



# MacIntyre Academies

## Equality Statement & Objectives

2024-2028

Version	Purpose/ Change	Responsibility	Date
2024-2025	<ul style="list-style-type: none"><li>New version</li></ul>	Group Director	June 2024

**Person Responsible:** Group Director  
**Date of first draft:** Jun 2024  
**Date adopted by the Trust Board:** Jun 2024  
**Date of implementation:** Jun 2024  
**Dates reviewed:** n/a  
**Date of next review:** Jun 2028

## 1. Introduction

- 1.1 At MacIntyre Academies Trust (MAT or ‘the Trust’), is committed to promoting equality, diversity, and inclusion in all aspects of our work, in accordance with the Public Sector Equality Duty (PSED) outlined in the Equality Act 2010.
- 1.2 We value and respect the unique perspectives, backgrounds, and experiences of every individual within our community, acknowledging and protecting the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- 1.3 This document meets the requirements under the following legislation:
  - a) The [Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.
  - b) 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.
  - c) This document is also based on Department of Education’s (DfE) guidance: [The Equality Act 2010 and schools](#).
- 1.4 This document also complies with the Trust’s funding agreement and articles of association.
- 1.5 The Trust aims to ensure that every pupil feels safe and valued, is happy and achieves success. In all aspects of our delivery, we are committed to ensuring fairness and equality; this includes through the application of our employee policies and procedures; the delivery of our Ambitious Curriculum, and our pastoral support and extra-curricular activities.

## 2. Roles and responsibilities

- 2.1 The Trust Board will:
  - a) Familiarise itself with all relevant legislation and contents of this document.
  - b) Be mindful of its legal duties under the Equality Act 2010 during meetings, seeking further advice and guidance where required.
  - c) Ensure that the equality information and objectives as set out in this statement are published on both school and Trust websites.
  - d) Ensure that Trust wide equality information is updated and published at least every year, and that the objectives are reviewed and updated at least every four years.
  - e) Ensure arrangements are in place for regular staff and governor training.
  - f) Delegate the achievement of the Trust’s equalities objectives to the Group Director for Education and Children Services (CEO).
  - g) Review the Trust’s equality information and monitor progress against its equality objectives by 30<sup>th</sup> March each year.
- 2.2 Local Advisory Boards will:
  - a) Familiarise themselves with all relevant legislation and the contents of this document.
  - b) Be mindful of their legal duties under the Equality Act 2010 during meetings, seeking further advice and guidance as required.
  - c) 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.
  - d) Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years.
  - e) Delegate responsibility for monitoring the achievement of the objectives to the Principal.
- 2.3 Academy Principals / the Head of Care at Endeavour House will:
  - a) Set, review and report against 2 Local Equality Objectives on an annual basis.

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- b) Ensure that the importance of equality and diversity is given a high profile and regularly reinforced to staff and pupils.
  - c) Promote knowledge and understanding of the equality objectives amongst staff and pupils.
  - d) Track and review the extent to which the Academy is successful in meeting its objectives.
  - e) Provide the Local Advisory Board with a written update by 30<sup>th</sup> March each year on the Academy's equalities information and progress against its objectives.
  - f) Plan Academy specific staff training as appropriate.
  - g) Appoint a designated member of staff to support them in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- 2.4** The designated member of staff will:
- a) Support the Principal/ Head of Care in promoting knowledge and understanding of equality issues among staff and pupils.
  - b) Support the Principal/ Head of Care in identifying issues and staff training needs as necessary.
  - c) Participate in a Trust wide Equalities Working Group.
- 2.5** All staff will have regard to this document and to work to achieve the objectives as set out in Section 8.

### **3. Eliminating discrimination**

- 3.1** The Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- 3.2** Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 3.3** Staff 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.
- 3.4** New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 2 years.
- 3.5** Each Academy in the Trust will appoint a designated member of staff for promoting and understanding equalities issues in their setting. They will regularly consult with senior managers regarding any issues.

### **4. Advancing equality of opportunity**

- 4.1** 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 connected to a particular characteristic they have (e.g., pupils with disabilities, or who are being subjected to homophobic bullying).
  - Taking steps to meet the needs of people who have a particular characteristic.
  - Encouraging people who have a particular characteristic to participate fully in any activities.
- 4.2** In fulfilling this aspect of the duty, the Trust and each of its academies will:
  - Publish data each academic year showing how pupils with different characteristics are performing.
  - Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.

## 5. 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.
- Collaborating with our local community. This includes inviting leaders of local faith groups to visit our Academies and organising 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, each of our Academies has a school council made up of representatives from different year groups and pupils from a range of backgrounds.
- We also collaborate with parents to promote knowledge and understanding of different cultures.

## 6. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made and we will maintain a written record (known as an Equality Impact Assessment – see appendix 2) to show we have actively considered our equality duties and asked ourselves relevant questions in formulating policies and approaches.

## 7. Trust Equality Objectives

The Trust will report on progress against these objectives on an annual basis for the next 4 years. Local Equality Objectives are also in place for each Academy (including Endeavour House). These will be reported against on an annual basis, and these objectives may be more fluid and be updated at every annual review, to address the needs of the academy.

- 7.1 **Trust wide objective 1:** We will establish an Equalities Working Group by the end of Term 1 in 2024/25 academic year, tasked with monitoring progress, evaluating initiatives, and promoting accountability in achieving our equality objectives.
- 7.2 **Trust wide objective 2:** Local Equality objectives will be defined for each setting, updates against these and any changes to them will be reported alongside the annual updates of these objectives. Read the local equality objectives in [Appendix 1](#).
- 7.3 **Trust wide objective 3:** We will ensure that all Trust policies are assessed through an Equalities Impact Assessment, evaluated by the Equalities Working Group, by the end of the 2026/27 academic year.
- 7.4 **Trust wide objective 4:** We will provide refresher training for all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination every two years.

