



MacIntyre  
Academies

**MacIntyre Academies Equality Objectives  
2020-2024**



## MacIntyre Academies

MacIntyre Academies publishes this document in accordance with The Public Sector Equality Duty 2011. The Equality Duty sets out three aims under the general duty for schools/academies and settings:

**1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.

**2. Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of protected groups where these are different from the needs of other people.

**3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

MacIntyre Academies has undertaken an internal review of our processes and practices in relation to the above duties (below).

In doing so we have been able to identify potential areas for improvement and have therefore set specific, measurable equality objectives. These objectives which are published below will be reviewed regularly and progress against the achievement of the objectives monitored over the next four-year period.



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### Compliance with the Equality Duty

PSED Aim	Advancing Equality	MAT relevant policies	MAT Procedures	Further Action
<b>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act</b>	By removing or minimising disadvantages suffered by people due to their protected characteristics.	Equal Opportunities Grievance Policy Bullying & Harassment Disciplinary Recruitment Recruitment of Ex-Offenders Pay Appraisal Code of Conduct Complaints	Robust recruitment and selection processes ensure a person specification and job description is compiled for each vacancy. Shortlisting is carried out independently by a panel of at least two persons. Equal opportunity data disclosed by potential candidates at the application stage is only accessible by Human Resources and is not made available to the recruitment panel. Candidates for employment or promotion are assessed objectively against the requirements for the role and using the MacIntyre Academies' competency based framework.	Continue to analyse data relating to the ethnic origin, gender, marital status, disability, sexual orientation, religion/beliefs and age composition of the existing workforce and of applicants for jobs (including promotion) and monitor and analyse on a regular basis.  Ensure fields are fully completed in the HR system where data is available.  Appropriate actions plans to be put in place to address any areas of concern identified as a result of the monitoring process.
			Data relating to ethnic origin, gender, marital status, disability, sexual orientation, religion/beliefs and age is collated for applicants in the applicant tracking systems and is reported on annually. Similarly, equality data is captured for employees in the HR system and is reported on annually.	
			Face to face Training for employees involved in the recruitment and selection of employees and volunteers and inclusion of equality information in induction.	
			Online Equality and Diversity Training is mandatory for all employees and is refreshed annually.	
			Salaries for new starters are calculated using the MacIntyre Academies pay scale framework, based on competencies, qualifications and experience. Pay progression along the MacIntyre Academies pay scale is reviewed annually for all staff and is based upon performance criteria as detailed in the Appraisal Policy.	



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			<p>Training, development and progression opportunities are made available to all employees. Opportunities to undertake additional responsibilities that merit (or may merit) additional remuneration are published within the school and open to all employees.</p>	<p>Ensure information provided to children/young people and parents is in their preferred format e.g. Symbols, into other languages.</p>
			<p>MacIntyre Academies' Wellbeing Forum meets termly comprising of representatives from each school, the HR Team and Head of Families &amp; Engagement to share best practice. All line managers receive Mental Health Awareness training to support their teams.</p>	
			<p>Fair and transparent processes and procedures in place to promote equality and identify breaches of the Equality and Diversity Policy including a complaints procedure for external persons and an internal Grievance Policy and Disciplinary Policy.</p>	
			<p>The curriculum for each School/Academy is developed to ensure a high level of accessibility for all learners, and positive opportunities for individualisation of curriculum delivery adapted to current cohorts of learners. This includes: an audit of the curriculum, re-write/amend schemes of work to ensure equal opportunities offered to all children/young people. Review curriculum delivery - student groupings / timetabling to ensure equal access for all children/young people.</p>	
<p><b>Advance equality of opportunity between people who share a protected characteristic and those who do not.</b></p>	<p>By taking steps to meet the needs of protected groups where these are different from the needs of other people.</p>	<p>Sickness Absence Maternity Paternity Shared Parental Leave Flexible Working Time off for Dependents</p>	<p>Support completing application forms and paper copies is available from the HR &amp; Recruitment Team. Invitations to interview invite candidates who have any special requirements to enable them to participate in an interview to let HR know so that this can be accommodated, wherever possible.</p>	<p>Review internal processes and procedures on a regular basis to ensure they do not put anyone with a protected characteristic at a disadvantage.</p>
			<p>Pre-commencement questionnaire allows for health conditions including those which may be a disability to be identified. Occupational health services support identification of reasonable adjustments to be put in</p>	



