



PROSPER
LEARNING TRUST

Equality information and objectives

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Responsible Officer	CEO

Contents

1. Aims.....	3
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity.....	5
6. Fostering good relations.....	5
7. Equality considerations in decision-making.....	6
8. Equality objectives.....	7
9. Monitoring arrangements.....	8
10. Links with other policies.....	8

1. Aims

Prosper Learning 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 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 Department for Education (DfE) guidance: The Equality Act 2010 and schools and complies 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, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for implementation of this policy to Headteachers and Heads of School
- Delegate responsibility for monitoring the achievement of the objectives to the Local Governing Body of each Academy

The Local Governing Body of each Academy will:

- Appoint an Equality Link Governor
- Report to the Board of Trustees through the Standards Committee every year on progress towards the objectives

The Equality Link Governor will:

- Meet with appropriate staff members, to discuss progress towards objectives and any equality issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Local Governing Body on progress towards objectives and any equality issues and how these are being addressed

Headteachers/Heads of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Facilitate regular training in school
- Monitor success in achieving the objectives and report back to the Equality Link Governor

All staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating Discrimination

Prosper Learning 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.

Staff 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 regular refresher training.

Each Academy has an Equality Link Governor. They regularly liaise with senior leaders regarding any issues and ensure governors are aware of these as appropriate.

5. Advancing Equality of Opportunity

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

- Removing or minimising disadvantages suffered by people which 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 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)

In fulfilling this aspect of the duty, each school will:

- Where appropriate, publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data, and other measures to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 our curriculum - This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas (eg 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
- Working with our local community - This includes 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 (eg school council has representatives from different year groups and from a range of backgrounds)
- All pupils are encouraged to participate in each school's activities, such as sports clubs
- 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 academy ensures it has due regard to equality considerations whenever significant decisions are made.

They consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, staff will consider whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

An Equality Impact Assessment, to show we have actively considered our equality duties and asked ourselves relevant questions will be added to the end of risk assessments.

The record will be completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality Objectives (January 2018)

Objective 1: Ensure wherever possible that the pupils enrolled in academies across Prosper Learning Trust have access to a broad and balanced curriculum that gives them the same opportunities as their peers from mainstream schools.

Why we have chosen this objective: This objective links closely with the trust's Vision and Ethos.

To achieve this objective we plan to: Regularly review curricula in all of the Prosper schools to ensure alignment, where appropriate, with the National Curriculum and offers from mainstream schools.

Progress we are making towards this objective:

All schools have designed their curriculum to meet the needs of all pupils for 19-20 academic year.

Objective 2: Analyse school leavers' data from each school and use this to implement interventions to increase the resilience of those pupils making age appropriate transitions to Post 16 education, employment or training.

Why we have chosen this objective: We recognise the particular importance of preparing vulnerable pupils for transitions at Post 16 to give them an equal chance to their peers of succeeding in education, employment or training.

To achieve this objective we plan to:

- Appoint a CEIAG, whose focus is to co-ordinate Post 16 transitions across Prosper Learning Trust
- Each academy will tailor careers programs to ensure pupils leave their school prepared for the next step

Progress we are making towards this objective:

Prosper: A CEIAG has been appointed, who is working with all schools to improve careers provision and coordinate programs individual to each cohort (Sept 2019).

NBS: Interventions to prepare pupils for the next step to Post 16 have been developed including college visits, careers fairs and interviews

MAA: Pupils have been involved in individual careers interviews and a careers fair at the school

TBS (from 1st April 2019):

Objective 3: Ensure all members of staff have had at least one session of equality training during the review period.

Why we have chosen this objective: This objective will confirm that all staff are aware of the Public Sector Equality Duty and their responsibility to promote equal opportunity in schools

To achieve this objective we plan to:

Ensure general equality training is provided for all staff on induction and arrange full staff training before January 2022

Progress we are making towards this objective:

Prosper:

NBS: Whole trust equality training held 03/09/18

MAA: Whole trust equality training held 03/09/18

TBS (from 1st April 2019):

9. Monitoring arrangements

The Data Manager will update the equality information we publish, each year.

This document will be reviewed and approved by the Standards Committee at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policies