and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Principal



- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **7. Tackling discrimination**

Harassment on account of race, gender identification, disability or sexual orientation is unacceptable and is not tolerated within the Multi Academy Trust environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present following the Anti Bullying Policy, escalating to a class teacher / Principal where necessary. All incidents are reported to the Principal and racist incidents are reported on a termly basis to the trustees and local authority when requested. Police will be made aware when necessary, line with the Positive Behaviour Policy.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender identification, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

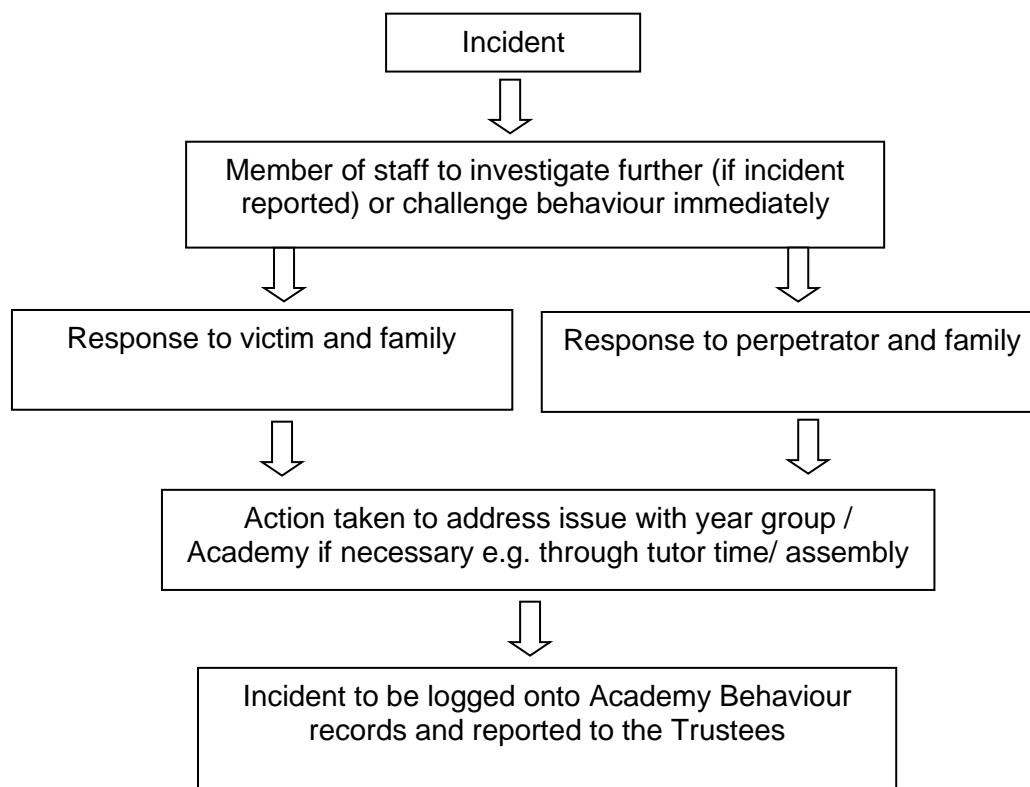
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender identification;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into Multi Academy Trust;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender identification or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender identification, disability or sexual orientation.

### **Responding to and reporting incidents**

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole Academy.

The procedure for responding and reporting is outlined below:



## 8. Review of progress and impact

The Plan has been agreed by our Trustees. We have a rolling programme for reviewing our Academy policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan over a four-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender identification and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

## 9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the Academy website;
- Raise awareness of the plan through the Academy newsletter, assemblies, staff meetings, Parent Forum and other communications;
- Make sure hard copies are available as required.

