



Equality information and objectives

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This policy sets out our approach to equality and the equality objectives for Summit Learning Trust. Section 8 sets out the equality objectives for our Trust and for Solihull Sixth Form College.

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 academies 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 the [Department for Education \(DfE\) advice for academies on the Equality Act](#), the [technical guidance for academies from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).

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

3. Roles and responsibilities

Our CEO, supported by our Board of Trustees, leads the vision and values of Anti-Discrimination and the promotion of Diversity, Equality and Inclusion (ADDEI) across our Trust.

Our Director of Human Resources is responsible for the oversight of gathering equalities information from our staff and providing analysis and information to the academies, the Executive Team and to the Trust Board.

Our Education Directors and the Director of the Professional Learning Institute are responsible for ensuring that all academy leaders prioritise ADDEI work in their academies, and for providing high quality training and information for all staff. Principals are responsible for delivering a curriculum informed by ADDEI and for educating all learners in ADDEI values.

Our Executive Directors are responsible for ensuring that their teams take part in all relevant training and promoting the ADDEI values in all their work.

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 governors, staff, learners and parents, and that they are reviewed and updated at least once every 2 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the academy Principals and local governing body of each academy

3.2 The local governing bodies

The local governing body will, for their academies:

- › Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they are familiar with all relevant legislation and the contents of this document

- › Attend appropriate equality and diversity training
- › Report back to the full board of trustees regarding any issues

3.3 The Principal

The Principal will, for their academy:

- › Promote knowledge and understanding of the equality objectives amongst staff and learners
- › Monitor success in achieving the objectives and report back to governors

3.4 The designated member of staff for equality

Louise Dale-Barron the designated member of staff for equality will, for Solihull Sixth Form College:

- › Support the Principal and our Trust in promoting knowledge and understanding of the equality objectives amongst staff and learners
- › Report to the Local Governing Body every term to raise and discuss any issues
- › Support the Principal in identifying any staff training needs, and organise training as necessary in liaison with our Education Directors and PLI Director
- › Liaise with Equality representatives across our Trust to drive this programme forward

3.5 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. Challenging and Eliminating discrimination

Our Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

It is the role of all staff to actively challenge discrimination amongst staff and pupils; our expectation is that all staff will be the champions of inclusion, equality and diversity in our Trust and our academies.

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 every September. As part of our ADDEI programme, all staff have a series of mandatory training sessions, and also have access to a wide range of equalities training across the year through our Professional Learning Institute, and access to a wide range of reading and support materials.

Our Trust has an ADDEI Steering Group which meets termly to consider progress against the roadmap and feedback from Academy ADDEI Steering Groups which also meet termly.

In addition, staff are invited to join expert equality pillar groups to further extend their knowledge and understanding of ADDEI matters in our four key pillars. A half-termly ADDEI newsletter is produced for and distributed to all staff.

Each academy has a designated member of staff for monitoring equality issues, and an equality link local governor. They 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 connected by a particular characteristic
- › 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 (e.g. encouraging all learners to be involved in the full range of academy societies; encouraging all staff to participate in events)

5.1 Publishing information about learners

In fulfilling this aspect of the duty our Trust will at all times adhere to the requirements of GDPR. There will be no compulsion for any learners to disclose any identification with a protected characteristic. We understand that this will result in limited data but we aim to create safe environments in our academies for as many learners as possible to feel confident to share their own identification. We will, for every academy:

- › Publish attainment data for each academy each academic year showing how learners 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 learners

Relevant information about each academy will be published on their individual websites.

5.2 Publishing information about staff

In addition to the information about learners, we will consider how our activities as an employer affect staff with protected characteristics. In fulfilling this aspect of the duty our Trust will at all times adhere to the requirements of GDPR. There will be no compulsion for any staff to disclose any identification with a protected characteristic. We understand that this will result in limited data but we aim to create safe environments. As a Trust, we will publish information to show:

- › 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 learners will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or learners to preserve their confidentiality.

6. Fostering good relations

Our Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- › Promoting acceptance, belonging, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes lessons delivered in the Academic Coaching programme, curriculum and work of the Student Development team.
- › Making sure learners work with their local community. This includes each academy inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between different groups of learners within each academy. For example, academy councils have representatives from different year groups and are formed of learners from a range of backgrounds. All learners are encouraged to participate in their academies' activities, such as sports clubs. Academies also work with parents to promote knowledge and understanding of different cultures
- › Academies develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach
- › In our recruitment processes, where possible have representation of protected characteristics on interview panels.

7. Equality considerations in decision-making

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

In all of our academies, we will always consider the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to learners with disabilities
- › Has equivalent facilities for all learners irrespective of their gender

The academy 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 academy 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

Objective 1: Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Finance and Resources Committee via the agreed HR dashboards and narrative. Include analysis of promotion and progression by colleagues with protected characteristics.

Trust Objective

Why we have chosen this objective: although our gender pay gap is decreasing, it is not yet good enough. Our current staffing and leadership profile does not reflect our local communities sufficiently well.

To achieve this objective we plan to: highlight areas for action with our LGBs and our Trust Board to influence recruitment and retention policies and appropriate changes; raise leadership awareness still further to ensure that progression and promotion are equally accessed.

