

Date of last review:	May 2019	Review period:	Annual
Date of next review:	May 2020	Owner:	Director of Finance and Business



Equality Information and Objectives

1. Vision

The vision and ambition for Magna Learning Partnership is that outcomes and life chances for all children and young people in the Trust are improved, allowing individuals to flourish and grow in an equal society.

Our core values ensure that we provide opportunities for all, that we work collaboratively and that we are aspirational for all our children, young people and staff, striving for greatness and supporting all to succeed.

2. 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

3. 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](#).

This document also complies with our funding agreement and articles of association.



The Equality Act 2010 protects staff and pupils/students from discrimination and harassment based on protected characteristics. The protected characteristics are:

- Disability
- Ethnicity and race
- Gender (Sex)
- Gender identity and reassignment
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual orientation
- Age
- Marriage and Civil Partnerships

4. Roles and Responsibilities

The Trust board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated by the Trust, and that they are reviewed and updated at least once every four years
- Monitor the achievement of Trust objectives
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher/principal of each academy.
- Ensure familiarity with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The Chief Executive Officer, together with Headteachers and Principal of the academies will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils/students
- Monitor success in achieving the objectives and report back to Local Governing Boards and The Trust Board

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

5. 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.

Staff, Trustees and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

Staff receive appropriate training on the Equality Act.

6. 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 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 characteristic to participate fully in any activities

7. 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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding collective worship and assemblies dealing with relevant issues. We will also invite external speakers to contribute as appropriate
- 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 foster good relations between different groups of pupils/students within the academy, for example, through a School Council. All pupils and students are encouraged to participate in the academy's activities, such as sports clubs. We also 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

8. Equality Considerations in Decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made.

The Trust always considers the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, the academy may consider whether the trip:

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

9. Equality Objectives

Trust Objectives

Objective 1: Undertake an analysis of the gender pay gap and report on this to the Resources Committee and consider any action required. We know that there is a significant gender pay gap across the education sector as a whole.

Academy Objectives

Objective 2: Review the attainment of all learning groups (equality of opportunity) and direct additional specific intervention to any group that is failing to attain the desired outcomes. Magna Learning Partnership's objectives in each academy are published on each academy's website. These include:

Pupils whose ethnic background is recorded as Gypsy Traveller

The Trust works closely with the specialists in the Wiltshire Traveller Education Service and individual support, transition and attendance plans are prepared on a needs-basis to assist these pupils.

Girls/Boys

We aim to promote equality of opportunity between girls and boys and to ensure that any achievement gap between genders is closed.

Pupils with Special Educational Needs

We recognise and celebrate the diversity of ability within our academies and seek to ensure that all children and young people have equal access to a broad and balanced curriculum that enables full participation.

SEND and Mental Health

Our Equality Objectives address pupil and student mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.

Information about the support provided by our academies for pupils/students with special education needs and for disabled pupils is detailed in the SEN section of the academy websites.

Faith and Belief

As a Trust which includes Church schools, we recognise how important faith and belief can be as part of a young person's developing identity, whether this relates to a specific faith or belief, or whether this relates to wider belief systems, or morals and ethics.

We are committed to supporting all our young people as they develop a personal relationship with their own set of values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life.

The Trust recognises that discrimination on the grounds of religion or belief is a global concern, and our academies actively promote tolerance and respect.



Gender Identity and Sexual Orientation

This is one of the fastest changing areas of equality. We therefore make full use of support and guidance from the Diocese, LA and other appropriate bodies, on the best ways to create a resilient whole-school community that supports all pupils, including lesbian, gay, bisexual and transgender pupils (LGBT+) and those pupils uncertain about their gender identity/sexual orientation.

Pupils learning English as an Additional Language

10. Monitoring arrangements

The Trust will update the equality information we publish, described in above, at least every year.

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

This document will be approved by the Standards Committee.