**Signed:**

**Date:**



## 10. PUBLIC SECTOR EQUALITY DUTY WORKBOOK

This workbook is being completed with regard to the following publications :

1. The essential guide to the public sector equality duty (updated March 2022): *Equality and Human Rights Commission*
2. Equality analysis and the equality duty: *Equality and Human Rights Commission*
3. Engagement and the Equality Duty: *Equality and Human Rights Commission*
4. Equality Objectives and the Equality Duty: *Equality and Human Rights Commission*
5. Equality Information and the Equality Duty: *Equality and Human Rights Commission*
6. Equality Act 2010 and Schools (May 2014) : Advice for School Leaders, School Staff, Governing Bodies and Local Authorities : *DfE*

## **STAGE 1 : EQUALITY INFORMATION**

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	<p>Racist incident reporting internally and to the Local Authority. Parents/Carers are involved in all incidents, both of the aggressor and the victim.</p> <p>Staff and student ethnicity detailed within Annual Report.</p> <p>Assemblies celebrate diversity and challenge misconceptions. Key dates are used including UN Declaration on Human Rights, International Day for the Elimination of Racial Discrimination.</p> <p>Appointments to the school are made based on equal opportunities.</p> <p>Pastoral support for students to raise concerns.</p> <p>In order to facilitate the successful integration of new student, a “buddy” system is used. This enables peer support and the access to staff support more rapidly if needed – from one who knows the system. For EAL students there may be an extra buddy for language support or direction to regular check in with the EAL co-ordinator.</p> <p>The Academy actively advertises to ethnic minority employees as we are aware they are underrepresented on the staff body.</p>	<p>All students have full access to the curriculum, regardless of race.</p> <p>Multi-cultural teaching materials are employed which include a focus on key ethnic minority people who have contributed to society.</p> <p>Clubs are attended by and offered to all students.</p>	<p>Fully inclusive environment for students.</p> <p>Educational visits develop and promote positive relations.</p> <p>Whole school PHSE Life Skills programme challenges misconceptions. The Academy promotes inclusivity with all stakeholders, celebrating our shared British Values.</p> <p>Multi-agency working promotes inclusivity by challenging both direct and indirect discrimination.</p> <p>The Academy has developed an Equality and Diversity working party made up of key staff and students. Their role is to drive improvements in our work and celebrate cultural identity.</p>

<b>Disability</b>	<p>Senior Leaders work closely with outside agencies to ensure correct support is accessed.</p> <p>SEN achievement data reviewed.</p> <p>SEN reporting to trustees.</p> <p>Health and Safety of staff and pupils with difficulties are discussed and risk assessments and handling plans updated on a regular basis.</p> <p>Appointments to the school are made based on equal opportunities. HR restrict information based on disability so that this is not part of the shortlisting process.</p> <p>Pastoral and SEND key worker support for students to raise concerns.</p> <p>Leaders report all incidents of discrimination to Trustees through the Principal's report.</p>	<p>Accessibility plan (within Equality Plan) reviewed annually with a full re-write every 4 years. The Academy ensures all access arrangements are put in place through effective assessment of needs.</p> <p>Equality and Diversity, Health and Safety and Inclusion policies reviewed annually to ensure they account for those with a disability and that they have full access to our provision.</p> <p>All students have equal curriculum access, regardless of disability with lift access made available in A Block and accessibility toilets for those who require them.</p> <p>Clubs are attended by and offered to all students.</p> <p>Support provided to students (who have a disability) and their parents/carers to enable them to engage fully in the school life of their child.</p>	<p>School visits, for example, Paralympian and wheelchair basketball team.</p> <p>Fully inclusive environment for students.</p> <p>Carefully planned transitions between settings to support those with a disability. The Academy works closely with parent/carers and the students to ensure they are supported throughout the process.</p> <p>Multi-agency working.</p> <p>Whole school PHSE Life Skills programme raises awareness of key issues.</p> <p>The Academy uses 'Bold Voices' to engage with students and Parents/carers. This programme celebrates diversity and challenges poor language choices and behaviour.</p>
<b>Sex and Sexualized language</b>	<p>The Academy follows its policy in all matters and applies appropriate sanctions consistently.</p> <p>Analysis of data to identify any gender differences and interventions then set to reduce gap if identified.</p> <p>No significant gender differences have been identified following analysis of data.</p> <p>Staff gender detailed within Annual Report.</p> <p>Appointments to the school are made based on equal opportunities.</p>	<p>Positive Role Models throughout the school.</p> <p>The number of Prevent referrals is reported to Trustees who hold leaders accountable for their actions to reduce such incidents.</p> <p>The AIP will have a focus on reducing sexualized language and educating our students in relation to consent.</p> <p>Ensure all inappropriate language is challenged across the academy. Consequences for use is shared with students.</p>	<p>Students are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images.</p> <p>STEM careers opportunities are available to female students as well as those who identify as non-binary.</p> <p>Positive strategies used during PSHE and life skills lessons.</p>

