



**KINGSWAY COMMUNITY TRUST**

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## **EQUALITY POLICY**

**March 2022**

# EQUALITY POLICY

**Date: March 2022**

**Review date: Summer 2026**

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## 1. Introduction

1.1 The Equality Act requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimization** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

1.2 This policy will inform the Trust Development Plan and will enable the Trust to demonstrate how promoting equality and eliminating discrimination can help to raise standards, ensure that equality and diversity are part of the school's core business both as a school and an employer and ensure that the Trust's commitment to ensuring its position as a provider of the highest quality education supports the school's equality objectives.

1.3 This policy is the key Trust document for information about equality. It brings together all the Trust's previous policies, schemes and action plans around equality.

## 2. The Equality Act 2010

2.1 The Act provides a single, consolidated source of discrimination law, replacing all the previous UK anti-discrimination laws. The Act defines types of **unlawful behaviour** in relation to persons with **protected characteristics**. The Act applies to all schools and academies including maintained and non-maintained special schools.

Types of unlawful behaviour under the Act are: -

- Direct discrimination,
- Indirect discrimination,
- Harassment,
- Victimisation.

The protected characteristics under the Act are:-

- Age
- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

As part of the Trust's commitment to eliminating conduct prohibited by the Act, guidance on the provisions of the Act (and how those provisions apply to schools) is contained in Appendix A. The guidance provides information about the types of behaviour which are unlawful under the Act and information about the characteristics which are protected under the Act.

### 3. Scope

- 3.1 This policy applies to everyone involved with the Kingsway Community Trust: all members of staff, all pupils, all School Governors and Trust Board Members. It provides guidance and information for parents, carers, school visitors and other members of the wider school community and sets out the Trust's expectations and required standards of behaviour with regard to equality issues and community cohesion.

### 4. Community cohesion

- 4.1 We are working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

#### Community from our schools' perspective

For our schools, the term 'community' has a number of dimensions including:

- The school community – the pupils it serves, their families and the school's staff;
- The community within which the school is located – the school in its geographical community and the people who live or work in that area;
- The community of Britain - all schools are by definition part of this community;
- The global community – and international links.

### 5. Key Principles

Kingsway Community Trust is an inclusive Trust where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

In fulfilling its obligations under the Act and when carrying out its duties as detailed in this policy, the Trust will be guided by the following Key Principles. The Trust will be guided by the Key Principles in the application and implementation of all its policies, procedures and practices in all schools, and the word 'school' is defined as covering Cringle Brook Primary, Green End Primary, and Ladybarn Primary schools.

#### Principle 1 – Equal Value

All members of the school community are of equal value and are entitled to be treated with dignity and respect and should treat others in the same way, regardless of disability, ethnicity, culture, national origin or national status, sex, gender identity, religious or non-religious affiliation or faith background or sexual orientation.

#### Principle 2 - Diversity

Diversity is a strength, which is respected and celebrated by all pupils, staff and visitors to the school, while recognising that treating people equally does not necessarily mean treating them all in the same way. The

school recognises that people with protected characteristics face barriers and therefore makes reasonable adjustments to arrangements or practices, including the provision of any necessary auxiliary aids and services to avoid or minimise the possible negative impacts these may have. We believe that it is the duty of our school to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

### **Principle 3 – Equality of Opportunity**

The school promotes equality of opportunity and the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs, to ensure that pupils are well prepared to contribute to wider society and life in modern Britain. The school ensures equality of opportunity in all aspects of employment including in recruitment, promotion and continuing professional development and takes into account any relevant exemptions and exclusions.

### **Principle 4 - Positive Relationships**

The school fosters positive attitudes and good relationships through its policies, procedures and activities to encourage mutual respect between all groups of individuals who are different from each other. The school takes seriously bullying and prejudice motivated incidents and the use of discriminatory and derogatory language. Any such conduct and behaviour will be carefully monitored and dealt with fairly and firmly. All staff are trained to deal with bullying incidents including those relating to sex, race, religion, disability, transgender and sexual orientation.

### **Principle 5 – Engagement**

The school will consult and engage all stakeholders when dealing with equality issues, taking into account their views and those of people with specialist knowledge in the implementation and review of this policy and the school's equality objectives.

