

# EQUALITY STATEMENT

With effect from February 2020



*This Policy is reviewed by the Trust Board upon either a change in legislation and / or by request of Local Governing Committees within our schools. Minor content changes are made over the course of the Academic Year.*

<b>Chair of Trust Board</b>
Signature 
Print Name  Roger Fern

**Halifax Primary School**

**Prince of Wales Road**

**Ipswich**

**IP2 8PY**

**Registered England and Wales Company Number 1065009**

*WHERE LEARNING IS UNSTOPPABLE AND ASPIRATIONS HAVE NO LIMITS*

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All schools within Orwell Multi Academy Trust are committed to meeting the Public Sector Equality Duty (PSED) 2011, and acknowledge that in carrying out our functions, we are required to have due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics – between people who share a characteristic and people who do not share it

The Equality Act protected characteristics are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

## Vision & Values

Orwell Multi Academy Trust is founded on a belief that collaboration unlocks the potential to create excellent school communities where learning is unstoppable and aspirations have no limits.

To achieve this vision, we will ensure the following values:

- *Inclusivity*; we will ensure that all members of the community are equally valued.
- *Integrity*; we will ensure that all actions that we take are in line with our visions and values.
- *Innovation*; we will look beyond the known and be prepared to take risks in the relentless pursuit of excellence.
- *Influence*; we will use the skills and expertise from within the Trust to inspire and empower other school communities.

To achieve this, we will:

- Retain, train and recruit the best staff at all levels.
- Research, develop and implement the best practice.
- Make learning irresistible, relevant and life-enhancing.
- Promote excellence through high expectations and aspirations for success

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## Equality Objectives

We are working towards the following core equality objectives which apply to all our schools:

- to ensure that arrangements for pupil admissions across the schools are fair and non-discriminatory;
- to model teaching and learning behaviours that avoid labelling
- to minimise any achievement differences between different groups;
- to ensure that all vulnerable groups with a protected characteristic meet achievement and progress targets;
- to ensure children with a protected characteristic are fairly represented and included in activities and supporting interventions across the school;
- to promote cultural development and understanding through a rich range of experiences, both in and beyond our schools through our curriculum.

These objectives run through all aspects of our curriculum offer and our approach to high quality teaching.

The schools can demonstrate that they are meeting their equality duty through reference to the following:

- the implementation of our admissions policy
- school performance data
- anti-bullying and behaviour policies
- school development plans
- curriculum materials
- Trust board, committee and local governing committee minutes

We are working towards the following core equality objective:

- To minimise barriers to employment and staff progression within the Trust through use of fair and safe recruitment and selection practices which focus on the competencies required for the job and our values

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We can demonstrate that we are meeting our equality duty through reference to the following:

- The implementation of our recruitment & selection policy & guidance, and safer recruitment practices.
- Regular staffing reports to the Trust board, and committees.

The Trust monitors recruitment to ensure that it reflects the communities that we serve, but always ensures that we appoint the best candidate for the post. We monitor the gender, ethnicity and disability of any candidates, and record the percentage appointed under each category. If our appointments do not reflect the communities, then we are able to state why this had been.