	<p>Emotional Health and well-being of staff is a regular item for consideration and features in the school improvement plan.</p> <p>Whole school PHSE and Life Skills programme identifies inappropriate language.</p>		
<b>Gender Identification</b>	<p>Pastoral support for students to raise questions or concerns.</p> <p>Appointments to the school are made based on equal opportunities with key characteristics removed prior to the shortlisting of candidates.</p>	<p>Students referred to external agencies for support.</p> <p>Respect and value for each other's personal identity reinforced.</p> <p>The Academy is happy to facilitate pronoun changes for those who wish it.</p>	<p>Questions or concerns dealt with as they arise with leaders challenging school as well as community-based issues.</p> <p>Multi-agency working.</p>
<b>Pregnancy and Maternity</b>	<p>School nurse drop in-clinic.</p> <p>Maternity risk assessments carried out regularly.</p> <p>Appointments to the school are made based on equal opportunities with personal details removed to ensure they do not form part of the recruitment process.</p>	<p>New and Expectant Mothers and Maternity policy (Northamptonshire County Council policies) reviewed annually.</p> <p>Sex Education Policy is up to date and implemented.</p> <p>While it is extremely rare, pregnant students would be included in the community and given every opportunity to continue their learning.</p>	<p>Whole school (Life Skills) PHSE programme.</p>
<b>Age</b>	<p>Appointments made by choosing the best candidate. Age discrimination is unlawful and decision makers are aware of this.</p>	<p>Recruitment procedure is in place which removes details including date of birth during the interview selection process.</p> <p>Positive Role Models throughout the school.</p>	
<b>Religion and Belief</b>	<p>Themed assemblies.</p> <p>Racist/Religious incidents are recorded, investigated, and reported. Trustees review the reported incidents and challenge leaders.</p>	<p>Equal access to the curriculum with spaces made available in the Academy for students and staff who wish to pray.</p>	<p>Themed assemblies, for example, radicalization.</p> <p>Educational visits, for example, Sikhism workshop.</p>

	<p>Appointments to the school are made based on equal opportunities.</p>	<p>Equal access to clubs and after school activities.</p> <p>Staff allowed unpaid leave for religious observation.</p> <p>Students allowed time off for religious observation.</p> <p>Spiritual, Moral, Social and Cultural and British Values policy reviewed annually.</p>	<p>PREVENT training for all staff.</p> <p>Tutor time to discuss religious beliefs to raise awareness.</p> <p>Whole school (Life skills) PHSE programme.</p> <p>Multi-agency working.</p>
<b>Gender Identification</b>	<p>Pastoral support for students to raise questions or concerns.</p> <p>PSHE programme celebrates differences. This includes our key focus on equality and diversity. Any incidents of discrimination based on gender identification are recorded and appropriate actions taken to challenge these.</p>	<p>LGBT assemblies for every year group led by Head Girl and Boy team.</p> <p>Positive Role Models throughout the school.</p> <p>Respect and value for each other's personal identity reinforced.</p>	<p>Issues of verbal bullying dealt with quickly.</p> <p>Concerns are listened to, tackled and discussed.</p> <p>Multi-agency working.</p> <p>Whole school (Life Skills) PHSE programme.</p>

