

Equality Information and Objectives

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1. Introductory notes

Under the The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011, governing bodies are required to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

This model statement has been modified in the light of the Equality Act 2010, and of the general and specific duties that the Act entails. There is fuller information about the background in notes at the end.

2. Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

3. Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, 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: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our 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: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

- We intend that our 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: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

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

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take 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: We consult and involve widely.

We engage 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. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- people of all sexual orientations

Principle 7: Society as a whole should benefit

We intend that our 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, girls and boys
- people of all sexual orientations

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

4. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

5. Ethos and organisation

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

6. Roles and responsibilities

Role of Directors:

- The Board has set out its commitment to equality in the Trust through this plan and it will continue to do all it can to ensure that the Trust is fully inclusive to all through supporting all employees.
- The Board seeks to ensure that people are not discriminated against when applying for jobs and welcomes all applications.
- The Board will take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strives to make Trust and individual school communications as inclusive as possible for all those working in for the Trust.
- The Board ensures that no employee is discriminated against whilst working in the Trust on account of any of the protected characteristics identified as part of the Equality Act 2010.

Role of Headteacher:

- It is the Headteacher's responsibility to implement the Trust's Equality Policy and s/he is supported by the Board in doing so.
- It is the Headteacher's role to ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.
- It is the Headteacher's role to ensure that everyone in school are aware of the Equality Policy and their responsibilities within it, and have access to training which helps to implement the policy.
- The Headteacher ensures that all appointment panels give due regard to the Equality Policy in school, so that no one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

Role of Senior Leadership Team:

- The Senior Leadership Team will have responsibility for supporting everyone in implementing this policy.
- The Team will provide a lead in the dissemination of information relating to the policy.
- The Team, alongside the Headteacher, will provide advice/support in dealing with any incidents/issues.
- The Team will assist in implementing reviews of this policy, alongside the Headteacher and the Board.

Role of Staff:

- All employees will ensure that all other employees are treated fairly, equally and with respect and will maintain awareness of the Trust's Equality Policy.
- All staff will strive to promote positive images, based on race, gender and disability and challenges stereotypical images throughout the Trust.
- All staff will challenge any incidents of prejudice or discrimination, drawing them to the attention of the Headteacher, Senior Leadership Team or the Chair of the Board (in the case of incidents involving the Headteacher).

Role of Students:

- The students will be involved in the development of the policy and will understand how it relates to them, appropriate to age and ability.
- Students will be expected to act in accordance with the policy.
- Students will be encouraged to actively support the policy.

Role of Parents/Carers:

- Parents/Carers will be given accessible opportunities to become involved in the development of the policy.
- They will have access to the policy through a range of different media appropriate to their requirements.
- They will be encouraged to actively support the policy.
- They will be encouraged to attend any relevant meetings and activities related to the policy.
- They will be informed of any incident related to this policy which could directly affect their child.

Statutory Requirements

The Board and School welcome its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity, and it is recognised that that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the 'protected characteristics' that qualify for protection from discrimination. These are:

Age

The Board are opposed to any direct or indirect discrimination based on age.

Disability

The Board is opposed to any discrimination against any person with a disability, based on assumptions of their ability or otherwise to carry out the duties of the post to which they were appointed in school.

Where applicable, all candidates with disabilities who meet the basic essential criteria for a post will be interviewed.

Under the Equality Act 2010, reasonable provision will be made for adjustments to a member of staff's working conditions or environment for any person with a disability appointed to a post in school, where the adjustments are reasonably practicable.

Gender Re-assignment

The Board is opposed to any discrimination as a result of a person proposing to undergo, undergoing or having undergone a process (or part of a process) for the purpose of re-assigning a person's sex."

Marriage and Civil Partnership

The Board is opposed to any discrimination against employees who are married or in a civil partnership.

Pregnancy and Maternity

The Board is opposed to discriminating against a woman on the grounds of pregnancy and maternity during the period of her pregnancy and maternity leave to which she is entitled.

Race

The Board is opposed to any direct or indirect discrimination based on race (colour, nationality, ethnic or national origins). However, situations may arise in school which require special consideration and where a genuine occupational requirement may apply to justify the employment of someone of one particular race or ethnic origin. It is envisaged that these situations will be unusual and exceptional, and will be discussed with staff in advance.

Religion or Belief

The Board is opposed to any direct or indirect discrimination based on religion or belief. As stated in the Equality Act 2010, religion includes any religion. It also includes a lack of religion, where employees or job seekers do not follow a certain religion or have a religion at all.

Sex

The Board is opposed to any direct or indirect discrimination based on gender. However, situations may arise in school which require special consideration and where a genuine occupational requirement may apply to justify the employment of someone of one particular sex. It is envisaged that these situations will be unusual and exceptional, and will be discussed with staff in advance.

Sexual Orientation

The Board is opposed to any discrimination against employees based on perceived or actual sexual orientation. The Equality Act protects bisexual, gay, lesbian, transgender and heterosexual people. It is unlawful to discriminate against any individual on the grounds of their actual or perceived sexual orientation, or the actual or perceived sexual orientation of those with whom they associate.

