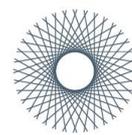


# Equality Objectives 2022-2023



AGORA  
LEARNING  
PARTNERSHIP

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DATE FIRST ISSUED: September 2018

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DATE LAST REVIEWED September 2022

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NEXT REVIEW DATE: September 2023

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APPROVED BY: Board of Trustees

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APPROVAL DATE: October 2022

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## 1. How the Trust meets its equality obligations

- a. To eliminate unlawful discrimination, harassment and victimisation, the Trust:
  - a. Tracks the academic performance of all children in Trust schools
  - b. Requires individual schools to monitor the academic performance of DfE recognised groups of pupils: those with special educational needs; disadvantaged pupils (i.e. pupils in receipt of the pupil premium grant and eligible for free school meals); pupils according to their ethnic origin; pupils according to gender; pupils with English as an additional language. In addition the Trust requires schools to monitor the academic performance of pupils with protected characteristics and any groups that may be identified over time.
  - c. Tracks the cause of serious incidents and complaints
  - d. Publishes an annual gender pay gap report
  - e. Makes its academies across the Trust aware of the requirements of the Equalities Act
  - f. Ensures leaders are offered relevant training opportunities
  - g. Is determined to comply with the non-discrimination provisions and take due regard to this across our range of policies
- b. To advance equality of opportunity, the Trust:
  - a. Will remove or minimise disadvantages which are connected to a particular or protected characteristic where this characteristic has been declared to the Trust
  - b. Takes steps to meet the particular needs of people who declare a particular or protected characteristic
  - c. Will encourage people who have a particular characteristic to participate fully in any activities and support them to do so
  - d. Analyses attainment data which shows how all pupils are performing to help to identify whether there are areas of inequality which may need to be addressed;

- e. Will ensure its academies give due regard to the importance of advancing equality of opportunity, and ensure academies include information about the steps they have taken in response to their analysis of the available data; and
  - f. Will ensure equality of access to those with protected characteristics to CPD and opportunities for advancement
  - g. Offers continuing professional development opportunities to support all staff
  - h. Offers training to encourage leaders to actively review the provision Trust-wide and makes changes where appropriate to ensure equality of opportunity
- c. To foster good relations between people, the Trust:
- a. Will promote good relations between people and groups of all kinds ensuring this is inherent in many things which our academies do as a matter of course.
  - b. Ensures the academies, through their curriculum, (including religious education and personal, social, health and economic education) promote tolerance and friendship and share understanding of a range of religions or cultures.
  - c. Will ensure that the behaviour and anti-bullying policies of individual academies have due regard to this
  - d. Has launched Trust-wide values, which includes value of 'respect'

## 2. Equality Objectives 2021-24

Our equality objectives are based on our analysis of data and other information.

1. To ensure that all staff and governors/Trustees are aware of current legislation relating to equality and diversity and that all governors/Trustees and staff understand the Trust's responsibility in this area
2. To draw from the skills, knowledge and expertise of external professionals, and from stake holder feedback, to review and evaluate provision across the Trust, making improvements as required through careful strategic planning
3. To monitor and analyse pupil achievement and act on any trends or patterns in the data that require additional support for pupils
4. Through each academy's curriculum, to promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our academy communities
5. Through each academy's curriculum, to promote an awareness, understanding and respect of all groups of people, including in relation to all the protected characteristics
6. To support each academy to annually review, revise and develop the curriculum so that it represents a diverse culture and society and encourages tolerance and respect and an understanding of British values
7. To raise levels of parental and pupil engagement in learning and academy life, across all activities, including regular attendance to ensure equity and fairness in access and engagement.
8. To narrow gaps in progress between all groups of pupils and ensure that all groups of pupils are supported to make strong progress and achieve of their best, relative to their starting point. In particular, the Trust Board expects schools to monitor and take action to address any progress gaps evident between pupils in recognised DfE groups including pupils who are disadvantaged (i.e. pupils in receipt of the pupil premium grant); pupils with special educational needs; pupils with English as an additional language; pupils according to their ethnic origin and

- pupils according to their gender. In addition, the characteristics of individual pupils outside these definitions are also taken into account when monitoring progress, including that of any particular group that may be identified over time.
9. To monitor the incidence of the use of homophobic, sexist and racist language by pupils in our academies and act swiftly to eliminate such incidents
  10. To respond to requests to provide information in a range of formats to support all members of the Trust's communities to engage and participate
  11. To review the Trust estate with reference to access
  12. To promote the Trust-wide values that promote the above

### 3. Equality Targets 2021-2024

Our equality targets are designed to track the Trust's progress in meeting its equality objectives.

1. **Area: Pupil achievement:** Reduce the gap at key stage 2 for disadvantaged pupils with the achievement of 'other' pupils

#### *Baseline Position*

*The most recent validated Key Stage 2 test data is from 2019. Trust Leaders will analyse the data from 2022 once it is validated and use the outcomes as the baseline for the work of the Trust in 2022-2023*

#### How will we measure success?

- a. Reducing the gap to below national (Date TBC)
2. **Area: Equality of opportunity:** Ensure that there is equality of opportunity in advancement for those staff with declared protected characteristics

#### Baseline position

In July 2018 the percentage of staff who believe or believe strongly that the Trust demonstrates a commitment to equality and diversity was 83%; this increased to 89% in 2021 but declined in 2022 to 83%

#### How will we measure success?

The proportion of staff who believe or believe strongly that the Trust demonstrates a commitment to equality and diversity will increase over time

3. **Area: Impact of policies and procedures:** Improve the Trust's awareness of its impact on those with protected characteristics.

#### Baseline Position

The Trust's HR policies have been developed using templates devised by a body that considers those with protected characteristics and in consultation with relevant professional associations.

#### How will we measure success?

- a. Every academy will have current equality targets published on their websites and a review date

- b. All Trust wide policies are reviewed in accordance with the Trust's policy review schedule and amended (as appropriate)
- c. Ongoing improvement in the proportion of staff who believe or believe strongly that the Trust demonstrates a commitment to equality and diversity

### Equality Policies and Targets – Trust Academies

The Trust holds a common Equalities Statement. Individual academies statements, policies and targets may be found at the links below:

Alban Wood Primary School and Nursery – [link](#)  
Bromet Primary School – [link](#)  
The Grange Academy – [link](#)  
Meryfield Community Primary School – [link](#)  
The Orchard Primary School – 2017-2021 - [link](#)  
Oxhey Wood Primary School – [link](#)  
Warren Dell Primary School - 2016-2019: [link](#)  
Waterside Academy – [link](#)  
Wilbury Junior School – [link](#)