## **STAGE 2 EQUALITY ENGAGEMENT**

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
<b>Race</b>	<p>Fully inclusive approach to all.</p> <p>Student Senate and Student Council gather views.</p> <p>Our curriculum is fully inclusive with all students having access to all subjects.</p>	<p>Development of an Equality and Diversity student group to promote equality issues.</p>	<p>Introduction of the Equality students working groups to promote equality.</p>
<b>Disability</b>	<p>Fully inclusive approach to all.</p> <p>Student Senate and Student Council gather views.</p> <p>‘Have my Say’ questionnaire completed by students prior to SEN reviews.</p> <p>Students with recognised SEND have a student passport co-produced with the Key worker, students and Parents/carers.</p> <p>All student needs are addressed and met through a multi-agency approach.</p>	<p>Staff Training.</p> <p>Specialist support used as and when required. For example, dyslexic teacher.</p> <p>Student Passports and IEP’s shared with all staff.</p>	<p>Staff and student voice.</p>
<b>Sex</b>	<p>Student surveys have been completed to gather information on identifiable needs.</p> <p>Surveys to be repeated twice per year to identify trends and emerging issues.</p>	<p>The AIP focuses on any specific gender issues.</p>	



<b>Gender Identification</b>	<b><i>Not available</i></b>	<p>Raising awareness through student voice, assemblies, curriculum opportunities and internal training so that students/staff are engaged and informed in current topics surrounding gender.</p> <p>Ensuring we follow the voice of the child in terms of we communicate this information further (i.e. Parents/carers and other staff members)</p>	<p>Work with our LGBTQ+ community to celebrate rather than tolerate differences.</p> <p>Raise awareness through recognised national and local activities.</p>
<b>Pregnancy and Maternity / Paternity</b>	<p>Engagement on an individual basis.</p> <p>Paternity leave remuneration has been improved so that all paternity leave (2 weeks) is paid at full salary.</p>	<p>Flexible working hours/job shares are considered for all pregnant staff. Risk assessments are completed. Support as required during pregnancy and maternity leave.</p>	<p>Feedback from pregnant members of staff is encouraged to ensure adjustments/improvements are made where necessary.</p>
<b>Age</b>	Engagement on an individual basis.	There is equity in opportunity for all members of staff based on experience and qualifications, not age.	
<b>Religion and Belief</b>	<p>The different religious beliefs are explained to all the students in RE.</p> <p>Opportunity to develop a faith space for all students is investigated. This space will also be available for students with no specific belief.</p>	<p>All religions are celebrated during the year with key festivals identified on the school calendar.</p>	<p>Include specific questions when gathering student voice bullying data.</p>
<b>Gender Identification</b>	<p>Assembly awareness.</p> <p>Request to Head Girl/Boy Team to establish a support group.</p>	<p>On an individual basis.</p> <p>The Academy runs a mixed gender support group so that students can engage and communicate with teachers, sharing any concerns they have.</p>	<p>Specific questions when gathering student voice. This identifies any concerns in relation to bullying.</p>

## 11. Guilsborough Academy Equality Objectives and Action Plan 2023 - 2027

This section sets out the objectives we have identified in order to eliminate discrimination and harassment, to advance equality of opportunity, and to foster good relations.

Equality Objective 1 - Establish and maintain a good gender balance at all levels, and in all aspects, of the Academy's work.

