



# Akaal Primary School Derby

## Equality information and objectives 2023 - 2027

Approved by:	Trustees	Date: July 2023
Last reviewed on:	July 2023	

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This policy sets out our approach to equality and the equality objectives for Nishkam School Multi Academy Trust: Section 8 sets out the equality objectives for Akaal Primary School Derby.

## **Our Vision and Ethos**

Nishkam schools are Sikh ethos multi faith schools that take a distinctive approach to many traditional faith schools. The Nishkam School Trust education model is led by virtues such as, compassion, humility, service, contentment, optimism, trust and forgiveness. Virtues are prevalent throughout our teaching and learning model and are modelled by our pupils, staff and teachers. Our pupils explore the divine context of humanity and wonder of all creation and also learn from the wisdom of all religions and in doing so explore the infinite human potential to do good unconditionally. We support all pupils and staff to develop aspects of their own religious, spiritual or human identities. In service of God, we pray for guidance in this endeavour and forgiveness for the errors we may make.

### **1. Aims**

Our 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

### **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 the trust, including to governors, staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the School Leader.

#### **3.2 The School Leader**

The School Leader 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 governors
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

- Report back to the full board of trustees regarding any issues
- Identify any staff training needs and deliver training as necessary
- Raise any concerns with LGB as appropriate

### **3.3 All staff across the trust**

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

## **4. Eliminating discrimination**

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.

Trustees, Governors and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

They 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 societies)

## **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 schools 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
- 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
- Developing 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

The trust 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.

The 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 equality and is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

Objectives	Why we have chosen this objective:	To achieve this objective, we plan to:	Progress we are making towards this objective:
Family & Community Engagement, Involvement and Support	Governors wish to further develop and embed partnership working with parents, families and the community, resulting in cohesive promotion of the school by all stakeholders. This is in accordance with their key objective of ensuring the voices of stakeholders are heard.	<p>Develop the school as a community hub as envisaged in our original application to the DfE. A room in the building next to the hall was specially designed for this purpose. We want to strengthen the Home-School Link and visit families before a child joins the school and establish a continuous link with families to improve attendances: a role of Home/School coordinator is planned. This would increase after-school activities involving parents, eg homework help, faith advancement, holding social events, Punjabi classes and initiating new community projects through external funding.</p> <p>Issue a parents &amp; families questionnaire in Spring 2023, focusing on communications &amp; perceptions of the school. Results will be collated and followed up. Further consultations will be undertaken subsequently to include regular updates on the school environment.</p>	<p>The Office staff have been increased to provide greater focus and capacity on parental contact and attendance / absenteeism.</p> <p>The SLT makes a point of greeting parents every morning at the start of the school day.</p> <p>The questionnaire was issued and responses noted, which included approval of the above actions.</p>
Excellence in Education – Wider opportunities for the development of the whole self	The school achieved “Outstanding” in Personal Development in its Ofsted inspection of March 2022. A further review has identified further enhancements which could be made.	<p>Implement the SEND passport to ensure that pupils have SMART targets.</p> <p>Rigorously monitor progress and ensure SEND pupils are enabled to achieve in line with their peers.</p> <p>Devise and implement an effective learner passport (extension of the SEND passport) which includes attributes, human qualities, characteristics and other elements of the Personal Development curriculum as well as academic outcomes / achievements.</p> <p>Develop our behaviour management strategy in line with research-based guidance, to produce a strategy more in</p>	<p>The new SLT has improved and reinforced controls on the quality of data being obtained and used this to focus on these objectives.</p> <p>The Behaviour Policy has been upgraded, conveyed and understood by staff, parents and pupils, and enforced.</p>

		line with our ethos.	
Increased parental / family transparency & understanding of learning expectations.	We understand the fundamental requirement for our pupils' parents & families to understand the expectation of learners in each group, and why things are taught in the way they are. Many of our families represent different cultures and may have experienced education methods and systems in different parts of the world. It is important that these pupils are not disadvantaged as they adjust to the requirements of the National Curriculum.	We will share responsibility for pupils' successful attainment with parents by providing support to understand learning strategies and key approaches to specific concepts.	Regular workshops held for EYFS and Year groups with subjects including: Phonics, maths, SATS and multiplication check.  Regular Headteacher/Parent meetings.  Termly parents evenings

## 9. Monitoring arrangements

This document will be reviewed by the LGB annually.

School-specific equality objectives will be reviewed by the School Leader every 4 years.

This document will be approved by the Board of Trustees and school-specific equality objectives will be approved by the Local Governing Body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment