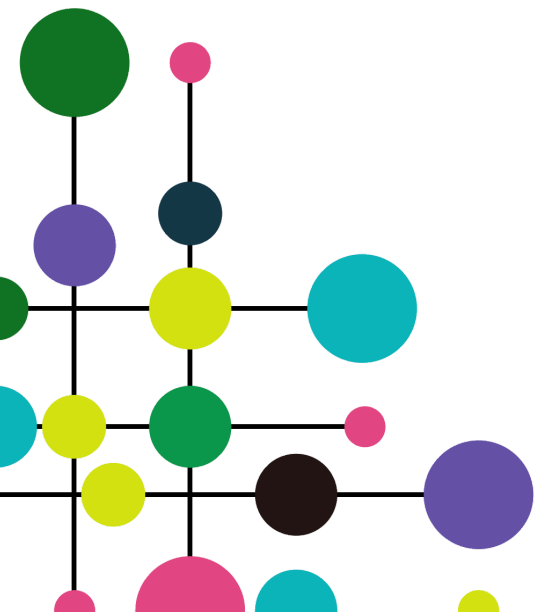


PUBLIC SECTOR EQUALITY DUTY POLICY

MAT Version	1.1
Date written	June 2023
Last review date	
Next review due date	July 2025
Approved by Trustees	July 2023

Record of Alterations
Version 1.0 Original (June 2023)
Version 1.1 Cover page update (July 2024)



Contents

Contents	2
Why we have developed this Equality Policy	3
Our Trust within the wider context	3
Overall aims of our Equality Policy	3
Our approach	4
Our vision statement about Equality	4
Our duties	4
The roles and responsibilities within our Trust community	5
Our Executive Board and the Governing body/Advisory Board of each Academy will:	5
Our CEO and Headteachers will:	5
Our Central and Senior Leadership Teams at each Academy will:	5
Our staff at each Academy will:	5
Our pupils/students will:	6
Relevant voluntary or community groups and partner agencies will:	6
How we developed our Policy - Participation and Involvement	6
How we developed our Policy - Using information	7
Purchasing	10
Our Staff	10
Responding to hate or prejudice-based incidents and bullying	10
Implementation, monitoring and reviewing	11
Equality Objectives	11
EQUALITY OBJECTIVES: May 2023-2027	12

Why we have developed this Equality Policy

This Equality Policy for Robin Hood Multi Academy Trust is a single policy for all protected characteristics covered under the Equality Act 2010. We are committed to developing cohesive communities across all of our academies' physical boundaries and within our local, national and global environments. Our Trust embraces the aim of working together with others to improve children's outcomes, both educational and wellbeing, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole Trust community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we will listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our Trust within the wider context

The national, and indeed the local demographic to our Schools, presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our academies and within the wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.
- To ensure that equality and inclusive practice are embedded across all aspects of school life, 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 .

At the formation of this policy, the Trust comprises a group of academies from across Birmingham and Solihull. Each Academy is proud to have a wide range of age groups, race and ethnicity, disabilities and special educational needs, religious beliefs, sexual orientations, genders and social economical backgrounds.

Each academy has data which outlines the minority, marginalised and potentially vulnerable groups in the academy and community.

The themes are reflected in our Equality Objectives.

Our approach

We seek to embed equality of access, opportunity and outcomes for all members of our Trust community, within all aspects of school life.

Our vision statement about Equality

Robin Hood Multi Academy Trust seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and policy in order to ensure better outcomes for all . We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils/students and the wider school community.

We are also guided by the United Nations Convention on the Rights of the Child⁴ as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- preparation for entry to the school and transition
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam/testing arrangements
- behaviour management approaches and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling

- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies

The roles and responsibilities within our Trust community

Our Executive Board and the Governing body/Advisory Board of each Academy will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the school improvement plan
- support the CEO and the Headteachers within the Trust in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our CEO and Headteachers will:

- ensure that the Central Team, staff, parents/carers, pupils/students and visitors/contractors are engaged in the development of and review of the Equality Policy
- oversee the effective implementation of the policy including communicating with staff parents/carers, pupils/students and visitors/contractors about the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Executive Board and Governing Body/Advisory Board at least annually on the effectiveness of the policy and publish this information
- ensure that the Central and Senior Leadership teams of each academy are kept up to date with any development affecting the policy or actions arising from it
- Conduct Equality Impact Assessments where appropriate to consider equality concerns when reviewing your policies and procedures.

Our Central and Senior Leadership Teams at each Academy will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the CEO/Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our staff at each Academy will:

- be involved in the development and review of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Our pupils/students will:

- be actively encouraged to be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- be encouraged to actively support the Policy
- be involved in producing a simplified version of this policy that can be displayed in classrooms and communal areas, such as reception, hallways and canteens

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development and review of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we developed our Policy - Participation and Involvement

The development of this Policy has involved our Trust community. We have involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of the protected characteristics listed under the Equality Act 2010.