Equality Objective 2 – Monitor and analyse student achievement by race, gender and disability and act on trends or patterns

Equality Objective 3 - Work towards eliminating prejudice towards all groups

Equality Objective 4 - Improve Guidance and support for students with mental Health Problems

Equality Objective 1 - Establish and maintain a good gender balance at all levels, and in all aspects, of the Academy's work.			
Actions	Member responsible for implementing	Timeframe for completion	Success Indicators
Raise employee awareness of equality issues through publishing briefings and ensuring that new staff receive a copy of the Equal opportunities Policy as part of the induction process.	HR	December 2023	Employee awareness of equality issues will increase.  Policies and procedures are in place that ensure there is no unfair and unlawful not impact on any group of employees.  Applicants are not deterred from applying.
Conduct Equality Impact Assessments for all key HR/major policies.	HR/Business Manager	Ongoing as policies are reviewed	
Seek and maintain a gender balance across membership of all groups.	Principal	Annual	
Re-visit recruitment procedures with same gender applicants.	HR	On going	

Equality Objective 2 – Monitor and analyse student achievement by race, gender and disability and act on trends or patterns			
Actions	Member responsible for implementing	Timeframe for completion	Success Indicators
<p>Use the monitoring information gathered to identify whether there are any gaps or potential issues for students in relation to the following characteristics.</p> <ul style="list-style-type: none"> <li>• Admissions</li> <li>• Religion and Belief</li> <li>• Exclusions</li> <li>• Attainment</li> <li>• Attendance</li> <li>• Engagement in School activities</li> <li>• Prejudice related incidents</li> </ul> <p>Encourage applications from the ethnic minority groups to improve diversity within the Trust.</p>	SLT curriculum/data	On going	<p>School admissions reflect local community demographic</p> <p>Data shows no evidence of concern in relation to religion or belief</p> <p>All students achieve in line with their targets</p> <p>Attainment gap between DS and all other pupils is reduced.</p> <p>Data on exclusion and attendance showing improving trends for all students and gap narrowing for vulnerable groups including DS.</p>
Equality Objective 3 - Work towards eliminating prejudice towards all groups			
Actions	Member responsible for implementing	Timeframe for completion	Success Indicators
School has zero tolerance towards discriminatory behaviour or language by its entire community	SLT Pastoral	Ongoing	<p>Nil prejudice incidents recorded in school behaviour figures</p> <p>More diversity reflected in Academy displays and across all year groups</p> <p>Student voice show that students are aware of the diverse nature of the academy's community.</p> <p>Teachers are aware of and respond to racist, sexist and homophobic incidents</p>
Promote the British Value of 'Tolerance and Respect for All'	Reports issued to Trustees	3 times per year	
Promote the British Value of 'Tolerance and Respect for All'	SLT Pastoral	Activities included in the age specific PSHE programme throughout the year. These are mapped annually.	
Increase positive awareness of protected characteristics including LGBT, religious belief, ethnicity	SLT Pastoral	Ongoing	
	All staff	Celebration events including Black History, Eid and Pride are mapped into the curriculum.	
Ensure all students are fully aware of the term 'consent' and its meaning in relation to sex.	SLT Pastoral	Student voice September each year followed by age specific activities delivered through PSHE.	

To reinforce through key skills and assemblies our values both academy and global as to why it is wrong to discriminate and use words in a derogatory way.	SLT Pastoral	ongoing	
Aim to reduce the number of prejudice related incidents to zero (Give racism the red card)	SLT Pastoral	Summer Term 2024	
Equality Objective 4 - Improve Guidance and support for students with mental Health Problems			
Actions	Member responsible for implementing	Timeframe for completion	Success Indicators
Improve awareness of Mental Health of students through assemblies and Key Skills	SLT Pastoral –	September 2024	Staff have greater awareness of Mental Health issues and have strategies to use with individual students
Improve the awareness of Mental Health of students through dedicated staff CPD		2023-2024  Training colleagues to support counselling in school. This is already in action.	Student voice shows that the stigma related to mental health issues is reducing  Students are able to talk out loud about mental health  Key staff are trained in delivering specific programmes to support students with mental health issues
Take Part in Northamptonshire Mental health Awareness Day	SLT Pastoral	Annually	
Build staff capacity within the academy to better meet the mental health needs of all children. Training to be provided through Northamptonshire Targeted Mental Health in Schools (TaMHS)	SLT Pastoral  Mental Health First Aid Training for staff. Senior Mental Health First Aid Practitioner	Already in place – expansion of role in 2023-2024	