### **Principle 6. - Community Cohesion**

The school fosters a shared sense of cohesion and belonging and will strive to ensure that all pupils, members of staff, parents/carers, school governors and Trust board members feel a sense of belonging within the school and within the wider school community, and that they feel respected and are able to participate fully in school and in public life for the benefit of wider society. We wish to show that through our ethos and curriculum our school can promote a common sense of identity and support diversity, showing our pupils how different communities can be united by common experiences and values.

The Trust will take all reasonable steps to ensure that pupils, members of staff, governors, trust board members and members of the wider school community are aware of and conduct themselves in accordance with the Key Principles.

## **6. Roles and responsibilities**

### **6.1 The Trust Board is responsible for:-**

- Ensuring that all Trust Board Members and Governors are aware of their responsibilities under equality legislation;
- Having due regard to the Trust's general equality duty when making decisions;
- Ensuring that this policy is implemented by the Executive Headteacher; Nominating a Trust Board member to be given specific responsibility for monitoring equality issues
- Ensuring that all the Trust policies promote equality and that the Trust board keeps aspects of the Trust's commitment to equality under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment;

- Ensuring that the Trust's equality objectives are published, actively pursued and reviewed at intervals of no more than 4 years;
- Ensuring that equality information is published on an annual basis;
- Monitoring the achievement of equality objectives.
- Promoting British values.

**6.2 The Executive Headteacher (with support from the Head of School) has responsibility for: -**

- Making sure this policy and any related policies and procedures are implemented in school;
- Appointing the Head of School to assume day to day responsibility for coordinating the implementation of this policy and for monitoring outcomes;
- Ensuring the school's equality objectives are published and actively pursued;
- Monitoring how and whether the school's equality objectives are being met;
- Producing information for pupils, staff and governors about the Trust's equality objectives and how they are working;
- Ensuring reasonable adjustments are made in relation to disability, with regard to pupils, staff, parents, carers and visitors to all schools;
- Ensuring that all schools follow their disability accessibility plan;
- Making sure that this policy (and any other policies through which the schools address equality matters) are published and are readily available to trust board members, governors, staff, pupils, parents, carers and the wider school community;
- Making sure all members of staff are aware of their responsibilities under the act and receive appropriate training and any support in carrying these out;
- Ensuring that appropriate action (including disciplinary action) is taken in cases of discrimination, harassment and victimisation including cases involving bullying and/or harassment related to any of the protected characteristics;
- Ensuring that members of staff and pupils are aware of the procedure for reporting and following up bullying and prejudice-related incidents;
- Promoting British values.
- Ensuring that lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping.
- Ensuring that there is a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- Ensuring that there are partnership activities in place to engage all members of the school and its wider community.

**6.3. All members of staff are responsible for: -**

- Being aware of their responsibilities under the Act and this policy and recognising that they have a role and responsibility in their day to day work to promote equality, inclusion and good community relations;
- Keeping up to date with equality legislation relevant to their work;
- Highlighting any training or development they require to carry out their responsibilities under the Act or this policy and attending any related training or learning opportunities;
- Promoting equality of opportunity and good relations and not discriminating on any grounds;
- Fostering good relations between groups with protected characteristics and those without protected characteristics;
- Dealing fairly and professionally with any bullying and discriminatory incidents;

- Being able to recognise and challenge prejudice, bias, discrimination, stereotyping and any inappropriate language or behaviour;
- Promoting an inclusive and collaborative ethos in their lessons and being role models for equal opportunities through their words and actions.

6.4 **Pupils must be encouraged to recognise that they have a role and responsibility to themselves and others so they understand and are able to: -**

- Promote equality, inclusion and good community relations;
- Challenge inappropriate language and behaviour; - 'If its not kind, call it out!'
- Tackle bias and stereotyping;
- Work to promote anti bullying strategies;
- Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
- Regard all members of the school community with respect and tolerance;
- Support the Trust's approach and commitment to equality and comply with the provisions of the act and this policy.

6.5 **Visitors (including parents, carers and contractors) are expected to –**

- Support the Trust's approach and commitment to equality and to comply with the provisions this policy;
- Refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.

