

**This policy was adopted by the Trust Board of directors on: 19/07/2017**

## **Part 1: Summary of Legal Duties and Responsibilities**

### **Part 2: Policy**

### **Part 3: Equality Objectives**

#### **1.0 Introduction**

**1.1** This single policy replaces separate policies the schools had on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the Trust's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One. Part Three sets out the Equality Objectives of the Multi Academy Trust, to be reviewed and reported on annually. All Trust schools are required to publish equality information on their website.

#### **2.0 PART ONE**

##### **2.1 Our Legal Duties**

**2.1a** The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

**2.1b** Protected characteristics The Act defines protected characteristics as follows:

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

**2.1c** These protected characteristics apply to pupils, prospective pupils, staff, prospective staff or anybody they are associated with, with the exception of 'age' and 'marriage and civil partnership' which do not apply to pupils and prospective pupils.

**2.1d** The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

1. The Public Sector Equality Duty or 'general duty' This requires all public organisations, including schools to give due regard to the need to (in relation to the protected characteristics above):
  - Eliminate unlawful discrimination, harassment and victimisation
  - Advance equality of opportunity between different groups
  - 3. Foster good relations between different groups
2. Two 'specific duties' This requires all public organisations, including schools to:
  - Publish information to show compliance with the Equality Duty
  - Publish Equality Objectives at least every 4 years which are specific and measurable

## 2.2 Unlawful behaviour

The Act defines four kinds of unlawful behaviour: direct discrimination, indirect discrimination, harassment and victimisation.

1. Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.
2. Indirect discrimination occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.
3. Harassment has a specific legal definition in the Act - 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".
4. Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act.

- 2.3** Discrimination arising from disability - treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments. The law on disability discrimination is different from the rest of the Act. In particular, it works in only one direction, i.e. it protects disabled people but not people who are not disabled. This means that we are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities

**2.4a** The Trust is required to make Reasonable Adjustments and develop Accessibility Plans:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.

- Take reasonable steps to provide auxiliary aids/services
- Provide information in an accessible format.
- Develop and implement (by allocation of resources) Accessibility Plans which will;
  - a. Increase disabled pupils' access to the school curriculum

And for all users of the school:

- b. Improve the physical environment
- c. Improve the provision of information

**2.4b** The duty is an anticipatory and continuing one that Exeter Learning Academy Trust owes to all pupils with disabilities whether identified or not, and to those pupils who will be attending in the future. Our schools will seek relevant information regarding newly placed pupils to ensure as far as possible that their needs are anticipated under this Act. We will ensure that we work closely with professionals, parents and carers as appropriate to identify the challenges presented to us by new pupils under this Act.

## **2.5 Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty, applicable to the Trust, to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faith /beliefs and socioeconomic backgrounds. Exeter Learning Academy Trust policies and activities should all be promoting community cohesion and inclusion wherever possible to comply with, and support these duties.

## **2.6 Roles and responsibilities**

We expect all staff of the Trust and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

## **2.7 The Trust Executive Board**

The board has overall responsibility for ensuring compliance with equality legislation and the effective operation of this policy and that action plans are implemented. A member of the Board has a watching brief regarding the implementation of this policy.

## **2.8 Trust and Academy Committees**

Every Trust or academy committee keeps aspects of the Trust's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. The Trust Board annually reviews the Equality Policy and evaluates the success of the Trust's equalities work taking account of quantitative evidence (e.g. data) and qualitative evidence.

**2.9 All Head Teachers, along with their senior leadership teams, are responsible for ensuring that:**

- This policy is communicated and made readily available to staff, parents and guardians.
- This policy and its related procedures are implemented.
- Staff are aware of their responsibilities and are given appropriate training and support to enable them to effectively deliver this policy and Equality Plan
- Appropriate action is taken in any case of actual or potential discrimination
- All staff understand their duties regarding recruitment and provide reasonable adjustments to staff when appointed. All appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
- All staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents
- All incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are treated with due seriousness.
- The principle of equal opportunity is promoted when developing the curriculum,

**2.10 Teaching and support staff should:**

- Enact all aspects of this policy, its commitments and procedures, and their responsibilities within it
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head of school
- Promote equality and good relations and not discriminate on any grounds
- Attend training and information sharing opportunities as necessary to use this policy with confidence, and keep up to date with current equality legislation
- Promote equal opportunities through their words and actions

**2.11 Pupils according to their ability and understanding should:**

- Refrain from engaging in discriminatory behaviour, or any other behaviour that could cause offence to others under this policy.

