



Trust Equality Information and Objectives

Date of Last Review: September 2021

Status: Statutory

GB responsibility: Trust Board

Staff Lead: Ahson Mohammed

Review Process: 4 Yearly

Location: R:\SLT\Policies

Date of Next Review: Autumn 2022

CEO: Mr Ahson Mohammed

The 'Compass Education Trust Limited' is a charitable company limited by guarantee.
Registered company no: 07666213. Registered office: The Billericay School, School Road, Billericay, CM12 9LH

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

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.

3. Roles and responsibilities

The governing board of each school will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the schools, including to staff, pupils and parents, and that the published equality information is updated every year and the objectives are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to their headteacher

The governing board 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 trust board regarding any issues

The headteachers will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors
- Raise and discuss any issues with the governing board
- Identify 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 trust policies include reference to the importance of avoiding discrimination and other prohibited conduct.

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 to a particular characteristic they have (e.g. pupils with disabilities)
- 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 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

6. Fostering good relations

The schools aim 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.

- 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 cultures
- 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

8. Equality objectives

- To narrow the gender attainment and progress gap between boys and girls across the curriculum particularly in subjects requiring extended writing skills.
- To achieve this we have a whole-school focus on 'extended writing' and are reviewing the curriculum to ensure that gaps in vocabulary and writing skills do not hinder boys ability to write clearly.

1. Billericay - To increase the percentage of 'white British' boys achieving a Grade 5+ (Strong Pass) in English, Mathematics, and six other GCSE subjects, including those included in the Progress 8 measure.

- To achieve this we have a whole-school focus on independent learning and parental engagement with learning beyond the school day.

Bromfords - To improve the outcomes of Upper Ability students across the curriculum

2. Billericay - To increase the percentage of identified SEND students who achieve Grade 4+ (Standard Pass) in English and Maths.

- To achieve this we have reviewed and amended the way in which we share information about the barriers to learning our SEND students face, with staff.

Bromfords - To increase the percentage of disadvantaged students who achieve Grade 4+ (Standard Pass) in English and Maths.

- This objective has been chosen because the school's Progress 8 Score indicated that PPG students were not making progress in line with their peers in all cases.

9. Monitoring arrangements

The trust board will recommend any update to the equality information we publish at least every year.

This document will be reviewed by trust board at least every 4 years.

This document will be approved by trust board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment