



LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

Equality, Information and Objectives Policy

For use across all Academy schools and Trust Central within the Lux Mundi Catholic Academy

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Lux Mundi Catholic Academy Trust Mission/Vision Statement

- To be united as an outstanding Catholic educating and worshipping community, promoting spiritual, academic and moral growth.
- To enable all pupils and the wider community to learn so that they fulfil their potential and aspirations, growing and flourishing together as God has called us to do.
- To be a place of harmony, working in partnership to promote justice, respect, service, inclusiveness and collaboration as a community where all are equally valued and loved.
- To work together utilising our resources to ensure high quality teaching and learning and an ambitious, engaging, enriching and rewarding curriculum.

1. Aims

Our trust aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our trust aims to promote respect for difference and diversity in accordance with our values, such as stated in our mission/vision statement.

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/carers
- › 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 / head of school, local governing body, link equality trustee].

3.2 The [link equality trustee / local governing bodies / link local governor

The link equality trustee / local governing bodies / link local governor will, for their schools:

- › Meet with the designated member of staff for equality every term, and other relevant staff members, 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/head of school

The headteacher/head of school will, for their school:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors
- › Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

3.4 The designated member of staff for equality

The designated member of staff for equality will, for their school:

- › Support the headteacher/head of school in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the link equality trustee or local governing body / link local governor of their school every term to raise and discuss any issues
- › Support the headteacher/head of school in identifying any staff training needs, and deliver training as necessary

3.5 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 that 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 specific needs of people who have a particular characteristic
- › 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 publish information to show:

- › The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- › Gender pay-gap reporting and other pay equality issues (this is a statutory requirement for trusts with 250 or more employees)
- › The profile of staff at different stages of employment including recruitment, training, promotion and leavers
- › 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 and complaints of discrimination and other prohibited conduct
- › Policies and programmes in place to address equality concerns from staff
- › Information from staff surveys and/or trade unions
- › Records weighing the equality outcomes of important decisions including evidence used to make decisions

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 not publish 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
- › Making pupils aware of our behaviour and anti-bullying policies
- › 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/carers 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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

As a trust, we are required to publish equality information every year:

Objective 1

Undertake an analysis of recruitment data and trends in regard to race, disability or any gender pay gap and report on this to the staffing and pay sub-committee of the governing board.

Objective 2

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

Objective 3

Increase the representation of teachers from local Black and minority ethnic communities over a 4-year period so that this group increases from 10% to 25% of the teaching workforce.

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. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

9. Monitoring arrangements

The board of trustees/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 / CEO] annually to ensure compliance with the PSED.

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

This document will be approved by board of trustees

School-specific equality objectives will be approved by local governing body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment policy
- SEN information report
- SEND policy