## 7. The Public Sector Equality Duty.

7.1 The Act also introduced a single **Public Sector Equality Duty** (sometimes also referred to as the '**general duty**'). The general duty applies to public bodies, including all schools and academies. The general duty is supplemented by separate **specific equality duties** which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.

7.2 Guidance on the Public Sector Equality Duty and the specific equality duties and how they apply to schools is contained in **Appendix A**.

7.3 Information in relation to how the Trust is complying with its general and specific duties is detailed below and in the Appendices referred to. In particular: -

- Examples of how the Trust has due regard to the three strands of its general duty, are set out in **Appendix B**;
- Details of how the Trust complies with its duties in relation to disabled pupils and members of staff are included in **Appendix B**;
- The Trust's current equality objectives are detailed in **Appendix C**;
- Details of the school's accessibility plan can be found on the school websites and in the shared policy folder on Google Drive

7.4 To assist with the duty to have due regard, the Trust will assess the equality implications in relation to all new policies, procedures and projects. This will help the Trust to ensure that it is not

unlawfully discriminating against certain individuals or groups and that the Trust is ensuring that diversity, equality and inclusion run through all areas of school life.

7.5 The Trust Board and the school's leadership team will keep records of all relevant decisions and actions including notes of Trust Board meetings and Governing Body meetings, in accordance with the Trust's document retention policy.

7.6 The Trust's equality objectives are specific and measurable and have been arrived at as a result of consultation with the staff, pupils, and parents. The Trust will monitor and review its equality objectives in consultation with the Trust Board/parents, pupils, and staff. It is also reviewed through annual pupil, staff and parent voice surveys.

## **8. Recruitment and Training**

8.1 All members of school staff who are involved in recruitment will receive appropriate training on equality issues and safer recruitment. Further Information about staff recruitment is contained in the school's Safer Recruitment Policy. Decisions concerning staff recruitment will be based on merit apart from in necessary or exceptional circumstances and where exceptions under the Equality Act apply.

8.2 In accordance with provisions in the Equality Act, the school will not enquire about the health of an applicant for a job until after a job offer has been made (unless the questions are related to an intrinsic function of the work for the job). Any necessary health questions will be asked after a job offer has been made and in all cases, any health related questions will be targeted, necessary and relevant to the job applied for.

8.3 The school is committed to ensuring that all members of staff and the school's Trust Board and Local Governing Bodies undergo training and development in relation to their duties under the Act and in relation to this policy.

## **9. Availability of Equality Information**

9.1 The Trust will take all reasonable steps to ensure that the whole school community knows about the Trust's commitment to equality and is aware of the Trust's equality objectives. This will be done via school communications including the school newsletter, assemblies, staff meetings, school council meetings and via the Trust's websites.

9.2 This policy is available: -

- On the Trust and each school website;
- On request as a paper copy from the school office;
- As part of the Trust's induction process for new staff;
- In the Governors and Trustees' Google Drive

9.3 There are references to the Trust's equality duties and obligations in a number of Trust policies including, but not limited to the Trust's Recruitment Policy, Behaviour Policy, Admissions Policy, SEN and anti-bullying policies, and Flexible Working Requests policy.



## 10. Dealing with Breaches

- 10.1 Equality is a matter which is high on the Trust's strategic agenda. The Trust takes breaches of the Equality Act and of this policy seriously. The Trust is committed to ensuring all reasonable steps are taken to stop individuals from taking any form of discriminatory action or from engaging in any form of discriminatory or other unlawful behaviour as detailed in the Act.
- 10.2 The Trust will ensure that any complaints and evidence of a failure to comply with the Act or this policy are promptly and thoroughly investigated and are dealt with as determined by the Executive Headteacher (or Trust Board or Governing Body as appropriate) in accordance with the relevant Trust policy/procedure.
- 10.3 Where appropriate, discriminatory acts will be dealt with as misconduct under the Trust's disciplinary procedure. In addition to being an employment issue, sexual harassment may also amount to a criminal offence and may lead to police involvement. Harassment may also be an offence under the Protection from Harassment Act 1997 (which is not limited to circumstances where the harassment relates to a protected characteristic). Serious acts of discriminatory behaviour, including acts of harassment, could amount to gross misconduct and could lead to dismissal without notice.

