

**ILLUMINATE MINDS TRUST**

**EQUALITY  
MONITORING  
STATEMENT**



# **ILLUMINATE MINDS TRUST**

## **EQUALITY INFORMATION AND OBJECTIVES**

### **Aims**

Our Trust 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

### **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.

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

### **Roles and responsibilities**

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 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality, diversity and inclusion link trustee is Danielle Egonu.

They will:

- Meet with the designated member of staff for equality every term, Beverley Evans (Director of SEND, Safeguarding and Inclusion) 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 Trust Board regarding any issues.
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The CEO and Head Teachers 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, diversity and inclusion is Beverley Evans, Director of SEND, Safeguarding and Inclusion will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link trustee every term to raise and discuss any issues
- Support the headteachers 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.

### **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. Our trust is fully committed to inclusion and believes that our school communities encourage all pupils and staff to experience a sense of being valued as individuals and belonging.

Staff, trustees and local 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.

The trust has a designated member of staff for monitoring equality issues, and an equality, diversity and inclusion trustee. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

### **Advancing equality of opportunity**

As set out in the DfE 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. ensuring our classrooms are autism friendly)
- 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 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 own pupils

### **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 schools. The Trust is committed to the promotion of positive relationships through its Relationships and Behaviour Policy and promotes a sense of all pupils belonging through restorative practices and a trauma-informed culture. For example, our school council / Pupil Parliament 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 cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **Equality considerations in decision-making**

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

The Trust 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

### **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 staffing and pay sub-committee of the governing board.

Why we have chosen this objective: To ensure that our staff team are diverse and representative of our pupil population.

To achieve this objective we plan to: Train our staff in Unconscious Bias and adhere to Safer Recruitment practices as well as using standardized shortlisting grids to inform decisions purely on the basis of the person specification for the role.

Progress we are making towards this objective: Our staff team is increasing in representation and diversity.

#### **Objective 2**

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: We welcome staff with different strengths and talents and will consider all reasonable adjustments to enable this to be achieved in the context of the school.

To achieve this objective we plan to: Use risk assessments, OH advice and dialogue with staff to try to overcome barriers and increase inclusion.

Progress we are making towards this objective: We have commissioned a new OH provider and HR service which has introduced greater rigour.

### **Objective 3**

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time).

Why we have chosen this objective: To reflect our pupil population and ensure that all pupils observe positive adult role models in our trust community.

To achieve this objective we plan to: Encourage applicants from diverse backgrounds to apply for roles in our schools.

Progress we are making towards this objective: There has been an increase in staff from diverse backgrounds over the last year.

### **Objective 4**

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.

Why we have chosen this objective: To ensure that local governors and trustees recognise their roles in promoting and monitoring equality objectives in our schools and Trust.

To achieve this objective we plan to: Source appropriate training for Local Governors and Trustees.

Progress we are making towards this objective: To be actioned.

### **Objective 5**

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

Why we have chosen this objective: To assure ourselves of fair and transparent practices where selection is based only on the person specification.

To achieve this objective we plan to: Introduce the "two ticks" process onto advertisements for vacancies and use anonymized applications for selection processes.

Progress we are making towards this objective: Not yet in place.

### **Monitoring arrangements**

The Director of SEND, Safeguarding and Inclusion will update the equality information we publish at least every year.

This document will be reviewed by the CEO at least every 4 years.

This document will be approved by the Trust Board.

### **Links with other policies**

This document links to the following policies:

- > Individual schools' accessibility plans
- > Risk assessment Policy
- > SEND Policy
- > Relationships and Behaviour Policy
- > Curriculum Policy

**Autumn 2022**

**To be reviewed: Autumn 2025**