



Equality and Diversity Information and Objectives

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Kernow Learning is committed to providing a healthy working environment and improving the quality of working lives for all staff.

Kernow Learning aims to ensure that our values are embedded in everything we do as a Trust, and that staff are recognised as our greatest asset.

The Chartered Institute of Personnel and Development (CIPD) define wellbeing as:

‘Creating an environment to promote a state of contentment which allows an employee to flourish and achieve their full potential for the benefit of themselves and their organisation.’

Kernow Learning Trustees expect all staff to promote a culture of wellbeing. They are committed to supporting wellbeing in all work activities, policies, and practices, so that a positive environment can be created that is compatible with promoting staff engagement, performance, and achievement.

In this, and all Kernow Learning’s policies, staff can expect to be treated in line with Kernow Learning’s values and with due regard to their wellbeing.

1. Aims

Kernow Learning 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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and guidance from the [Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The board of trustees

The board of trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout our trust, including to Local Governing Body Members, staff, pupils and parents, and that they are reviewed and updated at least once every 3 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteachers of Kernow Learning schools, supported by their Local Governing Bodies.

3.2 The headteacher

The headteacher or head of school will, for their school:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

- Monitor success in achieving the objectives and report back to their Local Governing Body.

3.3 All staff across the trust

All staff across Kernow Learning are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

Kernow Learning 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.

Trustees, Local Governing Body members and all staff 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.

At each school the headteacher is the designated member of staff who is responsible for monitoring equality issues. Heads regularly liaise regarding any issues and make senior leaders and local 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 by 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 enrichment activities)

5.1 Publishing information about pupils

In fulfilling this aspect of the duty the trust will, for every school:

- Publish attainment data for each school each academic year showing how pupils with different characteristics are performing
- Analyse attainment data for each school to determine strengths and areas for improvement amongst pupils with different characteristics and implement actions in response to this information

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

5.2 Publishing information about staff

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will collate information on:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Recruitment of staff with different protected characteristics
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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 the 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
- Making sure pupils work with their local community. This includes each school 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 each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures
- Schools develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach.

7. Equality considerations in decision-making

Kernow Learning ensures it has due regard to equality considerations whenever significant decisions are made.

In all of our schools, we will always consider 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 all pupils irrespective of their gender

8. Equality objectives

Objective 1: Undertake an analysis of recruitment data and trends with regard to race, gender and disability bi-annually, and report on this to the Audit and Risk Committee of the Trustees

Why we have chosen this objective:

- Because we are aware that Cornwall has a lower proportion of BAME people in its population and yet we know how important it is to ensure diversity is represented within our schools.
- Because we are aware that we have significantly more females in senior leadership positions than men and yet we know how important it is for boys to experience more positive male role models in their daily lives.
- Because we are aware that we have very few staff with disabilities in our schools and yet we know how important it is for children to understand that people with disabilities can fulfil important roles in our schools.
- To achieve this objective we plan to: Widen the range of places / methods we use for recruitment to encourage people from a more diverse range of backgrounds and experiences to apply.

Objective 2: Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective:

- Because we want to make sure that we are meeting the needs of any staff that have disabilities so that they can fulfil their roles and maintain a positive well being

To achieve this objective we plan to: Encourage applications from a wider range of candidates. Work with staff to agree reasonable adjustments at appointment and regularly review agreements to ensure that needs continue to be met as they progress in their roles.

Objective 3: *Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information, to help address the under-representation of people with disabilities in the school workforce.*

Why we have chosen this objective:

- Because we are aware that we have very few staff with disabilities in our schools and yet we know how important it is for children to understand that people with disabilities can fulfil important roles in our schools.

To achieve this objective we plan to: Use overt symbols in our job adverts to encourage disabled applicants to apply. Widen the range of places / methods we use for recruitment to encourage people from a more diverse range of backgrounds and experiences to apply.

9. Monitoring arrangements

The CEO will review the equality information described in sections 4-7 above, at least annually.

This document will be reviewed by the Board of Trustees at least every 3 years.

This document will be approved by the Board of Trustees.

10. Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment

Staff Equality and Diversity Policy

Whistleblowing Policy