



Equality, Diversity and Inclusion Policy and Equality Objectives

Our Mission

“Together we work as one family to ensure excellence for all.”

Our Vision

To be an ambitious, inclusive, collaborative family of schools, ensuring fullness of life and excellence in education, whilst celebrating individuality.

Policy Reviewed and Adopted by Board of Directors:	Summer Term 2022
Date of Next Review:	Summer Term 2025
Responsible Officer:	CEO

Equality and Diversity Policy and Equality Objectives

Introduction

As a public body, our Trust must comply with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

This means we must publish:

- details of how our Trust (and schools) comply with the public sector equality duty
- our Trust-wide equality objectives

This policy aims to satisfy this expectation, whilst going beyond this to set the standard for all connected to our inclusive Trust.

One Excellence Multi Academy Trusts Equality and Diversity Policy brings together all previous policies, schemes and action plans around equality. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within the trust's community. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

The Trust and its schools are committed to its duties under the Equality Act 2010 and our public sector equality duty, specifically the principle of equal opportunities for all students, staff and members of each school's community (including parents/carers, visitors and partner agencies). The trust and its schools are committed to the development of cohesive communities both within each school's physical boundaries and within local, national and global environments. The trust and its schools embrace the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

The Equality and Diversity Policy is underpinned by:

- The Trust's Equality Objectives (included at the end of this policy)
- Each school's own Equality Objectives and associated action plan
- Each school's Accessibility Plan

The protected characteristics, which we must ensure are at the forefront of our inclusive practice are:

- Disability
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (not applicable to pupils)
- Marriage and Civil Partnerships (not applicable pupils)

Purpose

The purpose of this policy is to set out how practice and policies within the Trust and its schools have due regard to public sector equality duty and the need to:

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

Guiding 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.

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.

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, homophobic and transphobic harassment
- positive attitudes and understanding of those women pregnant or during maternity

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.

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.

Principle 6 – We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.

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.

Principle 8 - We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality.

Principle 9 – Objectives

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. 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.

We also ensure that equality and inclusive practice are embedded across all aspects of school life the Equality and Diversity Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Code of Practice

The Trust and each school will publicise the following guidelines for staff and pupils to promote the Equality and Diversity Policy:

- Staff and pupils are expected to respect all persons as individuals and to honour their rights
- Staff and pupils should behave in such a way as will promote a safe and secure environment free from unfair discrimination or harassment
- Staff and pupils should not be prepared to tolerate unfair discrimination or harassment of others

Approach

We will have due regard to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- take steps to meet the needs of persons who share protected characteristics that are different from the needs of persons who do not share it
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

Pupils

Each school is committed to the principle of equal opportunities for all pupils.

No pupil will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, age, sexuality, disability, trade union activity, political or religious beliefs

In particular, the school will ensure equal treatment for pupils in these areas:

- Admission
- Attainment, progress and assessment
- Reporting
- Curriculum, teaching and Learning
- Personal Development
- Achievement
- Discipline

Staff

The Trust and each school is committed to the principle of equal opportunities for all staff.

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine guiding principles.

No job applicant or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, age, sexuality, disability, trade union activity, political or religious beliefs nor be disadvantaged by any conditions or requirements of employment that cannot be justified.

In particular, the trust and each school will ensure equal treatment for staff in the following areas:

- Recruitment Selection
- Training
- Promotion
- Appraisal

Community

Each school is committed to the principle of equal opportunities for all members of its community, including parents/carers.

No community member will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, age, sexuality, disability, trade union activity, political or religious beliefs

- In particular, the school will ensure equal treatment for community members in the following areas:
 - o Membership of the Local Advisory Board
- Involving parents and carers and the local community in the school
- Selection of suppliers of goods and services

Roles and responsibilities

Board of Directors

The Board of Directors is ultimately responsible for ensuring that the Trust and its schools meet the commitments in this policy - complying with the public sector equality duty as part of the 2010 Equality Act.

CEO/ Executive Head Teacher/ Head Teacher/Head of School Each leader will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are aware of this policy and understand their responsibilities
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Local Advisory Board

Each school's Local Advisory Board will:

- ensure that this policy and its commitments are implemented within the school
- support the Executive Head Teacher/Head Teacher/Head of School in implementing any actions necessary
- evaluate and review the school approach and school level equality objectives on a regular basis (at least annually)

Senior Leadership Team

Each school's Leadership Team will:

- support other staff in implementing this Policy
- with the Executive Head Teacher/Head Teacher/Head of School, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy
- evaluate and review the school approach and school level equality objectives on a regular basis (at least annually).

Pupils

Pupils will

- act in accordance with the policy
- be encouraged to actively support the policy

Staff

Staff will

- be fully aware of the and how it relates to them
- understand that this is a whole school issue and support the policy
- promote the equality and diversity messages articulated throughout this policy, and the school's related curricula
- make known any queries or training requirements

Community members

Members of the community, including parents/carers will

- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be informed of any incident related to this Policy which could directly affect their child
- be encouraged to attend any relevant meetings and activities related to the Policy

Grievance

Staff

Any employee who considers that he or she is suffering from unequal treatment may raise a complaint through the agreed procedure for dealing with grievances included in the Trust Grievance Policy.

Community members

Any parent or carer who considers that he or she is suffering from unequal treatment may raise a complaint through the Trust Complaints Policy.

Prejudice-based incidents

All prejudice-based incidents should be reported using the school's normal incident report system. In addition, the staff member responsible for resolving the incident must complete the school's Incident Report Form and pass it to the CEO/Executive Head Teacher/Head Teacher/Head of School (as appropriate)

As a whole Trust we aim to:

- Provide a secure environment in which all our children can flourish and achieve under the five outcomes of: be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being
- Include and value the contribution of all families to demonstrate our understanding of equality and diversity
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Make inclusion a thread that runs through all of the activities of the setting
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community
- Plan systematically to improve our understanding and promotion of diversity
- Actively challenge discrimination and disadvantage

Our Equality Objectives

Each academy within our family of schools has their own equality objectives, dependent on their current demographic and annual review.

Our equality objectives are based on our analysis of data and other information collected throughout the year.

As a Trust, we are working towards the below objectives.

Objective	Aims	Actions
One	To ensure that all staff and governors are aware of current legislation relating to equality and diversity and that all governors and staff understand the Trust's responsibility in this area	<p>Training for all stakeholders to raise awareness</p> <p>Trust review of recruitment processes to ensure fair and welcoming processes to candidates of all gender identities</p> <p>Curriculum Lead will review the school's curriculum, with subject leads, to ensure that gender identity is appropriately addressed in enough detail to prepare pupils for life in modern Britain</p>
Two	To ensure staff and potential staff have equality of opportunity	<p>To become a Disability Confident employer and to ensure the HR processes support this endeavour</p> <p>Provision of apprenticeship strategy for staff, and increase of the CPD offering.</p> <p>Review of staff wide terms and conditions to ensure inclusive</p>
Three	To promote and celebrate spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities, with a particular focus on develop pupils' aspiration	<p>Curriculum Lead will review the curriculum to ensure all schools are promoting SMSC</p> <p>Educational Visits to be planned to deepen and develop understanding of different cultures</p> <p>Enrich the curriculum with educational visitors</p>