



Brook Learning Trust

# Equality and Diversity Objectives: Progress Review 2017-18

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## Equality and Diversity Objectives: Progress Review 2017-18

BLT is committed to equality and values diversity as an employer and a provider of education. We recognise that the public sector equality duty has three aims and they are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who have a shared characteristic and those who do not.

BLT annually reviews how well we achieve these aims with regard to the protected groups under the Equality Act, and as listed in the scope of the Equality and Diversity Policy, and this report reviews progress against the 2017–21 equality objectives, which were published in October 2017. It covers the academic year 2017 - 2018. It is intended to act as a benchmark against which we will measure our progress on the objectives over the coming years. The equality objectives relate to our practice as an employer and provider of education within the school sector.

We set ourselves six objectives for annual review:

Objective	Review
<ul style="list-style-type: none"> <li>• To ensure that staff and those within BLT's governance structure are aware of current legislation surrounding equality and diversity and understand the academy's responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• The policy sits with the highest level of accountability within our trust, reflecting the importance we give to equality and diversity</li> <li>• We promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of employees' work and students' experience</li> <li>• We promote equality of opportunity within all of our recruitment activity and monitoring by: promoting the policy and Trust commitment within job information and at the point of application; seeking applicant monitoring information to allow analysis on fairness of opportunity and potential discrimination during recruitment and selection campaigns; enquiring consistently about reasonable adjustments to be made at interview stage; enquiring consistently during medical assessments and OH referrals for existing staff whether the Equalities Act is likely to apply and taking action as appropriate to support staff within the workplace</li> <li>• Induction training for all staff focuses on equalities issues</li> </ul>

	<p>and alerts employees and volunteers to our policy</p> <ul style="list-style-type: none"> <li>Allegations of bullying and harassment are investigated quickly, action is taken and incidents are resolved informally under relevant procedures if possible. Training is put in place to improve knowledge of awareness where applicable. No formal escalation of incidents upheld during 2017 – 18</li> <li>All academy councillors are asked to undertake Prevent training and a number of staff in each academy have Prevent training</li> <li>Our scheme of delegation enables those involved in governance to understand their responsibility for equality: the section ‘Principles underlying the operation of governance’ is explicit about this responsibility</li> <li>The training for academy councillors to support understanding of equality legislation is scheduled Term 1 2018/19</li> <li>Reporting to academy councillors includes information on equalities issues including racist and homophobic bullying.</li> </ul>
<ul style="list-style-type: none"> <li>To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our community</li> </ul>	<ul style="list-style-type: none"> <li>CEO research into Unconscious Bias Training (UBT) and its effectiveness (Equality and Human Rights Commission Report 113)</li> <li>The taught curriculum in all academies promotes cultural understanding and awareness and religious tolerance</li> <li>Tracking systems to monitor Incidents of student intolerance due to religious belief will be set up 2018/19</li> <li>Visiting speakers, trips and visits are planned to promote understanding and tolerance.</li> </ul>
<ul style="list-style-type: none"> <li>Actively close gaps in attainment and achievement between students for all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after</li> </ul>	<ul style="list-style-type: none"> <li>BLT works to reduce gaps in attainment and achievement and planned action is set out in AIPs and the BLT Business Plan</li> <li>Reducing gaps in attainment and achievement forms part of academy self-evaluation and standards panel monitoring and is reflected in evaluation of leadership and</li> </ul>

<p>children and students from minority ethnic groups</p>	<p>management</p> <ul style="list-style-type: none"> <li>• BLT SENCo hub has been established: purpose is to support achievement of those with special educational needs. New software is in place for 2018/19 to enable the use of pupil passports which provide a greater level of detail about individual student's needs.</li> <li>• Add relevant data from 2018 outcomes will be added to this report when data checking exercise completed</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to improve accessibility across the school for students, staff and visitors with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• BLT has secured a new build at HWA which will address accessibility issues on that site</li> <li>• BLT has worked closely with PFI provider to improve accessibility to TEA for those with disabilities however this work remains a focus as all PFI deliverables not yet in place.</li> </ul>
<ul style="list-style-type: none"> <li>• Monitor the incidence of the use of homophobic, sexist and racist language by students in the academy community</li> </ul>	<ul style="list-style-type: none"> <li>• Incidence of discriminatory language by students are monitored at academy level and reported to academy council</li> <li>• Monitoring 2017-18: 11 incidents reported across the three academies during 2017-18. In each case action was taken involving educating the student, involving parents / guardians and a sanction in line with the academy's behaviour policy.</li> </ul>
<ul style="list-style-type: none"> <li>• To review and revise the curriculum so that it encourages tolerance and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum review found: All three academies promote British Values including respect and tolerance and devote time to explicitly exploring what they mean through assemblies and activities. PSHE and RE curriculum offers cover attitudes, relationships and raise awareness of the benefits of a diverse society. Each academy has an active student council who are encouraged to embody and promote respect and tolerance in their activities.</li> </ul>