**2.12 Parents and Carers**

- Parents and Carers will be encouraged to participate fully in implementing the policy within the academy, particularly by reinforcing its ethos at home. They will be invited to comment on the Equality Objectives and will be regularly updated on progress.

**2.13 All Visitors, Volunteers and Contractors should:**

- Make themselves aware of, and comply with the expectations contained within this policy

- To refrain from engaging in discriminatory behaviour or language on school premises
- Bring to the attention of a member of staff any act, or behaviour that concerns them with regard to this policy

### **3.0 Publishing the plan and links to other policies and documentation**

**3.1** Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our Trust and academy development plans, self-evaluation review. We will publish our policy and plan on the Trust website and raise awareness of the plan through the academies' newsletter, assemblies, staff meetings and other communications;

**3.2** This policy has links with the Behaviour, Admissions, SEN and Anti-bullying Policies as well as minutes of meetings involving Trust directors, local governors, the whole staff, and the senior leadership team and school councils.

**3.3** The Equality Act also applies to the Trust in its role as employer, and there are links to our Recruitment Policy, Whistle Blowing Policy, Health and Safety, Online-Safety and Acceptable Use policies.

## **4.0 PART TWO**

### **4.1 The Policy**

At Exeter Learning Academy Trust we value the individuality of all our children and we are committed to enabling all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. We are also committed to safeguarding and promoting the welfare and wellbeing of our children and young people and expect all staff and volunteers to share this commitment.

**4.2** Exeter Learning Academy Trust will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community. This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school.
- We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school.

- We are committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics, to help schools to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying (see new DCC guidance).
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.

**4.3** Throughout the year, our schools will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.

- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.

- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.

## **5.0 PART THREE**

### **5.1 Equality Objectives**

Our equality objectives are based on our analysis of data and other information. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We produce an Equality Action Plan that shows how we will achieve our objectives and gives a review of progress: see Appendix 2. This includes both Acorn MAT-wide and school-level objectives. Exeter Learning Academy Trust has set the following equality objectives for the four year period from July 2017 until September 2020:

**5.1a** To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.

**5.1b** To deliver a broad and balanced curriculum, that provides opportunities for all pupils to achieve the highest standards of education, using specialist programmes and dedicated resources to support pupils who need it the most. We will deliver a programme of assemblies, outside visitors, residentials and education trips to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics.

**5.1c** To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement. We will aim to raise aspirations among children and parents and raise awareness of career options for all children, challenging gender stereotypes.

**5.2** The implementation and impact of these objectives and the equality plan will be monitored and reviewed by the Trust Board of directors through:

- Reviewing pupil progress and attainment for different sub-groups (e.g. individual schools, boys vs girls, Pupil Premium, SEN and Children in Care) annually in the autumn term, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.
- Receiving reports from the Chief Executive Officer, Headteachers, School Improvement Officer and SENCO.
- Receiving reports from monitoring visits and Local Governing Bodies.
- Taking advice from relevant parties such as the Trust HR provider and Devon Admissions team.
- Monitoring parental engagement and attendance.

## 6. Review

6.1 The Equality Policy and objectives have been agreed by the Trust Board. We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements, we will review the progress and implementation of the Equality Objectives and Equality Plan annually. This policy will be reviewed every three years by the Trust Executive Board. The implementation of the Equality Objectives will be reviewed and progress reported annually.

### APPENDIX 1: Checklist for all Staff and Directors

- 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 academy 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 Academy life? Are pupils who make a positive contribution reflective of the Academy's diversity e.g. through assemblies/councils?
- 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 local governing body and Trust Board on a termly basis?
- Are visual displays reflective of the diversity of the Academy's 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 Academy 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 Academy's environment as accessible as possible to pupils, staff and visitors to the academy?
- Are open evenings and other events which parents, carers and the community attend held in an accessible part of the Academy, 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 directors open to candidates and voters who are disabled?