



# **EQUALITIES OBJECTIVES**

**JULY 2024 - JULY 2028**

Approved by: BET Board of Trustees		Date: Spring Term 2024
Last reviewed:	July 2020 (annual updates in March of each year towards progress)	
Next review date:	Spring Term 2028 (annual updates in March of each year towards progress)	

## 1. Aims

Bohunt Education Trust fulfils its responsibility to deliver its 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

These objectives meet 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

These objectives are also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. These objectives also comply with our funding agreement and articles of association.

## 3. Roles and responsibilities

The Board of Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust via its website and other means as appropriate, including to staff, students and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives to the Chief Executive Officer who may delegate it further.

Each member School has further set its own Equality Objectives which are specific to the particular community, context and circumstances each member School is located within whilst consistent with and complementary to the whole Trust's Equality Objectives as set out. It is recognised that there are certain matters where the Trust can have greater influence on delivering the aims set out in section 1 above, for example through the creation of a Virtual School to support disadvantaged students or overall recruitment of all BET staff than a member School.

All Trust staff, volunteers, trustees and governors are expected to have regard to the broad provisions of this document with respect to the Trust's approach to its public sector equality duty and its objectives in general, and to work to achieve the objectives as set out in each School's Equalities Objectives relevant to their School.

## **4. Eliminating discrimination**

Bohunt Education Trust and all its member Schools are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions. Where relevant, our policies include reference to the importance of eliminating discrimination.

Staff, trustees and governors 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 year as part of the annual update on safeguarding, and other matters.

Each school has a designated member of staff for monitoring equality issues, and equalities is monitored through the SEND, Pupil Premium and Safeguarding local governors. The Trust's Education Committee receives reports from the CEO and Director of Education and other Trust staff as appropriate in each of these areas, and has appointed SEND, Trust Virtual School and Safeguarding Trustees who are responsible for monitoring the delivery of the public sector equality duty and these objectives as relevant to their areas. They regularly liaise regarding any issues and make senior leaders, governors and trustees aware of these as appropriate.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, Bohunt Education Trust and each member School advances 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 protected characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the Trust (and each School as applicable):

- Analyses the attainment and progress data across the Trust (or within one School as applicable) to determine strengths and areas for improvement, implements actions in response and publishes this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Is alert to the trends or patterns relating to groups with particular protected characteristics, identifying any issues which could affect our own students or staff.

## **6. Fostering good relations**

Bohunt Education Trust and each member School fosters good relations between those who share a protected characteristic and those who do not share it by each School in our Trust:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum and the underpinning of our curriculum in its social, moral, cultural and spiritual values. This includes teaching in RE and personal, social, health and economic (PSHE) education including through formal lessons, or focussed activities (whether throughout the School year or on designated focus days or weeks), as well as activities in other curriculum areas. For example, as part of teaching and learning in English, students will be introduced to literature from a range of cultures and in the humanities students learn about different cultures, experiences and perceptions of the same event or theme
- Holding whole school meetings dealing with relevant issues. Students are encouraged to take a lead in such assemblies and external speakers contribute as appropriate
- Working with each member School's local community as appropriate. This includes inviting leaders of local faith groups 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, including for example, our Student Voice/Councils which have 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 including co-curricular clubs. As appropriate, we work with parents to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

Each BET member school ensures it has due regard to equality considerations before and at the time significant decisions are made, and these will be kept under review on a regular basis. 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:

- Conflicts with religious holidays or commitments
- Is accessible to pupils with disabilities
- Has equivalent facilities for all genders

Each BET member school keeps a written note on all planning forms to show we have actively considered our equality duties and taken them into account.

## **8. Equality objectives**

***Objective 1: ensure our staff and volunteers represent the diversity of the communities across our member Schools***

To achieve this objective we plan to:

- Undertake an analysis of recruitment data and trends with regard to race, gender, disability and age, and report on this to the Governing board.
- Train all members of staff and governors involved in recruitment and selection on equalities, diversity and inclusion. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.
- Ensure our recruitment processes continue to meet equality opportunity legislation and best practice by including an equal opportunities statement on all job advertisements and job descriptions, and confirmation that we are a Disability Confident Committed employer.

***Objective 2: ensure all students regardless of gender, ethnicity, sexual orientation, disability, and background (including personal circumstances) have equitable access to the same total experience and opportunity of our Schools' curriculum including all extra- and co-curricular activities, trips and events including ensuring equitable access to appropriate careers/post 16 pathways:***

To achieve this objective we plan to:

- Embed the work of Trust Virtual School by:
  - Ensuring all trustees, governors and staff are aware of the Virtual School's main strategic intent, and how these are implemented and delivered in their school
  - Continuing to strive to improve and accelerate the attainment and progress of disadvantaged students
  - Evaluating and following up on the impact of the Virtual School in achieving its strategic aims year on year
- Support the work of Trust Director for SEND in developing best practice, guidance and support for

schools and ensuring the Trust Board, local governors, and teaching staff understand (as appropriate to the nature of their role) the nature of SEND across the Trust and within each school, and that the mechanisms for identifying and supporting SEND students are operated robustly and rigorously across the Trust

***Objective 3: To reduce the incidence of racial or HBT and gender identity abuse in member schools***

To achieve this objective we plan to: -

- Provide a self-audit of all Schools' current practice in this area
- Provide good practice guidelines to member Schools
- Support the Trust Safeguarding Lead in developing best practice, guidance and support for Schools
- Monitor incidences of use of language including through termly reporting by Heads of Schools to Local Governing Bodies and annual reporting by the BET Executive Team to Education Committee

## **9. Monitoring arrangements**

The CEO will update the progress towards delivering the equalities objectives at least every year and will report the information to the BET Board annually. The Board will review the Trust's equality objectives at least every four years. LGBs will report on the progress towards delivering their School's equality objectives annually to the Board as well as a broad outline of any other matters relevant to the School's public sector equality duty.

## **10. Links with other policies**

This document links to the following policies in particular:

- Accessibility plan
- SEND Policy
- BET Dignity at Work Policy
- BET Staff Equality Policy
- Health and Safety Policy
- AntiBullying and Harassment Policy
- Behaviour Policy
- Member School's Equality Objectives