



The Calder Learning Trust

Equality information and objectives policy

Approved by: R. Kelly

Date: Jan 2025

Last reviewed on: December 2024

Next review due by: January 2026

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with The Trust's vision and values:

Across The Calder Learning Trust, we strive for everybody, every day to be and do their very best, so that they can realise their dreams and aspirations.

We aim to equip our students with the knowledge, skills, resilience and confidence to achieve excellence in academic, creative and sporting activities and to develop their cultural appreciation and acceptance, so they are ready to succeed in an ever-changing world.

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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, governors, parents/carers, visitors and partner agencies - who we have engaged with and who will contribute to the ongoing development of our policy and equalities work.

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to 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 four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mr R Kelly. They will:

- Meet with the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff 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 school 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 and governors 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 briefings. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DIE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to 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)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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 own pupils

6. Fostering good relations

The school 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 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
- 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 deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

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

The school always considers 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 boys and girls

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

Our equality objectives, as agreed with the Governing Body are:

1. To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our school community
2. To monitor and promote the involvement of all groups of students in the extracurricular life of the school
3. To actively close gaps in attainment and achievement between students and all groups of students; especially boys, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups
4. To ensure accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching
5. To provide role models for all students, ensuring diversity in the staff body, visiting speakers and in leadership roles
6. To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across so that our students see and can be seen
7. To ensure equality of opportunity and experience for all staff

9. Monitoring arrangements

- The equality link governor will meet with the designated members of staff for equality on an annual basis to review and discuss actions against the objectives in section 8 above and report back to the Governing Body.
- The governing board and headteachers will update the equality information we publish, [described in sections 4 to 7 above], at least every year.
- This document will be reviewed by governing board at least every 4 years.
- This document will be approved by governing board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Admissions policy
- Behaviour policy
- SEND Policy
- Recruitment and selection policy
- All other employment policies

11. The Calder Learning Trust Context

The Staff and Student Profile for The Calder Learning Trust April 2024 is as follows:

Students on roll on 18 January 2024 (Spring Census):

	Stu dents	Ma le	Fe male	F S M	P P	E A L	SE N	I n C a r e	Ad op t e d	Ma le (%)	Fe ma le (%)	F S M (%)	P P (%)	E A L (%)	SE N (%)	I n C a r e (%)	Ad op t e d (%)
Year R	14	6	8	0	0	0	1	0	0	43	57	0	0	0	7	0	0
Year 1	15	7	8	2	2	0	5	0	0	47	53	13	13	0	33	0	0
Year 2	13	6	7	1	2	0	0	0	1	46	54	8	15	0	0	0	8
Year 3	8	5	3	0	1	0	1	0	1	63	38	0	13	0	13	0	13
Year 4	11	2	9	2	2	0	2	0	0	18	82	18	18	0	18	0	0
Year 5	11	8	3	0	0	0	3	0	0	73	27	0	0	0	27	0	0
Year 6	14	7	7	0	3	0	2	0	1	50	50	0	21	0	14	0	7
Year 7	261	124	137	59	58	20	43	1	6	48	52	23	22	8	16	0	2
Year 8	232	105	127	59	62	18	49	1	4	45	55	25	27	8	21	0	2
Year 9	237	124	113	62	58	17	42	1	2	52	48	26	24	7	18	0	1
Year 10	255	122	133	54	60	20	55	4	7	48	52	21	24	8	22	2	3
Year 11	259	125	134	47	48	20	54	1	2	48	52	18	19	8	21	0	1
Tota l	1330	641	689	286	296	95	257	8	24	48	52	22	22	7	19	1	2

SEN

	Students	Percentage
No SEN	1075	81%
SEN	256	19%
EHCP	44	3%
SEN Support	212	16%

Gender

	Students	Percentage
Female	689	52%
Male	641	48%

Ethnicity

	Students	Percentage	Sub-Group Description
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AOTH	4	0.3%	Any other Asian background
BOTH	2	0.2%	Any other Black background
OOTH	3	0.2%	Any other ethnic group
MOTH	19	1.4%	Any other Mixed background
WOTH	33	2.5%	Any other White background
BAFR	3	0.2%	Black - African
BCRB	2	0.2%	Black Caribbean
NOBT	4	0.3%	Information not yet obtained
APKN	88	6.6%	Pakistani
REFU	1	0.1%	Refused
WBRI	1104	83.0%	White - British
WIRI	2	0.2%	White - Irish
MWAS	31	2.3%	White and Asian
NWBA	8	0.6%	White and Black African
NWMC	26	2.0%	White and Black Caribbean

Religion

	Students	Percentage
Buddhist	3	0.2%
Christian	375	28.2%
Jewish	1	0.1%
Muslim	103	7.4%
No Religion	769	57.8%
Other Religion	26	2.0%
Refused	32	2.4%
No Reply	22	1.7%

Free School Meals

	Students	Percentage
No FSM	1044	79%
FSM	286	21%

Pupil Premium

	Students	Percentage
No PP	1032	78%
PP	298	22%

Staff by Age Range (December 2023 Workforce Census)

	Count	Percentage
Under 25	5	2.7%
25 – 29	16	8.5%

30 – 34	24	12.7%
35 – 39	33	17.5%
40 – 44	28	14.8%
45 – 49	23	12.2%
50 – 54	24	12.7%
55 – 59	20	10.6%
60 and over	16	8.5%
Total	189	

Staff Disability

	Count	Percentage
Yes	3	1.6%
No	59	31.2%
No Information	127	67.2%

Staff Ethnicity

	Count	Percentage
Asian or Asian British, Indian	2	1.1%
Asian or Asian British, Pakistani	5	2.6%
Mixed, any Mixed background	1	0.5%
Not Obtained	10	5.3%
White, any White background	2	1.1%
White, British	168	88.9%
White, Irish	1	0.5%

Staff by Religion and Belief

	Count	Percentage
Christian	16	8.5%
Muslim	1	0.5%
Not Collected	18	9.5%
Blank	154	81.5%