

EQUALITY OBJECTIVES AND THE PUBLIC SECTOR EQUALITY DUTY

What is the Public Sector Equality Duty (PSED)?

The PSED requires all bodies to:

- Eliminate unlawful discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not
- Foster good relations between people who share a protected characteristic and people who do not share it.
- The PSED should be evaluated annually and that evaluation put on the website.

What does this mean for E-ACT and my academy?

- E-ACT already subscribes to the spirit of this legislation, and it runs through the various policies and procedures we run. We will be reviewing the Equalities Policy to make the PSED and associated Equality Objectives more explicit and this will be approved by Trustees in December.
- At Academy level, you are required to carry on following the policies and procedures set by E-ACT and to bear PSED in mind in all decisions.
- On a practical level, you will need to annually publish how you are complying with the legislation. This can be demonstrated through demographic information collected in recruitment or via updating progress against your equality objectives.
- The Equality Objectives will also be where you now include your accessibility plans.
- You should be mindful of the PSED when developing your uniform policies.

What are Equality Objectives?

- These are the way in which E-ACT and its academies demonstrate how they are meeting the PSED. These should be reviewed every four years.
- There is an overarching set of E-ACT objectives which the trustees will be publishing in December. The academy specific objectives will be published at the same time and follow a similar vein.

Steps to complete the objectives

1. Draft your academy objective via the 1B RAB process using this guidance (there is no template to complete).
2. These are to be signed off by the RED by the end of December via the RPB.
3. The objectives should be published on your academy website in January 2019.



Attached in this guidance are example objectives you may wish to model for your academy.

Thanks to Allan Torr and Rebecca Leek for the advice and support in developing this document and the sample objectives

There are some useful questions to consider and you can ask yourself as headteacher when developing these objectives:

1. How could you provide positive non-stereotyping information about gender roles, family units, and diverse ethnic and cultural groups?
2. How can you improve knowledge and understanding of discriminatory behaviours within our organisation?
3. How frequently do you come across problems relating to equality and can this be reduced? e.g. a wheelchair user not being able to access part of the academy; a transgender pupil without daily access to toilets and changing rooms
4. How can we provide equality of opportunity for pupils, staff and the community?
5. How can we improve our recruitment and employment practices?
6. What is the proportion of people with particular characteristics i.e. staff, pupils, parents, governors? What is the quality of their experiences and what practical outcomes can you improve for them?

E-ACT is setting an overarching framework as opposed to specifying each academy's approach. This is to allow you to develop appropriate objectives for your academy and community.

As headteacher you will need to decide if you would prefer to have a softer approach aiming to embed behaviours over time or would you prefer to set targets for your academy to reach to demonstrate your achievements.

On the following pages are examples of both that you could use to frame your objectives. You can also do a mixture of the two approaches but you should be sure to have objectives that address each of the protected characteristics.

Examples of objectives

1. An academy identifies that boys are underachieving academically in English, maths and science. 72% of girls, but only 48% of boys, are attaining the expected grades. The school sets an objective to improve this figure over a four-year period to 65% of boys reaching the required grade.
2. An academy identifies from disabled people and equality organisations that people with a disability are 50% less likely to attend after-school activities and homework sessions than non-disabled people. The target over the next three years was to reduce this to 20%.
3. Proportionally, 30% more White British students were excluded from an academy. The objective was to reduce this to less than 10%.
4. An academy has no transgender students, of which it is aware, but there is a member of staff who is considering transitioning and in the locality there is significant transphobic hate crime. The objective was to review procedures and facilities and its curriculum with local transgender specialists, over three years, to improve its provision.

Equality Objectives	What this means for the E-ACT primary academy	What this means for the E-ACT secondary academy
<p>Provide positive non-stereotyping information about gender roles, family units, and diverse ethnic and cultural groups</p>	<ul style="list-style-type: none"> We will actively seek to be gender neutral with regards to home/school communication. This includes not making assumptions over primary contact numbers and actively seeking to engage parents/carers of both genders in engaging with the life of the school We will ensure that we include books and resources within our setting that contain pictorial representations of cross cultural marriages We will ensure that women are asked to speak to our pupils about their jobs as often as men are We will actively seek male parents/carers to volunteer as readers to re-dress the current imbalance that we have We will encourage representatives from our local community to contribute to school life, even when language is a barrier. We will work to address these access issues and strive to make all families feel welcome and able to contribute. Our AAG will support us on this. 	<ul style="list-style-type: none"> We will actively seek to be gender neutral with regards to home/school communication. This includes not making assumptions over primary contact numbers and actively seeking to engage parents/carers of both genders in engaging with the life of the school We will review and update our 'inspiration boards' to ensure representation from diverse ethnic and cultural groups We will use National Science Week to showcase successful female scientists We will include explicit teaching about same sex marriage in our PSHE curriculum We will arrange one assembly over the year for each year group where there is a non-English speaking presenter with an interpreter
<p>Improve our knowledge and understanding of discriminatory behaviours within our organisation</p>	<ul style="list-style-type: none"> Our Senco will be our Diversity Champion and he/she will ensure there is one assembly per term with a linked event that improves staff and children's knowledge about discrimination Our AAG will work with our PSHE lead and pupil voice council to help us with a questionnaire to find out about whether staff, families and pupils feel there is discriminatory behaviour that we don't know about or haven't noticed 	<ul style="list-style-type: none"> Our SENCO will be our Diversity Champion and he/she will ensure there is one event per term that aims to improve staff and children's knowledge about discrimination Our Diversity Champion will deliver training for all staff on the Equality Act and reasonable adjustments and this will form part of new staff induction Our AAG will work with our PSHE lead and pupil voice council to help us with a questionnaire to find out about whether staff, families and pupils feel there is discriminatory behaviour that we don't know about or haven't noticed
<p>Equality of opportunity: prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community</p>	<ul style="list-style-type: none"> We will create a wall of fame in our dining room that features public figures with disabilities who have achieved success We will review our English texts that we study in KS2 to ensure that they give insight into wider global issues and allow enquiry into issues around diversity and discrimination. This will be monitored in SOWs and planning. We will ensure that visitors invited to speak to the children about their jobs are representative of the diversity within our school community 	<ul style="list-style-type: none"> We will engage a Paralympian to be a mentor to our Yr 12 BTEC group We will review our English texts that we study in KS3 to ensure that they give insight into wider global issues and allow enquiry into issues around diversity and discrimination. This will be monitored in SOWs and planning. We will ensure that visitors invited to speak to the children about their jobs are representative of the diversity within our school community We will invite an 'actuallyautistic' speaker to present during Autism Awareness Week
<p>Improve our recruitment and employment practices, and experiences available to our pupils/students to ensure opportunities and access for all</p>	<ul style="list-style-type: none"> The head teacher, deputy head teacher, Senco, office manager and phase leaders will complete training in unconscious bias. They will feed back to the staff as a whole. We will make sure that all our children, regardless of disability, gender, race or religion have equal opportunities in taking part in extra curricula activities, and we will actively look at ways of tackling any barriers that might exist that prevent accessibility e.g. establishing a mixed football team, seeking proportionate representation of both genders to attend the science club, ensuring staffing allows for those with EHCPs to take part in lunchtime clubs 	<ul style="list-style-type: none"> The head teacher, deputy head teacher, Senco, office manager and curriculum directors will complete training in unconscious bias. They will feed back to the staff as a whole. We will make sure that all our students, regardless of disability, gender, race or religion have equal opportunities in taking part in extra curricula activities. This will be a regular agenda/enquiry item in our school council meetings and we will collect information about those attending to evaluate representation and accessibility



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