

**This policy sets out our approach to equality for Tees Valley Collaborative Trust.**

**Section 8 sets out the Equality Objectives for the Trust.**

**Section 9 sets out the Equality Objectives for Prior Pursglove College & Stockton Sixth Form College**

### 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.

### 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 requires 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 the 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 daily to the CEO, academy headteachers and local governing bodies.

### **3.2 The local governing body**

- The local governing bodies will, for their school:
- Meet with the designated member of staff for equality every year to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full board of trustees regarding any issues.

### **3.3 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.

### **3.4 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 governing bodies, 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 year.

Each school has a designated member of staff for monitoring equality issues. They make 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 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 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 publish 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
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics
- Policies and programs in place to address equality concerns from staff.
- Information from staff surveys

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 small number of staff or pupils to preserve their confidentiality.

## **6. Fostering and 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 various 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 collaborate 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 made up 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 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 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. Trust-wide quality objectives**

### **Objective 1**

Undertake an analysis of recruitment data in terms of staff and governors/trustees and trends regarding race, gender, and disability each year, and report on this to the Search committee of the Trust and, for individual schools to the local governing body.

*Why we have chosen this objective:* to ensure that all groups are well-represented in our workforce.

*To achieve this objective, we plan to:* anonymise the shortlisting process, and include a statement in our job adverts stating our commitment to diverse recruitment.

### **Objective 2**

Have in place a reasonable adjustment agreement for all staff with disabilities by March 2024, to meet their needs better and ensure that any disadvantages they experience are addressed.

*Why we have chosen this objective:* to increase staff productivity and to reduce staff absence.

*To achieve this objective, we plan to:* share our commitment to making reasonable adjustments, support flexible working wherever possible, use occupational health and risk assessments to address issues identified.

### **Objective 3**

Increase the representation of teachers, other staff, governors, and trustees from local black and minority ethnic communities over a 3-year period (from this July to July in 3 years' time), so that this group increases from 1% to 3%.

*Why we have chosen this objective:* Black and minority ethnic communities are under-represented in the Trust's workforce and governance as compared to pupil ratios.

To achieve this objective, we plan to: Make pupils and parents aware of our vacancies to encourage friends and family to work with us.

#### **Objective 4**

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 (Sept 2023)

*Why we have chosen this objective:* to raise awareness of the potential for unconscious bias in recruitment.

*To achieve this objective, we plan to:* train staff and governors in unconscious bias to reduce this risk.

#### **Objective 5**

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January 2024, to help address the under-representation of people with disabilities in the school workforce.

*Why we have chosen this objective:* To increase the likelihood of attracting applicants with disabilities; to show our commitment to equality and diversity to external audiences.

*To achieve this objective, we plan to:* add the relevant logo to recruitment documentation.

### **9. School/College objectives**

#### **Objective 1**

Ensure that students with protected characteristics achieve and succeed in line with their peers; any gaps in achievement and participation rates are analysed robustly and interventions are put in place to improve their performance in line with national benchmarks (on average score point (ASP), retention and destinations).

This will be extended to students with PC's taking part in cultural capital and extra-curricular activities.

*Why we have chosen this objective:* To ensure all students in our care and education receive equality of opportunity and fair access to learning regardless of their background. Measure the impact of extra-curricular activities.

*To achieve this objective, we plan to:* Continue to set targets for leaders, managers, and teachers for enhancing achievement in ASP, retention, and destinations. These are measured in staff reviews and scrutinised after each KAG with interventions put in place where gaps seem prevalent.

#### **Objective 2**

Ensure that resources are allocated and embedded in procuring provision for EHE, EHCP, LDD and NEETs in both boroughs – a significant rise in numbers for post-16 has been realised over the last year (22/23).

*Why we have chosen this objective:* To address the local curriculum and community needs, thereby harnessing equal access to education for all who may enter education as a second chance or missed opportunities in their early schooling (Targes for this set in the Strategic Plan 21/24)

*To achieve this objective, we plan to:* Retain and sustain a high-quality workforce and infrastructure in terms of staff and facilities that can provide level two and below education. The sector average is 12% for sub level 3 in SFCs – we will aim at this benchmark or better.

### Objective 3

Make the toilets/washrooms more accessible and safer for students with non-binary gender identity, EHCP/SEN students and those who wish to undertake ritual washing before daily prayers.

*Why we have chosen this objective:* To provide a safe and private facility that treats students with dignity and care regardless of their beliefs and needs.

*To achieve this objective, we plan to:* Undertake a baseline survey for costings, location, and quantity of individual cubicles vs student population. Have a two-to-three-year plan to fully accomplish all facilities to be in individual cubicles. Identify resources/funding to complete this task.

\*School Objectives to be agreed by Local Governing Bodies in June 2023

### 10. 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 board of trustees at least every 3 years.

This document will be approved by the board of trustees and Local Governing Bodies.

### 11. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk assessment

<b>Date of last approval</b>	March 2020
<b>Review interval</b>	3 Years
<b>Responsible Officer</b>	CEO
<b>Approval/Review body (ies) &amp; Date</b>	Extended Executive team March 2023 Trustees March 2023 LBG
<b>Date of next review</b>	March 2026
<b>Public file location</b>	TVCT SharePoint -Policies

This Policy has been subject to an Equality Impact Assessment by:

Author/Reviewer: JB

SLT/EET: March 2023

Governors/Trustees