Our pupils/students

Each Academy has a pupil voice vehicle, such as School Council. Our Academies ensured when collecting views, this included minority, marginalised or potentially vulnerable pupils/students including those with SEND or those who speak English as an additional language.

Parents/carers

Each Academy has a parent voice forum. Our Academies ensured when collecting views, this included minority, marginalised or potentially vulnerable pupils/students including those with SEND or those who speak English as an additional language. To ensure parents/carers could contribute, many opportunities to contribute were given at various parent sessions and through the school website, social media and newsletters. Our Academies tried to access those parents/carers who are less likely to become involved; disabled parents/carers; those who speak English as an additional language or access free school meals through using various strategies to engage, such as our Families Support Workers.

Our school governors/Executive Board

Contributions were gained through meetings and questionnaires.

Our staff

Staff contributions came through the use of surveys and staff voice forums within our Academies. Each Academy ensured a range of staff such as Senior Management, Teachers, Support Staff, Cleaners, Caretakers, Mid-Day Supervisors, Catering Staff, Administration staff were represented, as well as part time staff and those on fixed term contracts.

Our partners in the community

We have been inclusive of those in the community including those with low levels of literacy or with English as an additional language. Contact has been made in a variety of ways for various community groups such as religious establishments, social groups, Commercial settings etc.

Ongoing

Our dialogue remains open as an information seeking Trust. Through regular forums and opportunities to communicate, the whole school community can support us with reviewing and monitoring our processes.

How we developed our Policy - Using information

We have used data and other information about our Trust and Academies.

We know our academies well because we regularly collect information about our schools in a variety of ways and other people help us to do this. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender.

Ofsted inspectors visit our Academies regularly and report on how we are actively promoting equality and diversity, tackling bullying and discrimination and narrowing any gaps in achievement between different groups of children and learners, as well as how we are promoting British values and preventing radicalisation and extremism, preparing Pupils/students to respect others and contribute to wider society and life in Britain.

Our latest Ofsted Inspections were positive that as a Trust, we are equipping pupils for life in modern Britain within our schools. They felt our academies were strong in the development of pupils' understanding of fundamental British Values and their understanding and appreciation of diversity. Alongside celebrating what people have in common, respect for difference was seen as a strength across the Trust. This is because our EPIC Curriculum, based on our pupils being strong in Environment, Power, Innovation and Community gives all learners, particularly the most disadvantaged and vulnerable, the knowledge and cultural capital they need to succeed.

We have systems in place to ensure staff, governors, parents/carers, pupils/students, groups and partners feedback regularly to us.

We also closely analyse our data around the achievement, attendance and exclusion of protected groups and collaborate across the Trust to look at patterns and trends, focusing on closing gaps identified within the Trust and aiming to compare favourably to local and national data.

The Trust and the Academies within it, have established good links with the local and wider community. We welcome them into our schools. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Central Team Community Partners	Birmingham Education Partnership
Robin Hood Academy Community Partners	Hindu Mission Kidzone Club Hall Green Consortium Baverstock Partnership

	<p>Beechcroft Birmingham Music Service The Birmingham Rep Hall Green Partnership NSPCC Just Keep Talking Speech and Language Therapy Communication and Autism Team Visual Impairment Team Physical Impairment Team Yoga Bugs Kings Heath Sports Partnership The Birmingham Royal Ballet See-it Solve-it STEM Parent Forum Friends of Robin Hood Chinese New Year Festival, Birmingham Shakespeare Birthplace Trust Community Police Mode Shift Stars</p>
<p>Ulverley Primary School Community Partners</p>	<p>Ulverley Parent Teachers Association Trinity Close Residents' Association Rock Steady Music School Phil Beatty Guitar Service FDS Sports Mosaic Head Teachers' Collaborative South Solihull School Sports Partnership Community Policing Community and Voluntary Action Solihull Solihull Foodbank Solihull Sustainability Team Solihull Inclusion Support Service Early Years support service Children's Emotional Support Team Community Educational Psychologist Service</p>
<p>Cedars Academy Community Partners</p>	<p>Women's Aid Referrals to Forward Thinking Birmingham Just Keep Talking Speech and Language Therapy Services for Education Music service Nicky Owen Counselling Fitcap - after school sports provision FAYS Consortium Spurgeons Young Carers Homegroup - Young carers re. Mental health Birmingham Central Mosque The Birmingham Rep NSPCC Communication and Autism Team Educational Psychology Service - TIIAAS Pupil and School Support Sensory and Physical Difficulties Support Service Fox Hollies Leisure Centre</p>

