# Equalities Policy

| | |
|---|---|
| Policy reviewed by Academy Transformation Trust on | April 2018 |

| This policy links to: | Located: |
|---|---|
| • Anti-Bullying Policy<br>• Equal Opportunities (Staff) Policy<br>• Complaints Procedure<br>• Admissions Policy<br>• Accessibility Policy<br>• Academy Improvement Plan<br>• Medical Needs Policy<br>• Special Educational Needs (SEN) Policy<br>• Educational Visits Policy | |

Review Date – April 2020

Improving Education Together.

Academy Transformation Trust

# Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

# Our Commitment

We are committed to taking positive action in light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

# Introduction

## Aim and Purpose of the Policy

To set out how as an organisation we will put our commitment into action and comply with the law, to ensure that there is no discrimination against or harassment or victimisation of a student or potential student. This applies specifically:

- In relation to admissions
- In the way we provide education for our pupils
- In the way we provide pupils access to any benefit, facility or service
- To not exclude a student or subject them to any detriment.

**We will**

- Treat all individuals with equal value abiding by the Equality Act and Public Sector Equality Duty (PSED)
- Do all in our powers to eliminate discrimination, harassment, victimisation of a student or potential student or employee
- Ensure equality of opportunity of pupils and staff who share a protected characteristic and those who do not
- Promote positive attitudes and good relationships between all pupils and staff
- Take reasonable steps to remove or minimise disadvantages suffered by all pupils or staff who have protected characteristics including special educational needs or a disability
- Consider equality implications when developing policy and/or practice
- Carry out equality impact assessments regularly to assess the effectiveness of our policies and procedures.

Academy Transformation Trust

## Contents


| | | |
|---|---|---|
| 1 | Policy Statement | 5 |
| 2 | Roles and Responsibilities | 5 |
| 3 | Forms of Discrimination | 6 |
| 4 | Applying our policy to the Curriculum | 7 |
| 5 | Applying our policy to Admissions | 8 |
| 6 | Applying our policy to Accessibility | 8 |
| 7 | Applying our policy to Achievement | 8 |
| 8 | Applying our policy to Ethos and Atmosphere | 8 |
| 9 | Applying our policy to countering and challenging harassment and bullying | 9 |
| 10 | Applying our policy to Partnerships with Parents/Carers and the Wider Community | 9 |
| 11 | Breaches of this Policy | 9 |
| 12 | Equality Objectives | 10 |
| 13 | The Public Sector Equality Duty | 10 |
| 14 | Measuring the Impact of the Policy | 10 |
| Appendix 1 | | 12 |

## 1 Policy Statement

1.1 Academy Transformation Trust (ATT) academies are inclusive academies where the focus is on the well-being and progress of every student and where all members of our community are of equal worth.

1.2 The Equality Act (2010) and The Public Sector Equality Duty (PSED, 2011) provides a framework to support a commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures the continued tackling of issues of disadvantage and underachievement of different groups.

1.3 ATT will ensure that pupils are not discriminated against on the basis of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (the protected characteristics).

1.4 The principles of non-discrimination and equality of opportunity also apply to how employees will treat their colleagues, academy employees and pupils, visitors, clients, customers, suppliers and former employees.

1.5 Striving to ensure that the work environment is free of harassment and bullying and that everyone is treated with dignity and respect is also an important aspect of ensuring equal opportunities in employment and one that ATT are committed to ensuring in the workplace.

1.6 Under the general public sector equality duty under the Equality Act 2010, academies as public authorities must have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between people who share protected characteristics and those who do not
- Foster good relations between people who share protected characteristics and those who do not

## 2 Roles and Responsibilities

2.1 The ATT Board has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. Day-to-day operational responsibility, including regular review of this policy, has been delegated to the Chief Executive for the Head Office function and the Local Governing Body for each academy. The ATT Board will ensure all policies promote the equality principles as set out in this policy and monitor the progress towards our equality objectives which can be found on the Academy Transformation Trust Website

2.2 The Principal and Senior Leadership have responsibility for:

- Ensuring the full implementation of the Equalities Policy and for providing leadership and vision in respect of equality in partnership with the Local Governing Body
- Coordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the academy are aware of, and comply with, the Equalities Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination
- Identify and investigate any patterns with regard to performance, attendance and exclusions in relations to particular groups
- Ensure the performance of different groups of pupils is monitored and evaluated so that the needs of all pupils are met
- Ensuring reasonable adjustments are made to allow pupils and staff with a protected characteristic to have full access and entitlement.

2.3 All academy staff have responsibility for:

- The implementation of the academy's Equalities Policy
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on the grounds of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- Putting into place reasonable adjustments to make sure all pupils can access the curriculum especially those pupils with a special educational need, disability or those using an auxiliary aid
- Keeping up to date with equalities legislation by attending training events as required.

## 3 Forms of Discrimination

3.1 Discrimination by or against a student is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

3.2 Direct discrimination occurs when someone is treated less favourably because of one or more of the protected characteristics as set out in clause 1.3. For example, never asking black pupils to answer questions in class because the teacher is not interested in their views, would be direct discrimination.

3.3 Indirect discrimination occurs when someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristics at a particular disadvantage. For example, if all pupils must demonstrate a level of physical fitness before being admitted to the academy, it is indirectly discriminating against disabled pupils – unless the academy can show that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.

3.4 Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

3.5 Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

3.6 Associative discrimination is when an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic.

3.7 Perceptive discrimination is where an individual is directly discriminated against or harassed based on a perception that they have a particular protected characteristic when they do not, in fact, have that protected characteristic (this does not include marriage and civil partnership, and pregnancy and maternity).

