DANES EDUCATIONAL TRUST

EQUALITY POLICY
The Beaconsfield School

Responsibilities

To determine and approve policy and ensure compliance – the Board of the Danes Educational Trust (the Board)

Approval:	Education Committee 2 July 2024		
Sub Committee:	Education	**Date of Policy**	July 2024
Executive Adviser:	CEO	**Scheduled Review**	July 2028

To implement, deliver and comply – the CEO, Headteachers and School Boards

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1. AIMS

Danes Educational 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

Our Trust is committed to building a fair and inclusive culture where everyone can thrive and be at their best by embracing the differences they bring. Evidenced by our core values we recognise the importance of a safe and respectful place to work for our staff and pupils, where there is no place for inequality of any kind.

This policy works alongside our Staff Equal Opportunities and Dignity at Work Policy.

Whilst not included in the public sector equality duty, we also recognise that improving social mobility is fundamental in ensuring equality of provision. Social mobility refers to how a person's socio-economic situation improves or declines relative to that of their parents or throughout their lifetime. According to the 2022 OECD Risks that Matter Survey, nearly 80% of respondents across 27 OECD countries believed that economic inequality should be reduced or that more should be done to ensure equal opportunity. Each school within the trust monitors the work they do linked to improving social mobility through their Pupil Premium strategy. 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 Trust Board will:

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

The equality link governor in each school will:

- Meet with the designated member of staff for equality twice per year, 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 school board regarding any issues

The headteacher will:

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

The designated member of staff for equality in each school will:

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

All Trust and school staff are expected to have regard to this document and to work to achieve the objectives as set out for each school on their website.

4. ELIMINATING DISCRIMINATION (PUPIL / STAFF / COMMUNITY)

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 through an Equality Impact Assessment.

Staff equality is covered within our Equal Opportunities and Dignity at Work policy.

Staff, trustees 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 training every year. This training includes making our wider community (including parents) welcome in all Trust schools by fostering good relations across all characteristics and people who do not share it.

Each 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 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, 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 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 Trust 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 parents and local communities. 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, school councils having representatives from different year groups and being formed of Pupils from a range of backgrounds. All Pupils being encouraged to participate in the school's activities, such as sports clubs. 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 Trust ensures it has due regard to equality considerations whenever significant decisions are made.

Each school always considers the impact of significant decisions on particular groups. For example, when a school visit 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

Each 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 on the visit request form when planning school visits and activities. The record is completed by the member of staff organising the activity and is stored with the original visit request form. The template in Appendix A is included in each school's visit request form.

8. EQUALITY OBJECTIVES

Each school will publish a set of equality objectives specific to their context using the template shown in Appendix B.

9. MONITORING ARRANGEMENTS

The link governor for equalities will meet with the member of staff with responsibility for monitoring equality issues at least twice per year to discuss equality issues.

In the Autumn Term, the designated member of staff with responsibility for monitoring equality issues will review the school equality objectives and update the template. This will go to the local school board December meeting, where it will be reviewed and published on the school website.

This document will be reviewed and approved by the Trust Education Committee at least every 4 years.

10. LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility plan
- School visits

APPENDIX A: EQUALITY IMPACT ASSESSMENT SECTION FOR SCHOOL VISITS REQUEST FORM

Do you think this trip will have a positive or negative impact on pupils because of their:

	Positive	Negative	None/negligible	Reasons for your decision How might it impact?
Age				
Disadvantaged pupils				
Vulnerable pupils				
SEND - Cognition and learning needs - Communication and interaction needs - Sensory and physical needs - Social, emotional and mental health needs - Medical condition				
Sex - Male - Female				
Gender reassignment				
Race				
Religion or belief				
Sexual orientation				

APPENDIX B: SCHOOL EQUALITY OBJECTIVES TEMPLATE

DANES EDUCATIONAL TRUST

Equality Objectives

School	The Beaconsfield School	**Date of report**	February 2026
Equality objective	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making: (completed as part of review process in Autumn Term each year)
• To reduce within-school variation between disadvantaged students and their peers by the end of key stage four	Students eligible for free school meals do not attend school as frequently as non- disadvantaged peers, they are also more likely to leave the school with 5 GCSE's including English & Maths at grades 9-4, which has a significant impact on future life chances.	Enact our attendance strategy through effective monitoring and mentoring Enact our pupil premium strategy through targeted academic support for disadvantaged students	
• To equip students and staff to be able to challenge microaggressions to address all forms of discrimination within the school community	Students have highlighted that although racism is rare within the school, some members of the school community still experience microaggressions and greater understanding and education is needed to change people's behaviour	Provide staff training on discrimination and microaggressions Provide mentors and sixth form mentors for students	

• To provide opportunities for greater awareness and appreciation of all cultures, languages and beliefs within our school and wider community	The student body of the school is more diverse than the staff body at the school. The school wants to ensure that every member of our community has an awareness of a diverse range of beliefs and cultures which make up the total of the wider community we serve. To ensure respect and tolerance for all permeate through our school.	Provide a DEIB student voice group, who will regularly lead assemblies and events such as culture day to ensure diversity in all forms is embraced Ensure a thorough assembly and PSHE programme covering a range of cultures, religions and beliefs to ensure all students are well educated on tolerance and diversity	

Equality Impact Assessment Form

People responsible for overseeing the EIA
Chris Marks (Director of Education)
Name of the policy, procedure or project
Equality Policy (DET)
What is the main purposes or aims of the policy, procedure or project?
● 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
Who will be the beneficiaries of the policy, procedure or project?
All staff, pupils, Trustees, governors and families. Staff are also covered in a link staff policy
Have you consulted on this policy, procedure or project?
With The Head of HR and Head of Governance and Compliance

Complete the following table and give reasons/comments for where:

The policy, procedure or project could have a positive impact on any person or group because of one of the following aspects of their identity (this includes equality of opportunity of access)

The policy, procedure or project could have a negative impact on, or disadvantage, a person or group because of one of the following aspects of their identity.

(At this stage, it is important to consider the requirements placed upon a school as per the Equality Act 2010.)

Groups	Positive impact		Negative impact		Comments
	High	Low	High	Low	
Race	x				This policy is the Equality policy and takes into account recent updates. It outlines how the Trust and each school will monitor equality objectives.
Religion or belief	x				As above
Sexual orientation	x				As above
Sex	x				As above
Disability	x				As above
Age	x				As above
Gender reassignment	x				As above
Pregnancy and maternity	x				As above

Marriage and civil partnership	x				As above

Where there is negative impact, what actions could be taken to amend the policy, procedure or project to minimise the negative impact?
n/a
If there is no evidence that the policy, procedure or project promotes equality, equal opportunities or improves relationships between people with different protected characteristics, what amendments could be made to achieve this?
n/a
How will the policy, procedure or project be implemented including any necessary training?
Policy will be ratified by DET Trustees and then shared with each school for adoption. Each school will prepare an annual equalities objective document and place it on their website.