## 11. Monitoring and Review

- 11.1 The Trust will review this policy every 4 years and will ensure that the views of the stakeholders are sought in relation to the ongoing development and review of this policy.
- 11.2 The Trust will evaluate the success of the Trust's equality work using quantitative and qualitative data and by the extent to which the Trust achieves improved outcomes for different groups.
- 11.3 An analysis of equality data will inform discussions about the school's equality objectives and the Trust will regularly monitor whether and how the Trust is meeting its objectives.
- 11.4 The Trust will monitor and will regularly review all policies, procedures and practices to ensure compliance with the Equality Act and will assess whether any changes need to be made.

### Issue Status

Date	Issue	Date approved by Trustees	Review date
March 2018	Version 1, March 2018 Updated as a result of the amalgamation of the Community Cohesion Policy February 2016 and the Disability & Equality Policy, July 2016	26 March 18	Spring 2022
March 2022	Version 2 – March 2022	18 July 2022	Summer 2026

## Appendix A

# Guidance on the Equality Act 2010

### An overview

The guidance in this policy is provided by the Trust as a reasonable step to prevent individuals from engaging in any form of behaviour or conduct which is deemed unlawful under the Act. The guidance is also intended to create an awareness and understanding of the Trust's obligations and duties under the Act, including any exemptions and exclusions which may apply.

The Act provides a single, consolidated source of discrimination law, replacing all the previous UK anti-discrimination laws and it extends protection from discrimination in some areas. The Act defines types of **unlawful behaviour** in relation to persons with **protected characteristics**. The Act applies to all schools and academies including maintained and non-maintained special schools.

The Act applies to schools as employers and also to the way schools treat their pupils and potential pupils, and in limited circumstances, former pupils. As employers, schools must not discriminate against potential employees in respect of whether to offer a job or the terms on which a job is offered. Schools must also not discriminate against existing employees in respect of benefits, facilities and services offered including training opportunities, promotion or dismissal.

In relation to pupils, schools must not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, in the way education is provided, in the way pupils are provided with access to any benefit, facility or service and by excluding a pupil or subjecting them to any other detriment.

The school's "Responsible Body" must ensure compliance with the Act. The Responsible Body is the Trust Board (and the Local Authority in maintained schools) and the proprietor in independent schools, academies or non-maintained special schools. Any person acting on behalf of the Responsible Body, including school employees is liable for their own discriminatory actions. The Responsible Body is also liable unless it can show that it has taken all reasonable steps to stop an individual from doing the discriminatory action or from doing anything of that kind. Members of staff should understand therefore that they can be held liable for acts of bullying, harassment and unlawful discrimination in the course of their employment against fellow employees, pupils or members of the public.

All the protected characteristics are covered by the employment provisions of the Act but the protected characteristics of age, marriage and civil partnership do not apply to pupils. It is not a breach of equality law therefore for schools to admit and organise pupils in age groups and to treat pupils in a way that is appropriate to their age.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat, or would treat other people.

Indirect discrimination occurs when a "provision criterion or practice" (PCP) is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared to people without that characteristic. It is a defense to a claim of indirect discrimination if it can be shown that the PCP is a "proportionate means of achieving a legitimate aim and that it could not reasonably be achieved in a different way which did not discriminate. In the context of schools, examples of legitimate aims might be: - maintaining academic or other standards or ensuring the health, welfare and safety of pupils.

Discrimination can include associative discrimination (when a person is treated less favourably because of their association with someone who has a protected characteristic) and perception discrimination (when a person is treated less favourably because it is believed they have a protected characteristic even if that is a mistaken belief).

Harassment has a specific legal definition in the Act based on the definition from the European Convention on Human Rights. It is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, and potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

**Victimisation** occurs when a person is treated badly or treated less favourably than they otherwise would have been because they have done “a protected act” or because the school believes that a person has done or is going to do a protected act. A protected act might involve, for example; making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information or doing anything else under or in connection with the Act.