3.8 By not making reasonable adjustments to the environment, the curriculum or other activities constitutes discrimination. Every effort will be made to make sure on occasions positive discrimination will take place in the form of making reasonable adjustments to ensure pupils and staff are not discriminated against.

## 4 Applying our policy to the Curriculum

4.1 ATT aim to provide all pupils with the opportunity to succeed and to reach the highest level of personal achievement. To achieve this ATT will ensure:

- Curriculum planning reflects a commitment to equality including planning for pupils with special educational needs or disability
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the academy, particularly for those with a protected characteristic
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that challenge discriminatory behaviour and language
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles
- Assessments will be analysed for gender, culture and social issues, taking into account access issues. We will analyse student performance by ethnicity, gender, disability and special educational needs and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

## 5 Applying our policy to Admissions

5.1 Admission to the academy is based on the criteria outlined in the Admissions Policy. The Admissions Policy is evaluated and monitored for equality impact on pupils, parents and carers.

## 6 Applying our policy to Accessibility

6.1 The Accessibility Policy and Plan are monitored for equality impact on pupils, staff, parents and carers. This is shared regularly with Local Governing Bodies.

6.2 Physical access, curriculum access, organisational and information access are considered as part of our accessibility plan, particularly keeping in view the needs of pupils and staff with a special educational need or disability or other protected characteristics.

6.3 All pupils will be given full access to extra-curricular activities or visits. The Educational Visits Policy outlines our robust procedures for ensuring all trips and visits are available to all.

## 7 Applying our policy to Achievement

7.1 There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, special educational needs or disability, social background and sexual orientation. To secure the best possible outcomes ATT recognise that:

- Staff in the academy will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the academy and to use targeted interventions to narrow gaps in achievement
- It is important to place a high priority on the provision for special educational needs and disability, making reasonable adjustments as necessary
- A range of teaching methods will be used throughout the academy to ensure that effective learning takes place at all stages for all pupils and which promote student engagement so that pupils are encouraged to be actively involved in their own learning.

## 8 Applying our policy to Ethos and Atmosphere

8.1 Those involved in the leadership of the academy community are instrumental in demonstrating mutual respect between all members of the academy so that:

- There is a feeling of openness and tolerance which welcomes everyone to the academy
- The displays around the academy are of a high quality and reflect diversity across all aspects of equality and are frequently monitored

- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents and carers) with disabilities
- Provision is made to cater for the cultural, moral and spiritual needs of all pupils through planning of both assemblies, classroom based and offsite activities
- Pupils are given an effective voice
- Positive role models are used throughout the academy to ensure that different groups of pupils can see themselves reflected in the academy community.

## 9 Applying our policy to countering and challenging harassment and bullying

9.1 ATT will work in partnership with the academy to ensure that:

- The academy counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents, carers and Governors
- The academy has a clear, agreed procedure for dealing with prejudice related bullying incidents (see the Anti-Bullying Policy) and has nominated member(s) of staff, who are responsible for recording and monitoring incidents
- The academy reports to Governors and ATT, at least annually, the number of prejudice related incidents recorded at the academy.

## 10 Applying our policy to Partnerships with Parents/Carers and the Wider Community

10.1 ATT will work in partnership with parents/carers to:

- Ensure parents/carers from all backgrounds are encouraged to participate in the full life of the academy
- Ensure that there are good channels of communication, e.g. parent forums, to ensure parents' views are captured and acted upon with representation from parents and pupils with a special educational need or disability
- Encourage members of the local community to join in academy activities and celebrations
- Ensure parents/carers of newly arrived pupils e.g. EAL, Traveller or pupils with disabilities are made to feel welcome.

## 11 Breaches of this Policy

11.1 Anyone that believes that they may have been discriminated against is encouraged to raise the matter through the Complaints Procedure. If they believe that they may have been subject to harassment, they are encouraged to raise this matter through our Anti-Bullying Policy. Staff who may have been discriminated against or harassed should refer to the Equal Opportunities (Staff) Policy. If anyone is uncertain which policy applies or needs further advice on how to proceed they should speak to a member of staff.

11.2 Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Those who make allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith, will, however, be dealt with appropriately.

11.3 Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. ATT take a strict approach to serious breaches of this policy.

## 12 Equality Objectives

12.1 The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** 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
- **Foster good relations** between people who share a protected characteristic and people who do not.

12.2 Equality objectives for each academy are included in the Transformational Improvement Plan. The Transformational Improvement Plan is shared with Governors and reviewed at least termly.

## 13 The Public Sector Equality Duty

13.1 The Equality Act 2010 (Statutory Duties) Regulations 2011 impose a specific duty on ATT to publish information relating to the protected characteristics of its employees.

13.2 To give effect to the duty under the Regulations, ATT will report the results of its monitoring in anonymised form to the Local Governing Body.

## 14 Measuring the Impact of the Policy

14.1 Where a discriminatory incident occurs a copy of the Discriminatory Incident Reporting Form (Appendix 1) is completed and filed at the academy. A scanned copy of the form is submitted to Pat Hunt, Director of Governance, safeguarding, SEN and Children's Services.

14.2 The Equalities Policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers. The main findings from equality impact assessments will be presented to the Local Governing Body.

## Appendix 1 - Discriminatory Incident Reporting Form

| | |
|---|---|
| Academy | |
| Site the incident took place | |
| Name of people involved | |
| Contact details if not a member of staff or student | |
| Date and time of incident | |
| Nature of incident | |
| People present at the incident and did they provide a statement (append statements to this form) | |
| Give details of actions taken | |
| Were any of the following contacted | Police Yes ☐ No ☐<br>Ambulance Yes ☐ No ☐<br>Parent/Carer/Emergency Contact Yes ☐ No ☐ |

All of the above facts are a true and accurate record of the incident.

Signature_____Date_____

Name_____ Date _____