



**The Cornovii Trust**

## **Equality Policy**

**Effective from September 2022**

**The Trustees of The Cornovii Trust (TCT) adopted this policy on:  
1<sup>st</sup> November 2022**

**Shared for information with the LGB of:  
Alsager School  
Brine Leas School  
Alsager Highfields Primary  
Audlem St James CofE Primary School  
Weston Primary School**

**Chair of TCT Trustees: Janet Furber**

**Signature:**

**Date:**

# Equality Policy

## 1. 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.

## 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

## 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 Governing Boards, staff, pupils, and parents.
- 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 to the CEO.

### 3.2 Local Governing Boards

Local Governing Boards will:

- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the Board of Trustees regarding any issues.

### • 3.3 Headteachers

The Headteacher 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.

### **3.4 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 regularly.

Each school has a designated member of staff for monitoring equality issues. Members of staff 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 which are connected by 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).

### **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 above data 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 monitor the following:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Recruitment and retention rates for staff with different protected characteristics
- 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 for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

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 suppress 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.
- 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 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.

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**

The Trust is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

To achieve this, the Trust has established the following objectives:

- To ensure that staff, Trustees and Governors are aware of current legislation surrounding equality and diversity and understand the Trust's responsibility.
- To ensure the Trust actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race, and religion.
- Ensuring that all pupils irrespective of their needs or background have full access to all areas of school life.

## **9. Monitoring arrangements**

- The CEO will update the equality information we publish, described in sections [4 to 7 above], at least every year.
- The Board of Trustees will review this document at least every 4 years.
- The Board of Trustees will approve this document.

## **10. Links with other policies**

- This document links to the following policies:
  - Accessibility plan for each school
  - Risk assessment for each school