## **Additional provisions relating to disability**

With regard to disability, there are two further types of unlawful behaviour, these are:-

- Discrimination arising from a disability,
- A failure to comply with the duty to make reasonable adjustments.

**Discrimination arising from a disability** is when a disabled person is discriminated against because of something that is a consequence of their disability. This is unlawful unless the discrimination can be justified.

The **duty to make reasonable adjustments** now extends to a **duty to provide auxiliary services and aids**. The duty to make reasonable adjustments means that where something a school does places a disabled pupil or member of staff at a disadvantage compared to other pupils or members of staff, the school must take reasonable steps to try and avoid that disadvantage. Auxiliary aids or services are things or persons which help. Whether a school should provide an auxiliary or service is a question of reasonableness in all the circumstances of the case.

The overriding principle of the equality legislation is one of equal treatment but schools may, and often must, treat disabled pupils and disabled members of staff more favourably than non-disabled pupils or non-disabled members of staff by making reasonable adjustments to put them on a more level footing with pupils and members of staff without disabilities.

Schools must also carry out **accessibility planning** for disabled pupils and members of staff under the Act. With regards to pupils, schools must implement accessibility plans which are aimed at increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and improving the availability of accessible information to disabled pupils. With regard to staff, schools are under a duty to consider alterations to physical features of the school where it is reasonable to avoid disadvantage caused by disability.

## Positive action and positive discrimination

New provisions in the Act allow schools to take positive action in relation to pupils and members of staff with certain protected characteristics who may be disadvantaged for social or economic reasons to do with past or present discrimination. Any such action must be a proportionate way of achieving a legitimate aim.

Positive action is **not** the same as positive discrimination. Positive discrimination is always unlawful except in the case of disability.

## Exceptions and exclusions

There are some exceptions in the Act which apply to all schools and some which apply specifically to schools with a religious character (faith schools) and to single sex schools.

The daily act of collective worship is an exemption which applies to all schools in relation to the Act's religion or belief provisions. Schools are permitted to have acts of worship or other forms of collective religious observance and will not be acting unlawfully if an equivalent act of worship is not provided for other faiths. Schools are permitted to celebrate religious festivals.

The content of the school curriculum is excluded from the Act but the way in which schools provide education, i.e. the delivery of the curriculum, is not. Schools must ensure that the curriculum is not delivered in a discriminatory way and that it is delivered in accordance with the public sector equality duty. Schools should provide a broad and balanced curriculum for all pupils and should ensure that all pupils have equal access to all areas of the curriculum. When a school's Curriculum Policy is reviewed, due regard must be given to equality considerations.

The Act does not deal specifically with school uniform or other aspects of appearance such as hair, jewelry and make up.

The school's Governing Body or Trust Board determines uniform policy and the rules relating to appearance but must have due regard to equality law and to obligations under the Human Rights Act 1998 when making decisions in this regard. Governing Bodies and Trust Boards should be sensitive to the needs of different groups and should act reasonably in endeavoring to accommodate those needs without compromising other school policies and requirements including requirements relating to health, safety and discipline.

## The Public Sector Equality Duty and supporting specific duties

The Act also introduced a single **Public Sector Equality Duty** (sometimes also referred to as the '**general duty**'). The general duty applies to public bodies, including all schools and academies. The general duty is supplemented by separate **specific equality duties** which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.

The general duty applies to all protected characteristics and requires schools, when carrying out their functions, to have **due regard** to the need to:-

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act;

- Advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it;
- Foster good relations across all characteristics.

Having due regard means that the Trust Board and the school's leadership team must ensure that whenever significant decisions are being made or policies developed, thought will be given to equality considerations. Equality will not just be an afterthought and will never be just a matter of ticking boxes. Decisions and actions will be made with an open mind and an assessment will always be made as to whether a particular decision or action may have implications for people with particular protected characteristics.

The Equality Act 2010 (Specific Duties) Regulations 2011 introduced new **specific equality duties** to help public authorities meet their obligations under the general duty. These specific duties apply to all schools. In order to comply with their specific duties, schools are required to:-

- Publish information to demonstrate how they are complying with their general duty;
- Prepare and publish equality objectives.

Schools are required to update published information at least annually and to publish objectives at least once every four years. The school's current equality objectives can be found in Appendix C.

