Equality and Diversity Policy

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This document applies to all schools and operations of the Galileo Multi Academy Trust: www.galileotrust.co.uk

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This policy sets out our approach to equality for Galileo Multi Academy Trust, each school will set equality objectives in section 8.

1. Aims

Our 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

Our trust aims to promote respect for difference and diversity in accordance with our values:

Our core values are Ambition, Inclusion, and Integrity.

- We are **AMBITIOUS** and aspire to ensure every child and colleague confidently reaches their full potential, while enjoying their learning and work.
- We are **INCLUSIVE** and ensure each and every child regardless of background, ability, or ethnicity has an opportunity to shine whatever their talents or interests.
- We act with **INTEGRITY** at all times ensuring the children in our care are at the forefront of everything we do, and every decision we make.

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 the Department for Education (DfE) advice for schools on the Equality Act, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty.

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The board of trustees

The board of trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to local governors, staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher of each school.

3.2 The headteacher

The headteacher will, for their school:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

- Monitor success in achieving the objectives and report back to governors

3.3 Local School Board

The link DEI governor, will for their school:

- Monitor plans and policies linked to DEI and check they are being implemented
- Work with key stakeholders to make sure that everyone is represented and celebrated

3.3 All staff across the trust

All staff across the trust 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 trust 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.

Trustees, local governors, and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

Each school has a designated member of staff for monitoring equality issues, and an equality link local governor. They regularly liaise regarding any issues and make senior leaders and local governors aware of these as appropriate

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by 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)

5.1 Publishing information about pupils

In fulfilling this aspect of the duty the trust will, for every school:

- Publish attainment data for each school each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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 pupils

Relevant information about each school will be published on their individual websites.

5.2 Publishing information about staff

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will collect the information to show:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Recruitment and retention rates for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics
- Information from staff surveys

This information is available on request. We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

The trust 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 the 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
- Making sure schools work with their local community. This includes each school 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 each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

7. Equality considerations in decision-making

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

In all of our schools, we will always consider 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 all pupils irrespective of their gender

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Each school sets their own objectives depending on their circumstances and context, whilst keeping in line with the overall approach to equality set out in the rest of this policy

8.1 Trust Aims

As a Trust, we aim to:

- Provide services that are accessible according to need;
- Promote equality of opportunity and diversity in education, employment and development;
- Create effective partnerships with all parts of our community.

8.2 Trust Objectives

Galileo's objective is to realise its standards by:

- Sustaining, regularly evaluating and continually improving its services to ensure equality and diversity principles and best practice are embedded in our performance to meet the needs of individuals and groups;
- Working together with the community to provide accessible and relevant service provision that responds to service users' needs;
- Ensuring employees, pupils and governors are representative of the community served and policies are fair and robust;
- Recognising and valuing the differences and individual contribution that all people make to Galileo;
- Challenging discrimination, harassment and victimisation;
- Providing fair resource allocation, and making reasonable adjustments as appropriate;
- Being accountable.

9. Monitoring arrangements

The CEO will update the equality information we publish, described in sections 4 to 7 above, at least every year.

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

School-specific equality objectives will be reviewed by the headteacher of each school every 4 years.

This document will be approved by the Audit and Risk Committee of the Trust Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment