



## Every Child Matters Academy Trust Equality & Diversity Policy



*The terms Trust and Schools (and levels within e.g. governors and trustees) are interchangeable and apply to all schools within the Trust*

### Introduction

The Trust is committed to ensuring that all members of its schools' communities are respected, valued and are able to achieve their full potential. This policy has been developed in accordance with The Equality Act 2010 and takes account of the UN Convention on the Rights of the Child. The policy replaces all earlier policies relating to gender equality, disability equality and race equality.

### Aims

The aims of the policy are:

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within the school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

### Purpose

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of nine protected characteristics:

- gender
- race
- disability
- religion or belief
- gender reassignment
- sexual orientation
- pregnancy or maternity
- age
- marriage or civil partnership

In addition to the nine protected characteristics, the school is also mindful, in light of the composition of the school community, of the economic circumstances of pupils and their families and is committed to ensuring that this is also subject to the same protections.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and publish equality objectives and information relating to compliance with the Equality Duty.

The Public Sector Equality Duty requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

### Principles

The school is guided in its actions in relation to equality by the following key principles:

#### ***Principle 1: All learners are of equal value.***

All learners and potential learners, and their parents and carers, are regarded as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity

- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

***Principle 2: Recognising and respecting difference.***

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. The school's policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

***Principle 3: Fostering positive attitudes and relationships, and a shared sense of cohesion and belonging.***

The school's policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

***Principle 4: Observe good equalities practice in staff recruitment, retention and development.***

The school ensures that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age;
- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status; and
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

***Principle 5: Aim to reduce and remove inequalities and barriers that already exist.***

In addition to avoiding or minimising possible negative impacts of the school's policies, the school takes opportunities to maximise positive impacts by reducing and removing

- Inequalities and barriers that may already exist between:
  - Disabled and non-disabled people
  - People of different ethnic, cultural and religious backgrounds
  - Girls and boys, women and men.

***Principle 6: Consult and involve widely.***

The school engages with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. The school consults and involves, as far as possible:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and both girls and boys; and
- homosexual people as well as heterosexual people.

***Principle 7: Society as a whole should benefit.***

The school intends that its policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, and both girls and boys; and
- homosexual people as well as heterosexual people.

***Principle 8: Policies and practices are based on sound evidence.***

The school maintains and publishes quantitative and qualitative information which evidences compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which the school decides specific and measurable objectives. Evidence relating to equalities is integrated into the school's self-evaluation documentation.

***Principle 9: Measurable objectives***

The school formulates and publishes specific and measurable objectives, based on the consultations it has conducted (principle 6) and the evidence it has collected and published (principle 8). The objectives which the school identifies take into account national and local priorities and issues, as appropriate. The school's equality objectives are integrated into the school improvement plan. Equality objectives are kept under review and progress towards achieving them is reported annually.

**Policy Development**

In developing this policy and the associated Equality Objectives, representatives from a range of groups within the school community were consulted, these included:

- Pupils (via the School Council)
- Parents (via the Parents' Group)
- Staff
- Governors

**Sharing the Policy & Equality Objectives**

All members of staff will have access to the policy via the school's Shared drive and via e-mail. The policy IS available to parents and members of the wider community via the school's website. Copies of the policy will be available on request from the school office. Key information from the policy will be shared with the children via the School Council, during school assemblies and through the PSHE curriculum. All members of the school's Governing Body have received a copy of the policy via e-mail.

The Equality Objectives will be publicised on the school website. Representatives from the aforementioned school groups will be involved in the regular review of the objectives and the policy will be reviewed on an annual basis.

**Arrangements, Roles & Responsibilities in Relation to the Policy**

- The equality objectives for the school are set out in a separate document which is appended to this policy. They will be reviewed annually, and refreshed on a four year cycle.
- Equality employment information will be monitored and reported to the Governing Body on an annual basis.
- The school will undertake Equality Impact Assessment (Equality Analysis) exercise when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2010.

**Curriculum**

- Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments as appropriate to ensure that equality groups are supported positively.
- All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.

- When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect the school's Guiding Principles as set out above.

### **Staff and Governors**

- The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
- A member of the Governing Body has the role of monitoring compliance with this policy.
- The Headteacher is responsible for ensuring compliance with the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- A senior member of staff has day-to-day responsibility for monitoring compliance with this policy.
- All staff are expected to:
  - adhere to this policy;
  - promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
  - deal with any prejudice related incidents that may occur;
  - plan and deliver curricula and lessons that reflect our Guiding Principles;
  - provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
  - undertake or support Equality Impact Assessment (Equality Analysis) processes; and
  - attend appropriate training that enables High View Primary Learning Centre to keep up-to-date with equality issues.
- All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. The school values the opportunity to take a holistic approach in fulfilling its Equality Duties.
- All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

### **Monitoring the Implementation & Impact of the Policy**

The Plan has been agreed by the Governing Body. It recognises that the strength of this Policy depends upon ensuring that everyone is actively complying with it, and that gaps and the need for further development will arise from effective evaluation.

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

The school has a rolling programme for reviewing policies and their impact. In-line with legislative requirements, it will review progress against its Equality Plan annually and review the entire Policy and accompanying Action Plan on a four year cycle. Completion and discussion of the Checklist for Staff and Governors below will inform the review, and pupils and parents will be consulted on how the policy is working and how it could be improved. All aspects of inclusion and equality will be reported via the school website and newsletters.

Review date: Spring 2024

Approved by the Board of Trustees on 28 January 2021

Chair of Trustees:

A handwritten signature in black ink, appearing to be 'W. W. A.', written over a light-colored background.

CEO

A handwritten signature in black ink, appearing to be 'C. J. A.', written over a light-colored background.

## Appendix 1

### CHECK LIST FOR STAFF AND GOVERNORS

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?