- 7.5 Trust wide objective 5:** We will undertake an analysis of recruitment data and trends regarding race, disability and any gender pay gap every October, and report on this to the Trust Board Pay Panel.

## 8. Links to other policies

This document links to the following policies (not exhaustive):

Trust policies	Local level policies
MAT Recruitment Policy	SEN Policy
MAT Pay Policy	Admissions Policy
MAT Appraisal Policy	Behaviour Support Policy
MAT Code of Conduct	Exclusions Policy
MAT Bullying and Harassment Policy	Anti-bullying Policy
MAT Disciplinary Policy	Teaching and Learning Policy
MAT Equality and Diversity Policy	Curriculum Policy
MAT Grievance Policy	Safeguarding Policy
MAT Whistleblowing Policy	EAL Policy
MAT Recruitment and selection Policy	Attendance Policy
MAT Wellbeing Policy	Risk Assessment Policy
MAT Compassionate Schools Policy	

## APPENDIX 1:

### Local Academy Equality Objectives

 MacIntyre Academies <b>Endeavour Academy</b>	<p><b>Endeavour Academy Objective 1:</b> We will use a range of opportunities and events to ensure that all young people have access to activities which enrich their cultural knowledge and experience.</p> <p><b>Endeavour Academy Objective 2:</b> We will use our Trauma and Attachment informed practice to enable all young people to engage and make progress at Endeavour Academy.</p>
 MacIntyre Academies <b>Discovery Academy</b>	<p><b>Discovery Academy Objective 1:</b> We will provide safe spaces for LGBT+ pupils to meet and talk and signposting where appropriate for additional support.</p> <p><b>Discovery Academy Objective 2:</b> We will further embed our policy and practice regarding hate speech, how this is provided for through our curriculum offer, enrichment opportunities and ensure that timely referrals are made to external bodies where thresholds are met.</p>
 MacIntyre Academies <b>Quest Academy</b>	<p><b>Quest Academy Objective 1:</b> We will create safe spaces for LGBT+ students to gather and communicate, and we will direct them to additional support when needed.</p> <p><b>Quest Academy Objective 2:</b> We will strengthen our response in relation to the national increase in misogynistic views and associated behaviours to ensure that all pupils feel safe and supported in our school and know where to seek support outside it if it should arise.</p>
 MacIntyre Academies <b>Venture Academy</b>	<p><b>Venture Academy Objective 1:</b> We will commit to ensuring that every child has a chance to be immersed in another culture through the curriculum, supported by a clear programme of educational visits.</p> <p><b>Venture Academy Objective 2:</b> We will strengthen our response in relation to the national increase in misogynistic views and associated behaviours to ensure that all pupils feel safe and supported in our school and know where to seek support outside it if it should arise.</p>

**APPENDIX 2: EQUALITIES IMPACT ASSESSMENT TEMPLATE**

<b>EIA completed by:</b>	Include name and role
<b>Contributors to EIA:</b>	Include name and role of anyone else involved in writing EIA
<b>Date completed:</b>	

**Policy details**

<b>POLICY NAME AND PURPOSE</b>	
<b>LAST REVIEW</b>	
Include date and person responsible for last review	
<b>POLICY STATUS</b>	
New or existing	
<b>THIS POLICY WILL AFFECT</b>	
Add/delete groups: <ul style="list-style-type: none"><li>• Pupils</li><li>• Staff</li><li>• Governors/trustees</li><li>• Volunteers</li><li>• Visitors</li><li>• Parents</li></ul>	

## Impact analysis

- › Indicate what type of impact this policy will have for each group and explain why.
- › If a policy does not impact a group, tick the 'neutral impact' column and record this.
- › Remember that a policy may impact a group in multiple ways. For example, your curriculum policy may positively impact BAME pupils by promoting British values of mutual respect and tolerance, but negatively impact BAME pupils by failing to promote material that highlights a variety of cultures and ethnicities.

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex	✓			<p>Explain the impact you have recorded, and provide evidence for this, for example:</p> <ul style="list-style-type: none"> <li>• Consultations</li> <li>• Pupil data</li> <li>• National data, reports, and best practice advice</li> </ul>
Race				
Religion or belief				
Sexual orientation				
Gender reassignment				
Pregnancy or maternity				
Age				
Disability				

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Marriage or civil partnership				
You could also add non-protected characteristics that have a specific impact in your school, e.g.:	<ul style="list-style-type: none"> <li>• English as an additional language</li> <li>• Looked-after children</li> <li>• Families with separated parents</li> </ul>			

## Outcomes

### FINAL DECISION ON POLICY

Record your decision on what you will do with the policy/process after the results of the EIA. Either:

- Remove the policy (if it is not statutory)
- Adapt the policy to address the equality issues you've identified
- Keep the policy without change

Include details about the evidence used to come to this decision, and why you are doing it.

## **Monitoring arrangements**

<b>MONITORING ARRANGEMENTS</b>
<ul style="list-style-type: none"><li>• Details of how the EIA outcome will be monitored</li><li>• Evidence collected / data reviewed</li><li>• Policy review schedule</li><li>• Any further consultation or stakeholder engagement</li></ul>
<b>DATE OF NEXT POLICY REVIEW</b>