

# Equality Information and Objectives



Version and Date		Action/Notes	Date Written	Date to be Reviewed
2.0	02.10.18	Approved by the Trust Board	03.09.18	4 Years – October 2022

The Enfield Learning Trust equality information which is published is agreed and reviewed every four years by the Trust Board and each school's equality objectives monitored by the relevant Local Governing Boards. The Trust carefully considers all policies with respect to the impact on equality and the possible implications for pupils and staff with protected characteristics.

### **Aims**

The Enfield Learning 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

### **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 based on Department for Education (DfE) guidance 'The Equality Act 2010' and schools and complies with the Enfield Learning Trust funding agreement and Articles of Association.

### **Roles and Responsibilities**

The Trust Board will:

- Ensure that the equality information as set out in this statement and the equality objectives set by each school are published and communicated to staff, pupils, parents and the community and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Chief Executive Officer for the Trust and the Headteacher of each school

The Chief Executive Officer and Headteachers will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives
- Meet with the relevant staff members to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Local Governing Board or Trust Board regarding any issues
- Identify any staff training needs and deliver training as necessary
- Ensure that the school budget supports this policy
- Ensure all school staff have regard to this document and to work to achieve the objectives

## Eliminating Discrimination

The Trust and its schools are aware of their 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.

## Equality Objectives

As set out in the DfE guidance on the Equality Act, each school will set its own appropriate objectives to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish 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
- Gather further data about any issues associated with particular protected characteristics, identifying any issues which could affect its pupils

These objectives will be made available on each school's website.

## Monitoring Arrangements

The Enfield Learning Trust will ensure that the equality information published on its websites and updated regularly.

This policy will be reviewed every four years by the Board of Trustees.

Signature of Chair of Trustees:	Signature of Chief Executive Officer:
---------------------------------	---------------------------------------

### Equality Objectives 2018 – 2023

Objective	Action to be taken	By whom	Timescale	Resources	Impact
Promote understanding and respect for differences	<p>Celebrate diversity, our core values and British values through whole assemblies, school events, workshops, PSHE lessons, circle time, Newsround, P4C</p> <p>Continue to review resources and learning opportunities in the curriculum to look at a variety of cultures, religions, significant people in history as well as present day. Class names to be culturally diverse</p> <p>Ensure there are units of work planned around themed weeks and throughout the year - National Autism Week, Mental Health Week, Sex and Relationships Week</p> <p>Invite Exceed and Excel visitors into school to talk in assemblies about their challenges, inspirations and careers. Ambitions Day in summer term to include a wide range of speakers</p> <p>Ensure all groups are represented in pupil leader groups e.g. girls, boys, disadvantaged, ethnic groups</p> <p>Continue to hold regular School Parliament meetings to represent pupil voice and oversee projects, including postcards home to ensure inclusion, Unicef Rights and Responsibilities charter</p> <p>Continue to support and fundraise for a range of charities</p>	<p>Senior Leadership Team, Leaders of Learning, Curriculum Team</p> <p>School Parliament</p> <p>All staff and pupils</p>	<p>Regular meetings with School Parliament and SLT</p> <p>On-going for all actions</p>	<p>Time for meetings.</p> <p>Cost of resources to support learning</p>	<p>Be Included:</p> <p>The school ethos and curriculum continue to promote respect for the all within the school and local community</p> <p>Greater understanding and respect for differences. Pupil feel safe and happy</p>

Objective	Action to be taken	By whom	Timescale	Resources	Impact
Narrow the gap between disadvantaged pupils and non-pupil premium and any other significant groups	<p>Increase the number of Pupil Premium pupils and any other significant groups working at the expected standard for their age</p> <p>Monitor the achievement of disadvantaged pupils and other groups as necessary including boys' performance in English</p> <p>Ensure Quality First Teaching is embedded in all classes</p> <p>Plan and deliver interventions to address gaps in learning as identified through on-going assessment</p>	<p>Senior leaders to regularly monitor the attainment and progress of groups of pupils</p> <p>Achievement report to Local Governing Body termly. LGB visits to school to look at SDP priorities</p> <p>Update Pupil Premium Report regularly and formal annual review to be available on website</p>	<p>Annual Report to be published on school website and share with Local Governing Board</p> <p>Termly tracking</p>	<p>See pupil premium report for breakdown of resources and budget</p>	<p>Improved outcomes for disadvantaged and other groups of pupils including those who are working at the expected standard and greater depth</p> <p>The gaps between groups including disadvantaged and non- disadvantaged pupils narrow</p>

Objective	Action to be Taken	By Whom	Timescale	Resources	Impact
Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition	<p>Admission and induction procedures to be in place for new pupils</p> <p>Ensure staff are confident in identification/assessment and are knowledgeable about teaching and learning strategies and resources to support pupils</p> <p>Monitor and evaluate quality of provision and standards through focused book looks, learning walks, observations, assessment analysis</p> <p>Plan targeted interventions including the use of Language Link</p> <p>Poet to work with EAL pupils alongside School Parliament in December 2018</p> <p>Further enhance opportunities for parents to understand how to support their learning through parent open afternoons, workshops, translated documents as necessary</p> <p>Continue to offer provision of English lessons to parents (ESOL)</p>	Senior Leadership Team, Leaders of Learning, Support Staff	<p>Ongoing monitoring and evaluation tasks</p> <p>Termly achievement and progress information reported to LGB</p> <p>Termly visit from School Improvement Advisor</p>	<p>CPD sessions and inset days</p> <p>Annual subscription costs to Language Link</p> <p>Assessment reports internally and statutory assessment information, IDSR and ASP</p>	<p>Pupils settle into school quickly</p> <p>Quality First Teaching ensure pupils are making good progress and are accessing the curriculum (use of resources, differentiated planning, focus groups, key vocab, visuals, film, pre-teaching etc)</p> <p>Post-interventions show progress</p> <p>Poems are produced and shared in assembly</p> <p>Clear progress in pupils' books identified through book looks</p>

Objective	Action to be Taken	By Whom	Timescale	Resources	Impact
From September 2020 introduce new statutory Relationships Education, Relationships and Sex Education and Health Education	<p>Staff attend relevant LA and ELT meetings to prepare for new policy implementation</p> <p>Ensure resources are in place</p> <p>Plan meetings for parents to be briefed</p> <p>CPD training for staff</p> <p>Policy to be available on website</p>	Senior Leadership Team, Leader of Learning	CPD sessions Ongoing	<p>Time for meetings/plan training</p> <p>Cost of resources to support learning</p>	<p>The new policy and curriculum is delivered effectively</p> <p>Staff feel confident</p> <p>Pupils feel supported and respected</p> <p>All primary schools should teach about different families, which 'can include for example, single parent families, LGBT parents, families headed by grandparents' etc</p>