Harassment or Bullying

The Board is opposed to any unwanted conduct relating to any characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

The Board is further opposed to any act of victimisation, harassment or bullying against any member of staff either by an employee or third party. Such action will be investigated in accordance with the Trust's procedure any may lead to formal disciplinary action.

Types of Discrimination

Type of Discrimination	Description
Direct Discrimination	When someone is treated less favourably than another person because of a protected characteristic they have or are thought to have. or because they associate with someone who has a protected characteristic.
Discrimination by association	

	This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
Perception Discrimination	This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
Indirect Discrimination	Can occur when you have a condition, rule, policy or even practice that applies to everyone but particularly disadvantages people who share a protected characteristic.

Discrimination, harassment or victimisation legislation extends to periods beyond the end of the working relationship and covers issues such as the provision of references, either written or oral.

The Board and Senior Leadership Team will not discriminate directly or indirectly when dealing with requests for time off for religious and belief observance. However, employees need to be aware that the law does not confer an automatic right for employees to have time off, or to be provided with facilities to undertake religious observance. Employees need to refer to the Trust's Leave of Absence Policy for guidance on time off for religious observance.

The Board and Senior Leadership Team of the school will where reasonably practicable, in line with the Equality Act 2010, strive to accommodate reasonable adjustments to working conditions, the working environment, recruitment processes and terms and conditions of employment to help overcome practical difficulties created by a particular disability.

The Board will not treat any employee unfairly, based on their membership of a trade union.

The over-riding premise that will be adhered to in matters of equality, by all directors and staff in the Trust, is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Recruitment

Vacancies will be advertised openly either internally or externally unless there are exceptional reasons why this should not occur, for example in situations of potential redundancy.

All decisions relating to appointments or promotions will be conducted in accordance with the following principles,

- (i) A detailed job description will be drawn up which accurately describes the duties or competencies of the post.
- (ii) An objective and sufficiently detailed person specification (where applicable) will be defined from the role profile.
- (iii) From these documents a list of objectively assessed selection criteria will be drawn up.
- (iv) Shortlisting will be carried out against the selection criteria and a written record retained of the assessment of each candidate.
- (v) All panel members must be suitably trained or experienced in conducting interviews.
- (vi) Selection decisions will be made against the agreed criteria and no other criteria will be used.
- (vii) A written record of the selection decision relating to the agreed criteria will be retained.

- (viii) Reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the Trust.

Positive Action

The Board recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the Trust. The Board will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is action designed to encourage or facilitate the employment or training of disadvantaged groups.

The Board will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action to ensure the workforce of the school is reflective of the community and area it supports to enable those groups to compete on an equal basis. Positive action measures may include:

- (i) Encouraging applications from specific groups which are under represented in the school.
- (ii) Encouraging people with disabilities to apply for posts.
- (iii) Supporting training measure for under-represented groups.
- (iv) Commitments to interviewing disabled people who meet the basic criteria for the post.
- (v) Encouraging staff to become representatives of trade unions or associations.

10. Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

11. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Board of Directors.

12. Monitoring and review

The Board of directors commit to monitoring the use of all policies in the Trust, staff turnover figures and feedback from exit interviews as a means of identifying any issue of discrimination, harassment or victimisation and to ensure that staff turnover does not reflect a disproportionate number of individuals from minority groups.

The Board will also regularly monitor the effectiveness of this policy, by the following methods:

- (i) The existing workforce will be asked to complete a monitoring form so that data is available on the composition of the staff group in school.
- (ii) All applicants for posts will be asked to complete a monitoring form to enable monitoring of our selection decisions against the principles of this policy.
- (iii) All applicants for posts will be invited to indicate whether they have any special requirements or require reasonable adjustments to enable them to submit an application, attend an interview or carry out the duties of that post. Responses to this question and appropriate actions taken by the school to accommodate people with disabilities will also be monitored as part of this process.
- (iv) Information arising from this data collection process will be published on an annual basis and will be available to all staff and directors.
- (v) Staff and directors will be invited to give feedback from time to time, and to make suggestions for improvements.
- (vi) The incidence of complaints under the appropriate school's procedure and any other aspect of this policy will also be monitored and figures published on a regular basis.
- (vii) The Board will ensure that information is stored in an appropriate and confidential format in accordance with the Data Protection Act 1998.

Where monitoring does take place, the Board, commit to adhering to the terms of the Data Protection Act 1998 and all data will be managed accordingly.

Harassment, Bullying and Grievance Procedures

Any employee of the Trust who wishes to make a complaint or grievance under this policy, should do so using the Trusts Complaints and Grievance Procedure. Student Complaints made under this procedure should be made within 30 working days of the last action complained of. Where the actions complained of are allegations of bullying, harassment or discrimination on a continuing basis the 30 day limitation will not apply. Where there are medical reasons for a delay in making the complaint the 30 day period may be extended where it is reasonable to do so.