

INCLUSIVE | MULTI ACADEMY TRUST

EQUALITY POLICY

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Statement of intent

The Inclusive Multi Academy Trust recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age. This policy details a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the Trust community and workforce. The term Trust refers to all Trusts in the Inclusive Multi Academy Trust.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and Trusts'

This policy operates in conjunction with the following Trust policies:

- Admissions Policy
- Complaints Procedures Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The Trust fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a Trust to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment

The Trust's liability not to discriminate, harass or victimise does not end when a pupil has left the Trust, but will apply to subsequent actions connected to the previous relationship between Trust and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination. Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can.

The schools in the Inclusive Multi-Academy Trust implement their individual accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the Disability Discrimination Act 1995 and have been replicated in the Equality Act 2010. We will provide auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.

Principles and aims

The Inclusive Multi Academy Trust was established in 2016 as a group of primary Trusts working in collaboration as one charitable entity, to improve and maintain high educational standards and offer life opportunities for our children and the community as a whole. Our Trusts all share the belief that a nurturing approach is at the heart of success.

We believe that:

- happy children learn
- happy staff thrive
- happy parents build a community

We promise that children in the Inclusive Multi Academy Trust will:

- feel welcome, valued and **safe**
- develop outstanding academic and social **skills**
- have **fun** whilst fostering an intrinsic love of learning
- **respect** and celebrate everyone's similarities and differences
- build lasting, healthy **relationships** and support networks
- engage with and contribute substantially to their local **community**

We actively seek to eradicate all discrimination on the basis of gender, race, ability, religious or cultural background, sexual orientation or appearance. Although this list of the areas of potential discrimination is wide-ranging, it is not exhaustive and incidents of discrimination on any other grounds will be taken equally seriously. We are fully committed to these principles and we have identified practical priorities and plans of specific action in order to promote equality in relation to disability, ethnicity, gender, sexual orientation, religion and belief, age and socio-economic circumstances. In fulfilling our legal obligations, we are guided by the following principles:

- We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.
- Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- The Trust will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- The Trust will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

- The Trust will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.
- Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.
- The Trust will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.
- The Trust is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- The Trust will ensure that all staff comply with the appropriate equality legislation and regulations.
- The Trust's Admissions Policy will not discriminate against any protected characteristic in any way.

The Trust will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the Trust, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

The characteristics of our schools

- Please refer to the individual school local equality statements for school context.

Curriculum

The Trust delivers an inclusive curriculum which fosters good practice in educating pupils about equality, the development of personal, social and cultural identities in all pupils and teaches pupils respect and value for diversity as well as celebrating cultural diversity. This is done through:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- Jigsaw PSHE scheme followed with fidelity to provide opportunity for learning about the protected characteristics
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- teaching strategies for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Roles and responsibilities

- The Trust Board, supported by the Headteachers and Local Governing Committee from each of the schools, are responsible for ensuring the implementation of this plan.
- The headteachers from each school retain the overall responsibility for ensuring that their specific

- action plan is delivered effectively.
- All staff across the schools are responsible for delivering the plan both as employees and as it relates to their area of work.

Responsibility for	Key person
Trust Equality Plan	CEO
Disability equality (including bullying incidents)	Headteachers and Pastoral Leads
SEN/LDD (including bullying incidents)	Pastoral Leads/Rapid Improvement Partner
Accessibility	Headteachers, Site Manager and SENCo
Gender equality (including bullying incidents)	Headteachers and Pastoral Leads
Race equality (including racist incidents)	Headteachers and Pastoral Leads
Equality and diversity in curriculum content	Headteachers, Assistant Headteachers, Pastoral Leads
Equality and diversity in pupil achievement	Headteachers, Assistant Headteachers, phase leaders
Equality and diversity – behaviour and exclusions	Headteachers, Assistant Headteachers, Pastoral Leads
Participation in all aspects of school life	Senior Leadership Teams
Impact assessment	Headteachers, Assistant Headteachers, Local Governing Committee
Stakeholder consultation	Headteachers, Pastoral Leads and IMAT SENCo
Policy review	Trust Board
Communication and publishing	Trust Board

Collecting and using information

Any personal data the school collects will be processed in accordance with the Data Protection Policy. The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

Publishing information

The Trust will publish information to demonstrate its compliance with the Act.

- The equality plan is published on each schools' website and on the Trust website.
- The equality plan will be reflected in the individual school plans.
- Its implementation will be monitored within the Trust's self-evaluation and other review processes.
- Each school is committed to reviewing, publishing and updating their own action plans, which are published on their school website.
- Paper copies and translations will be available from the office upon request.

Promoting equality

As well as the specific actions set out beneath this plan the school operates equality of opportunity in its day to day practice in the following ways:

Pupils' Attitudes, Values and Personal Development

In the Trust we celebrate diversity and make sure that we:

- Enable our pupils and staff to develop a critical awareness of diversity and equality
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination
- Equip our pupils and staff to understand that reason, logic and sensitivity have to underpin the means of resolving arguments and conflicts
- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

Teaching and Learning

We ensure that:

- Teaching methods and styles take full account of the needs of pupils' background experiences
- Teaching methods encourage positive attitudes to difference, cultural diversity and equality
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe
- Classrooms and other common spaces in the school, where work is displayed present positive and challenging images that are non-stereotypical and reflect the multi-ethnic, multilingual and multicultural society and world
- Learning is a collaborative and co-operative enterprise.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's behaviour policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

We comply fully with legislation which protects our staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. We will provide regular training for staff to enable them to deal effectively with any discriminatory incidents.

Appeal process

Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.