



# DBAT

# Equality Objectives

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### 1) Overview

**The Equality Act 2010** was introduced to ensure protection from discrimination, harassment, and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

The Act defines protected characteristics as follows:

- *race*
- *disability*
- *religion or belief*
- *gender*
- *sexual orientation*
- *gender reassignment*
- *pregnancy or maternity*
- *age*
- *marriage and civil partnership*

These protected characteristics apply to pupils, prospective pupils, staff, prospective staff or anybody they are associated with, exception for 'age' and 'marriage and civil partnership' which do not apply to pupils and prospective pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty.

## 2) The Public Sector Equality Duty

The **Public Sector Equality Duty** requires all public organisations, including schools, to give due regard to the need (in relation to the protected characteristics above) to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between different groups
3. Foster good relations between different groups

All public organisations, including schools, are required to:

1. Publish information to show compliance with the Equality Duty.
2. Publish equality objectives at least every four years. These objectives should be specific, measurable, attainable, relevant and time bound.

## 3) DBAT Equality Objectives

### 3.1 Objective 1: Building awareness

Ensure that individual academies are focusing on their own equality objectives. To do this, the Trust will seek to raise awareness through training and communications, as well as reviewing whether academy objectives are in place and progressing.

#### Action:

- Awareness building for Directors, central staff and Academy Council members.
- Standardise a self-reporting format to log and track progress of individual academies' equality objectives.
- Focus on progress annually at Heads' meetings.

### 3.2 Objective 2: Organisational culture

Develop an organisation that respects and maintains a positive culture of equalities.

#### Action:

- Recruitment processes to include clear promotion in advertising and scenario-based interview questions.
- Commitment to inclusivity and equality in our 'visions and values', translated into action through staff induction and handbooks.

### 3.3 Objective 3: Consistent achievement

Advance achievement consistently across all groups of pupils. This will be facilitated by monitoring and analysing data and acting on any trends or patterns which show a requirement to provide additional support.

#### Action:

- Hold school leaders to account for the pupil progress and attainment for different sub-groups (e.g. individual schools, boys vs. girls, Pupil Premium, SEN, Children in Care).

- Annual reporting to officers on issues identified and actions take to address any progress / attainment gaps.
- Regular review of sub-group performance during officers' core visits.

### **3.4 Objective 4: Engagement**

Raise levels of parental and pupil engagement in learning and school life. This will be facilitated by monitoring attendance, engagement and feedback.

#### **Action:**

- Schools to monitor attendance of all groups of parents at events and meetings.
- Schools to monitor attendance of pupils, communicating concerns with School Improvement Partner.
- Utilising questionnaires and surveys which gauge the level of engagement and offer opportunity for suggestions for improvement.
- Schools to implement a plan to improve levels of engagement as appropriate (e.g. delivering home to school communications in other languages)

## History of most recent Policy changes (must be completed)

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
2017	Whole document	New document	Change in legislation
Dec 2021	Whole document	Objectives reviewed by CEO and Executive Director of Learning	Requirement to review every four years

Policy Owner	<b>Main Board</b>
Date Adopted	<b>December 2021</b>
Review Date	<b>December 2025</b>
Level	<b>Level 1</b>
<i>DBAT Policy levels:</i>	
LEVEL 1	DBAT policy for adoption (no changes can be made by the Academy Council; the Academy Council must adopt the policy)
LEVEL 2	DBAT policy for adoption and local approval, with areas for the Academy to update regarding local practice (the main body of the policy cannot be changed)
LEVEL 3	DBAT model policy that the Academy can adopt if it wishes
LEVEL 4	Local policy to be approved by the Academy Council