Progress we are making towards this objective: Our gender pay gap is decreasing. Our awareness of the need to address this issue has grown significantly.

Objective 2: Have in place a reasonable adjustment agreement for all staff with disabilities by December 2022, to meet their needs better and ensure that any disadvantages they experience are addressed.

Trust and Academy objective

Why we have chosen this objective: we want to support all staff to belong fully to our Trust and our academies and to support all staff to achieve their potential regardless of their disability. We recognise the importance of representation of those with a disability for our learners and young people, and embrace our responsibility to improving representation as a public body.

To achieve this objective we plan to: Draft and consult on a reasonable adjustment agreement by September 2022.

Progress we are making towards this objective: draft completed.

Objective 3: Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January 2023, to help address the under-representation of people with disabilities in the academy workforce.

Trust Objective

Why we have chosen this objective: to improve the under-representation of people with disabilities across our Trust by increasing applications from people with disabilities

To achieve this objective we plan to: Ensure the 'two ticks' symbol on all job adverts from Jan 2023

Progress we are making towards this objective: Discussion and consultation underway

Objective 4: Increase the representation of staff from local black and minority ethnic communities over a 4-year period (from this July 2022 to July 2026 in 4 years' time), so that this group increases from 10% to 25% of the Summit workforce including leadership.

Trust Objective

Why we have chosen this objective: we need to ensure that our staff body better reflects the student body in terms of ethnic heritage to ensure that learners see strong representation in our profession. This is not positive discrimination; the best candidate will always be appointed regardless of their background.

To achieve this objective we plan to: Use the analysis from Objective 1 to inform a recruitment action plan and policy to be put in place from September 2022. We will review our advertising process to ensure that high calibre PC colleagues are attracted to work in our Trust.

Progress we are making towards this objective: Awareness raising and review of policies underway.

Objective 5: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Trust Objective

Why we have chosen this objective: to support our work on improving representation of those with protected characteristics across our Trust through raising awareness and ensuring systemic delivery of non-discriminatory processes

To achieve this objective we plan to: ensure training is in place in summer 2022

Progress we are making towards this objective: planning training sessions for those involved in interviewing

Objective 6: To reduce significant achievement gaps between those students with protected characteristics and those without protected characteristics.

Academy Objective

Why we have chosen this objective: We are fiercely ambitious for all our pupils and challenge them to do their best, every lesson, every day. We check their achievement and progress against the highest national standards. This ensures that we are always looking for ways to improve, and that we insist, relentlessly, on the highest standards of teaching and learning.

To achieve this objective we plan to: use data to analyse variances in achievements and take action to close gaps between male/female, white/BME and learners with learning difficulties and those without.

Progress we are making towards this objective: reporting from the MIS system has been developed to allow analysis by protected characteristic and to also investigate any intersectionality.

Objective 7: To ensure that all students have an equal chance to become successful independent learners.

Academy Objective

Why we have chosen this objective: We are committed to continually developing our teaching and learning practice so that the student experience is of the same consistently high standard. We aim to promote and support healthy struggle and enjoyment in learning new things to enable students to succeed at sixth form and in their next steps to higher education or employment.

To achieve this objective we plan to: plan and use activities that take account of different starting points and curriculum teams will work through "ASPIRE", the College's learning culture, in their planning and self-evaluation.

Progress we are making towards this objective: The VESPA mindset has been embedded in Academic Coaching to support students in having and achieving high expectations for themselves and increasingly independent. The CPD programme supports the achievement of this objective.

Objective 8: To celebrate Equality and Diversity to ensure that all those with protected characteristics can play a full part in the College community and ultimately wider society.

Academy Objective

Why we have chosen this objective: We are committed to developing a diverse and inclusive college where staff, students and stakeholders of all backgrounds and experience feel safe, valued, included and engaged.

To achieve this objective we plan to: reinforce British Values in lessons so students understand how these relate to their daily lives. Students will understand the importance of anti-discrimination through the Academic Coaching programme and the celebration of diversity across college.

Progress we are making towards this objective: All students are given the opportunity to participate in a range of enrichments, societies, trips and visits regardless of background. The Academic Coaxing programme includes discrete sessions with an equality focus.

Objective 9: To ensure that a consistently high proportion of students regardless of background achieve positive and appropriate destinations.

Academy Objective

Why we have chosen this objective: Progression after sixth form is a key transition point in a young person's life.

To achieve this objective we plan to: support students from widening participation postcodes to access the support arrangements available to them.

Progress we are making towards this objective: All students are given the opportunity to participate in a range of enrichments, societies, trips and visits regardless of background. The Academic Coaxing programme includes discrete sessions with an equality focus. The College provides excellent information, advice and

guidance to young people from their first point of contact with us as they explore their post 16 study options right through to the completion of their studies and their future career paths.

9. Monitoring arrangements

The CEO will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the Board of Trustees at least every 2 years.

The equality objectives will be reviewed by the CEO and published at least once every 2 years.

Academy-specific equality objectives will be reviewed by the Principal and Chair of LGB every 2 years.

This document will be approved by the Board of Trustees.

Academy-specific equality objectives will be approved by LGB.

10. Links with other policies

This document links to the following policies:

- Equality and Diversity Policy
- Accessibility plan
- Risk assessment
- Behaviour policy