## Appendix B

# Public Sector Equality Duty -July 2023

### 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.

### What is the Public Sector Equality Duty (the PSED)?

The Public Sector Equality Duty requires public bodies to promote equality. The relevant protected characteristics are:

- Age
- Disability,
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

### Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- Share attainment data each academic year showing how pupils with different characteristics are performing
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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 activities)

### In fulfilling this aspect of the duty, the Trust will:

- Analyse data to determine strengths and areas for improvement. Implement actions in response.

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic language being used)

## **1. What the Trust is doing to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010.**

- Conduct prohibited by the Equality Act 2010 is detailed in the Trust Equality policy which is available to all members of the Trust community through a variety of sources;
- The Trust's Equality Policy and equality issues in the Trust are monitored by a nominated member of the Trust Board, by the Executive Headteacher and by the Head of School
- The Trust provides training to staff and Trustees/Governors about their responsibilities under the Act and about equality issues.
- The Trust will make reasonable adjustments to the school environment and make activities as accessible and welcoming as possible for pupils, staff and visitors to the school;
- By planning ahead, all schools will ensure where reasonably possible that all pupils are able to take part in all the activities in school including extracurricular activities and any residential visits.
- The Trust takes seriously the need to consider equality implications whenever policies and procedures are developed, adapted and reviewed and whenever significant decisions are made about the day to day life of the school.
- Equality considerations are taken into account in all Trust policies. The main policies that deal with equality of opportunity are
  - British values
  - Accessibility plan
  - Equality policy
  - SEND policy
  - Behaviour Policy
  - Anti bullying Policy
  - Religious Education Policy
  - Curriculum Intent 2021
- Bullying and prejudice related incidents are carefully monitored and dealt with effectively;
- The Trust will ensure that all appointment panels give due regard to equality issues so that no one is discriminated against when it comes to recruitment, promotion or training opportunities. The Trust uses an anonymised application process so as to avoid any unconscious bias. The Trust will ensure that job applicants are not asked health related questions in accordance with the Act and the Trust's Equality Policy unless they relate to an intrinsic function of the work they do. The Trust will ensure that reasonable adjustments are made to the interview/recruitment process as necessary. Monitoring of the application process takes place annually to review outcomes.
- The Trust will consider any possible indirectly discriminatory effect of its practices when considering requests for contractual variations. Requests will only be refused if there are good business reasons unrelated to any protected characteristics in accordance with the Trust's Flexible Working Requests Policy and Procedure;
- The Trust is committed to ensuring pupils understand that they belong to a society and a world that is diverse and multi-cultural. The Trust will regularly consider and review the way in which its teaching and the curriculum helps promote an awareness of the rights of individuals and helps pupils understand and value difference and diversity and to challenge prejudice and stereo-typing. The

Trust will actively promote equality, diversity and fundamental British values through the curriculum and by creating an environment which demands respect for all.

### **What the Trust is doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.**

- The Trust knows the needs of its population very well and collects and analyses data in order to inform planning and identify targets to achieve improvements;
- The Trust has procedures, working in partnership with parents and carers, to identify children who have a disability through admissions meetings;
- The Trust collects data and monitors the progress and achievement of groups of learners by the relevant and appropriate protected characteristics and taking into account the groups of learners identified in the Ofsted Common Inspection Framework. This information will help the Trust ensure that pupils are achieving their potential, the Trust is being inclusive in practice and that trends are identified which will help to inform the setting of the Trust's equality objectives;
- The Trust will publish attainment data which shows how pupils with different characteristics are performing in helping to identify whether there are any areas of inequality which need to be addressed. ASP will be used as this contains much detailed analysis by relevant characteristics;
- The Trust will take action to close any gaps in progress or achievement for example, for those making slow progress in acquiring age appropriate literacy and number skills;
- The Trust will collect, analyse and use data in relation to attendance and exclusions of different groups.
- The Trust will review information about staff recruitment, retention, training opportunities and promotion to ensure that all staff have equality of opportunity;
- When recruiting, all application forms will be anonymised before going to shortlist so as to avoid unconscious bias
- The Trust monitors staffing and provides a breakdown of sex/ethnicity statistics annually to the PPM committee
- The Trust will ensure that it engages and consults with those people who are affected by a policy or activity in the design of new policies and in the review of existing ones;
- The Trust will encourage pupils with particular characteristics to participate fully in school activities for example by encouraging both boys and girls and pupils from different ethnic backgrounds to be involved in the full range of school clubs and societies;
- The Trust has disabled access, disabled parking bays, and a disabled toilet
- The Trust is fully aware of the dietary requirements of ethnic groups within its schools and makes food for all of our pupils taking into account equality issues;
- The Trust will avoid language that runs the risk of placing a ceiling on any child's achievement or that seeks to define their potential as learners, such as "less able". The Trust will use a range of teaching strategies that ensures it meets the needs of all children;
- The Trust will provide support to children at risk of underachieving; the Trust is alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality;

