

| Equality Information and Objectives Statement (Public Sector Equality Duty) | |
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| Policy Ref: | Gen 014 |
| Purpose | To confirm the approach to equality across our Trust. |
| Issue date: | October 2022 |
| Review Date | October 2024 |

We have a vision for education that builds pathways for all, focusing on personal strengths, academic progress, character development and progress to employment. This is linked to lifelong learning, professional development and community involvement. We want to remove barriers to achievement and to inspire individuals by setting their learning in the context of their future aspirations.

Victorious Academies Trust Equality Objectives

1. Each academy within the Trust has their own equality objectives, dependent on their current demographic and annual review. As a whole Trust we aim to:
 - a. Provide a secure environment in which all our children can flourish and achieve under the five outcomes of: be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being;
 - b. Include and value the contribution of all families to demonstrate our understanding of equality and diversity;
 - c. Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
 - d. Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
 - e. Make inclusion a thread that runs through all of the activities of the setting;
 - f. Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
 - g. Plan systematically to improve our understanding and promotion of diversity; and
 - h. Actively challenge discrimination and disadvantage.

2. We will promote the equality duty across our multi academy trust by:
 - Collating and analysing information and data on all aspects of Trust and school life to ensure that policies and practices are attuned to the needs of different groups of pupils.
 - Analysing school performance data, on progress and attainment, to identify vulnerable groups of children and implement strategies to narrow the gap between them, the remainder of the cohort and national attainment averages.
 - Eliminating potential discrimination to balance the interests of our pupils ensuring best possible educational outcomes; for example guaranteeing accessibility for disabled pupils around the academy site and during field trips / educational visits.
 - Ensuring a stimulating and engaging learning environment that will meet the needs of all our pupils regardless of sex, race, disability, or sexuality.
 - Providing additional support for those with disability or special educational needs to ensure that they are able to fully access the curriculum.
 - Upholding standards of good behaviour outlined in our behaviour and safeguarding policies to ensure all pupils feel safe and secure.
 - Promoting a sense of social conscience and aspiration amongst all groups of children enabling them to maximize their full potential as learner, citizen and human being.
 - Supporting effective partnerships by encouraging initiatives among pupils, parents, carers, and members of the local community.

Current Objectives:

| | Objective: | Action: | Impact: |
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| 1 | To analyse performance related data to narrow the gap for identified vulnerable groups. - | Analysis of assessments will be carried out on a regular basis, at Senior Leadership level at our academies, to identify vulnerable groups. Regular updates on progress and attainment of vulnerable groups will be provided to the academy leaders, Governors and the Trust. Performance management meetings with regularly assess the impact of planned interventions as well highlighting where adjustments need to be made. Funding will be made available to support interventions / strategies. | Gaps between identified groups and remainder of the cohort will be narrowed. Children identified within vulnerable groups will achieve at least the national average in terms of attainment |
| 2 | To review Trust and communication systems / methods to promote a sense of social cohesion across all stakeholders across the Trust and within the school communities. | To review key communication methods to enable greater access to key information for non-English speakers. | Members of the non-English speaking community feel a greater sense of inclusion / have access to key information such as admissions / free school meals etc. Improved participation / response to events / information from members of the academy community whose participation was previously considered low. |
| 3 | To foster a sense of tolerance and empathy of difference: race, faith, sexuality and disability. - | Review PHSCE curriculum where appropriate across the academy, in light of emerging equality issues. Focused curriculum weeks and links with partner schools around selected themes. Time table class assemblies / circle time to discuss themes linked to objective. Provide opportunities for children to participate in activities / events with children of different race, faith, sexuality and disability. | Children demonstrate, in their behaviour and school work, an improved tolerance and empathy of difference: race, faith, sexuality and disability. |
| 4 | To analyse recruitment procedures to ensure that wherever possible the diversity of staff across the Trust and our academies showcases our commitment. | Review the current documentation to ensure that applicants are aware of our commitment to the duty. | As the Trust and our academies grows we have a diverse staff group. |