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			<p>place, wherever practicable to ensure support for employees.</p> <p>Sickness Absence - where targets are set for improvement of attendance, consideration is given to an underlying disability or health condition and where applicable targets are adjusted accordingly. This is built into the Sickness Absence Policy.</p> <p>Flexible working arrangements are promoted, including part-time working, annualised hours, term-time only and compressed hours allowing for employees with additional needs arising as a result of a protected characteristic to utilise these.</p>	
<p><b>Foster good relations between people who share a protected characteristic and those who do not.</b></p>	<p>By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.</p>	<p>Equal Opportunities Recruitment Admissions Complaints</p>	<p>Recruitment materials promote MacIntyre Academies' as an equal opportunities employer. Recruitment campaigns include open days, posters in community centres and leaflet drops of local areas to widen the pool of candidates, allow face-to-face interaction and encourage diversity of applicants.</p>	<p>Continued analysis of data relating to the existing workforce and of applicants for jobs to allow for targeted recruitment where required.</p>
			<p>Students are encouraged to be ambitious for themselves and Macintyre Academies seeks to be ambitious on their behalf encouraging participation in activities and broadening experiences.</p> <p>The curriculum for each School/Academy is developed to ensure a high level of accessibility for all learners, and positive opportunities for individualisation of curriculum delivery adapted to current cohorts of learners. This includes: an audit of the curriculum, re-write/amend schemes of work to ensure equal opportunities offered to all children/young people. Review curriculum delivery - student groupings / timetabling to ensure equal access for all children/young people.</p>	<p>Ensure information provided to children/young people and parents is in their preferred format e.g. Symbols, into other languages.</p>



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### MacIntyre Academies' Equality Objectives 2020-2024

Area	Overarching Objective	How will this be achieved?	Actions	Timescales
Employees including Volunteers and Governors	To promote equality and diversity throughout MacIntyre Academies and embed a culture which ensures employees are fairly treated based on individual merit.	Develop confident and accountable leaders who will act with honesty and integrity and challenge any bias in the workplace.	<p>Mandatory Equality and Diversity online Training to be refreshed annually by all employees.</p> <p>Recognise employees who promote inclusive ways of working and embrace differences.</p> <p>Add as an agenda item to the LAB and Trust Leadership Group forums to remind all of their responsibility under the act ensuring this is documented in minutes.</p>	<p>June 2021 and annually thereafter</p> <p>September 2020</p>
		Promote a diverse inclusive workforce that is representative of the wider population.	<p>Data relating to the ethnic origin, gender, marital status, disability, sexual orientation, religion/beliefs and age composition of the existing workforce and of applicants for jobs (including promotion) to be monitored and analysed on a regular basis. Report will be prepared by HR and shared with key stakeholders.</p> <p>Ensure full population of HR database equality fields where data is available.</p> <p>Appropriate actions plans to be put in place to address any areas of concern identified as a result of the monitoring process including reviewing interview panels to ensure diversity wherever possible and targeted recruitment strategies to reach areas where participation is low.</p>	<p>September 2020 and annually thereafter.</p> <p>May 2020 and ongoing</p> <p>September 2021 and annually thereafter.</p>
		Fair and transparent processes and procedures in place.	Review internal processes and procedures including job descriptions; on a regular basis to ensure they do not put anyone with a	December 2020 and annually thereafter



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			protected characteristic at a disadvantage including gathering of feedback from employees through focus groups/surveys.	
Students	To develop a curriculum which is fit for purpose and recognises and embraces the differences of the students within each School/Academy.	Needs of the students and their families recognised and underpin and inform decisions made.	Regular discussions with students and their families to consider their diverse needs. Ensure information provided to children/young people and parents is in their preferred format e.g. Symbols, into other languages.	Ongoing  Reviewed through the Quality of Education forum (all academies attend).
		Academy acknowledges that the society within which we live is enriched by ethnic diversity, culture, faith, age, disability and the life choices of its citizens.		
		Internal and external expertise utilised to provide a curriculum that has suitable breadth, depth and relevance recognising diversity.	Work collaboratively with local authorities, Local Advisory Boards, customers, communities and other Stakeholders to share best practice, research and ideas.	