

# SILVER BIRCH ACADEMY TRUST

## SBAT Equal Opportunities Policy

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### REVIEW

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Silver Birch Academy Trust  
Registered in England & Wales  
No. 08107310

4 Burnside Avenue  
Chingford  
London. E4 8YJ

[www.sba.london](http://www.sba.london)  
T: 0208 523 3228  
E: [info@sba.london](mailto:info@sba.london)



# SBAT Equal Opportunities Policy

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## 1. Aims

Our school 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 schools 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 schools** and complies with the SBAT funding agreement and articles of association.

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, 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 head of school
- Meet regularly with 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

The head of school will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the governing body to raise and discuss any issues
- Identify any staff training needs, and deliver training as necessary

All school 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 school 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 and governors are reminded of their responsibilities under the Equality Act, for example during meetings.

New staff will receive training on the Equality Act as part of their induction.

The individual schools will monitor equality issues. They should regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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 school societies)

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
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

The school 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 a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged

to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- We are developing links with people and groups who have specialist knowledge about particular characteristics, which will help to inform and develop our approach

#### 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

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

Each individual school will actively consider their equality duties and ask relevant questions then record these with the risk assessment when planning school trips and activities.

#### 8. Equality objectives

**Objective 1:** *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by September 2018, and report on this to the staffing committee of the governing board.*

**To achieve this objective, we plan to:** Examine the data collected from the equal opportunities sheets that are completed by staff members during recruitment.

**Progress we are making towards this objective:**

**Objective 2:** *Invite members of local minority ethnic communities to take part in assemblies and other activities within the individual schools at least once a term*

**To achieve this objective, we plan to:** use the school newsletters to identify the SMSC themes that will be coming up and invite parents with relevant experiences to take part and support assemblies & activities.

**Progress we are making towards this objective:**

**Objective 3:** *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

**To achieve this objective we plan to:** Check all staff/governors have completed the safer Recruitment training and ensure that training is available for those who need updating.

**Progress we are making towards this objective:**

#### 9. Monitoring arrangements

The Governing body will update the equality information we publish, at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the board of Trustees and the individual governing bodies.

#### 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Safer recruitment