	<p>The Children's Storehouse (part of the Jubilee Solihull Community Trust) The Diana Award Disability Resource Centre Beacon Project - Barnardos</p>
<p>Yenton Primary School Community Partners</p>	<p>Services for Education Music service - class lessons for Year 4 and individual tutoring for Y5 and 6 Forest Schools service Just Keep Talking Speech and Language Therapy Play based Therapy and counselling Visits to various places of worship to reflect the main religions Support of the local food banks Women's Aid Referrals to Forward Thinking Birmingham Erdington Headteacher's consortium Modeshift Stars Inviting local MP (previously deputy chair of LGB) to visit school Contact with local MP SparkActive as local sports consortium Honey Bears Nursery and Out of Hours School club PTFA (Parents, Teachers and Friends of Yenton Association) Community police Fire Service (although this has not happened recently) First Aid Training for Y6</p>
<p>Birches Green Primary School Community Partners</p>	<p>RACE Adult Education - basic skills for EAL parents Service for Education (Music Service - perform in multicultural galas at the Conservatoire) DISABILITY Forward Thinking Birmingham - 1:1 therapy BCAT - 1:1 play therapy Wilson Stuart Special School Our Place - Cherished and ROAR SEMH groups Foundations for the Future - mentoring and sports Birmingham Forest Schools RELIGION or BELIEF 6 Ways Baptist Church St Barnabas Church - RE trip Birmingham City Mission Central Jamia Mosque Ghamkol Sharif - RE trip AGE Priestly Rose Care Home (Carols at Christmas) Compass Support (hug in a mug) OTHER Spark Active - sports Erdington Food Bank - families in poverty Aston Villa - active, English based programme Erdington PCSO - knife crime, gangs, online safety</p>

Purchasing

Increasingly, as a Trust, we are directly responsible for the purchase of goods and services. We follow our [Purchasing, Procurement and Competitive Tendering Policy](#) when buying in services to ensure that equality issues are given full regard. We also have a Trust [Modern Slavery and Human Trafficking Statement](#). When buying goods and services from external suppliers, as a Trust, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed purchase affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the Trust community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not request information about the health of an applicant until a job offer has been made * or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

*Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference

(real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practice a religion or follow a faith. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability. Through our Trust ethos and curriculum, we want the pupils/students at our Academies to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Each school has a process for recording and responding to all hate incidents and prejudice based bullying. They have procedures in place to support the pupils and to communicate with parents/carers following incidents.

Implementation, monitoring and reviewing

This policy will be actively promoted and disseminated by the Central Team and each Head teacher of our Academies.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

The Trust will report annually on the policy and our equality data. We will analyse whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected.

Equality Objectives

Using the views of pupils/students, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years

EQUALITY OBJECTIVES: May 2023-2027

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

Link to the Public Sector Equality Duty	Protected Characteristics	Aim:	Objective :	Target groups(s) e.g. Whole School, girls, boys, SEN, Staff etc	Action:	Who is responsible?	Dates from and to:	Milestones/progress:
Foster good relations between people who share a protected characteristic and those who do not	Vulnerable races/ethnicities	To produce, share and embed a Trust anti-racism statement	A clear ethos of anti-racism from the Trust and enforced in each Academy	Whole School	Executive Board to agree and approve Anti-Racism statement Each Academy to promote statement o within ethos, environment and communication methods Each academy to have a forum to look at racism within the school	Trust	May 2023-December 2023	

					made up of representatives of the Academy community			
Advance equality of opportunity between people who share a protected characteristic and those who do not.	Disability/ All	To increase social and emotional skills for pupils/students with social, emotional and mental health needs	Improved ability by pupils/students to handle difficult situations and a reduction in classroom disruption / consistency in attendance	Pupils/ students with social, emotional and mental health needs.	Train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills Upskill appropriate staff to signpost families for support Ensure reasonable adjustments are in place to support and minimise the impact on the education and life chances of pupils	SENCo	Sept 2024-onwards	
Advance equality of opportunity between people who share a protected	Sex	To promote opportunities for boys and girls to learn more about career	Positive changes in promoting higher education and work	Key stage 2 with opportunities being embed	Provide activities that allow pupils/students to explore gender stereotyping in careers	SLT	May 2023 – May 2027	

characteristic and those who do not.		opportunities which challenge gender stereotyping	opportunities at a young age	ded through curriculum from EYFS	To ensure that opportunities offered meet the needs of boys and girls and girls feel empowered to take up opportunities			
Advance equality of opportunity between people who share a protected characteristic and those who do not.	Socio-economic	To improve the achievement of pupil premium pupils	Improved attendance and attainment by this group	Pupil Premium Pupils	Work with Pupil Premium Leads to identify strategies to improve attainment of this group. Review government case studies for ideas	SLT / Attendance Leads	May 2023 - May 2027	