### **2. What the Trust is doing to foster good relations across all protected characteristics.**

- The Trust will prepare children for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of children;
- The Trust teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum;



- The Trust will use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping;
- The Trust promotes a whole-school ethos and values which challenge prejudice-based discriminatory language, attitudes and behaviour;
- The Trust provides opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- The Trust includes the contribution of different cultures to world history that promote positive images of people;
- The Trust provides opportunities for pupils to listen to a range of opinions and empathise with different experiences;
- The Trust promotes positive messages about equality and diversity through displays, school assemblies, visitors and whole school events;
- The Trust will review relevant feedback from the annual parents' questionnaires and from parents' evening, from issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- The Trust will secure and analyse responses from staff surveys, staff meetings and training events review feedback and responses from the children and groups of children, from the school council, PSHE lessons, and whole school surveys on children's attitudes to self and school.

## The Trust's current Equality Objectives

### The Trust's current Equality Objectives are:-

1. To continue to develop our work on gender equality through ensuring that children are presented with a range of non-stereotypical role models and resources.
2. Continue to develop pupil's understanding of how to identify and 'call out' inappropriate actions and words.
3. To continue to develop pupil's understanding of inappropriate actions towards others based on their sex.

### How the Trust has developed its objectives:-

The Trust's current equality objectives represent the Trust's priorities and are the outcome of a careful review and analysis of data and other information. They also take into account national and local priorities and issues. In particular:-

- The objectives are based on consultation conducted with staff, children, governors and parents and carers and evidence collected and published;
- The objectives are specific and measurable – they meet the Trust's needs and are achievable;
- The objectives are integrated into the Trust improvement plan;
- The Trust will publish its objectives on the Trust's website;
- The Trust will report annually to the Trust Board on progress towards achieving the objectives;
- Evidence will be published on the Trust website of the steps being taken and the progress towards meeting these objectives;
- Evidence of steps taken and progress made towards meeting past objectives will also be published;
- The objectives will be reviewed annually and will be updated at least every four years.

**Trust plan in relation to how its equality objectives will be met:-**

Equality Objective	Proposed actions
<p>1. To continue to develop our work on gender equality through ensuring that children presented with a range of non-stereotypical role models and resources.</p>	<ul style="list-style-type: none"> <li>● All subject leaders to monitor planning and resources to ensure that opportunities are developed to present positive role models and resources which challenge gender stereotypes.</li> <li>● All subject policies to include an equality section which refers to gender specifically</li> <li>● Library and reading resources to be scrutinized and new purchases made to challenge gender stereotypes</li> <li>● Phase leaders will ensure that visitors invited into school, provide an opportunity to challenge rather than re-inforce gender roles.</li> </ul>
<p>2. To continue to develop pupil’s awareness of understanding of how to ‘call out’ inappropriate actions and words.</p>	<ul style="list-style-type: none"> <li>● PSHE units are underpinned with this message to teach further understanding from nursery to year 6. Posters will be prominently displayed in all areas of school as a reminder.</li> </ul>
<p>3.To continue to develop pupil’s understand of inappropriate actions towards others based on their sex</p>	<ul style="list-style-type: none"> <li>● Staff training on sexual violence</li> <li>● PSHE units designed to teach pupils on calling out in appropriate behavior</li> <li>● Staff awareness training for all Trust staff</li> </ul>