



# Equalities Policy

Approved By:	The Board of Trustees
Version:	1.2
Created on:	March 2019
Amended on:	July 2020
Next review date:	July 2023

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## 1. Aims

Ethos Academy Trust actively promotes equality in an inclusive culture. It is our intention to provide education for all pupils which acknowledges that the society within which we live is enriched by diversity. We will strive to ensure that the culture and ethos of the Trust reflects the diversity of ALL members of our academies' communities, where everyone is equally valued and where we all treat one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

As a Trust we will not tolerate harassment of any kind. We expect all involved in the Trust to be committed to eliminating all forms of discrimination, on the grounds of race, gender, disability, sexuality, age, religion and belief.

The Trust aims to prepare all pupils for a future world and adult life in a multi-racial, interdependent world. We will seek to ensure that we:

- promote equality of all groups, for example assessing the impact of our policies on different groups;
- promote community cohesion by encouraging the development of mutual respect and good relationships between persons of different racial groups and genders;
- challenge and seek to eradicate discrimination on any grounds, including ethnicity, age, gender or gender identity, disability, religion or religious affiliation. This will include, for example, acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying;
- give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider academy community
- develop a strategy that includes all equality strands and links targets and actions with our Academy Development Plans;
- ensure that all pupils have a right to equality of access to what is best in educational provision;
- ensure that there is no restricted access given to some students because of stereotyped views of ability.

Ethos Academy Trust welcomes its duties under the Equality Act (2010). The Equality Act establishes 9 protected characteristics which apply to academies:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

## **2. Public Sector Equality Duty (2011)**

This policy outlines how Ethos Academy Trust has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

## **3. Specific Duties under the Public Sector Equality Duty**

- to publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- to prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims.

This policy sets out the steps the Trust will take that will result in improved outcomes for all members of the academies' communities in all aspects of academy life, taking positive action to promote equality.

## **4. Definition of 'due regard' and how we aim to comply with the principles of the general duty**

- While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated.
- The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community.
- The duty is continuing, so we will revisit it and bear it in mind constantly.
- We will keep records to show that the equality duties have been considered on each occasion.

## **5. Trust Ethos, Vision and Values**

The role of Ethos Academy Trust is to achieve excellence for each individual in learning and personal development. In order to realise this, our primary aim is to provide a safe and engaging environment for learning that:

- encourages the development of self-awareness and confidence whilst at the same time promoting sensitivity, support, appreciation and respect for others;
- provides the learning opportunities that lead to continuous improvement in achievement;
- recognises and rewards all achievement;
- allows all pupils to share positive experiences, to feel valued and to enjoy their life in our Academies;
- assists individuals to develop the skills and knowledge needed for their current and future roles within society;

- encourages parental and community involvement in all aspects of the life of our Academies.

At Ethos Academy Trust we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to include a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and able to participate fully in academy life.

## **6. What We Already Do**

In order to comply with the public duty we have the following procedures in place to ensure that we consider the needs of all of our pupils and employees in everything we do:

### **i. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.**

– Head Teachers have responsibility for monitoring policies and practices associated with equal opportunities and community cohesion and the collection of information on the outcomes of policy with regard to different groups of students and their achievements.

- The Trust HR manager has responsibility for monitoring policies and practices associated with disability and equal opportunities with regard to recruitment, retention and development of disabled employees.

- Any discrimination will be dealt with under existing Trust discipline procedures.

- The Trust deals with admissions in a non-selective way, taking in mixed, multi-ethnic students of all abilities and serving the local community as a priority.

### **ii. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.**

- Pupils throughout the Trust have a right to expect a variety of teaching and learning styles designed to develop independent learning and the acquisition of a body of knowledge, skills and attitudes which will prepare them for their next stage. Teachers recognise the importance of a range of learning activities and good classroom organisation in promoting achievement by all students.

- Achievement: Teaching and learning styles can have a differential impact on student achievement. The Trust holds data on standards and progress achieved by all students and analyses this to monitor the performance of those with particular characteristics, where these are known. The relevant characteristics include: gender; ethnicity; special educational need and eligibility for free school meals. External data, for example that made available by DfE, the local authority and Ofsted, also shows attainment and progress measures categorised by different characteristics.

- Pupils with identified special educational needs are catered for within the classroom environment by differentiation and support

- Pupils taking public examinations have fair access to assessment by allowing candidates suitable access arrangements which allow learners to show what they know without changing the demands of the assessment.

- Social activities are flexible enough to allow all pupils to participate.

**iii. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

- Teachers and support staff should encourage positive interaction between pupils by seating students in mixed race/gender groups where appropriate e.g. collaborative learning activities.

– It is the responsibility of all staff to respond to the moral, spiritual, cultural, and social needs of each student. Through assemblies, Religious Education and other lessons specifically, but also in other areas of the curriculum, the Trust seeks to promote a positive attitude towards differing cultures, religions and lifestyles. Stories from a variety of religions are used and places of worship are visited during lesson time.

## **7. Ethos Academy Trust Objectives**

### **Objective 1 - Equality and excellence**

The Trust will monitor and evaluate attainment and progress of all pupils and with specific reference to groups with different characteristics. These will include ethnicity, gender, special educational needs, and Free School Meals eligibility. An annual report will be produced for the governors/Trustees.

### **Objective 2 – Human Resources**

The Trust will ensure that all vacancies are filled using the principles of equal opportunities and safer recruitment, including at least one member of each panel with relevant training. Monitor applications and appointments, and produce an annual summary for Trustees.

### **Objective 3 - Policies**

Our intention is to conduct equality impact assessments for any new or substantially amended policies.

## **8. Our Academies**

The Equality Objectives set by the Academies within the Trust are personalised to that setting, are reviewed annually and published under the Equality Objectives section of each Academy's website.

## **9. Equality Impact Assessments**

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we will carry out regular reviews of all aspects of academy life with regard to the protected characteristics by means of an Equality Impact Assessment. All academy leaders and managers will be trained in carrying out an Equality Impact Assessment of their area of responsibility for activities both within and beyond the academy day (see appendix 1). Any gaps in provision and practice that are identified form part of an action plan (see appendix 2). Our future intention is to use an Equality Impact Assessment when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice

## **10. Consultation**

Ethos Academy Trust recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. We will consult with students' parents/carers, staff, employee representatives, governors / Trustees and other academy users when appropriate. We will consult in the following ways:

- We will meet pupils to discuss their needs and progress.
- We will ask for input from staff, parents/carers, the community and governors / Trustees when introducing new policies, procedures and ways of working.

## **11. How we measure the impact of any changes**

We will monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement across the Trust with an additional focus on equality groups.
- Staff surveys and consultation that demonstrates emotional health and wellbeing, engagement and involvement.
- Parent / carer surveys.

## **12. Publication and Review**

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results. We will record the results of our equality impact assessments and action taken. We will review and publish this information and its impact on our students and staff through:

- An annual report to the Board / Governing Bodies.
- An annual report on the Trust website.

## **13. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Behaviour
- Safeguarding and Child Protection
- Code of Conduct

## Appendix 1: Equality Impact Assessment

<b>Date</b>	
<b>Lead member of staff</b>	
<b>Other involved staff/role</b>	

### Proposed Plan To include:

- i. Background: how this proposal has come about
- ii. Reason for proposal:
  - to introduce new practice/provision
  - to change or reduce practice/provision
  - to remove practice/provision
- iii. Main stakeholders
- iv. Any legislation or guidance that informs the proposals

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### Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **Y/N**

Promoting equality of opportunity **Y/N**

Fostering good relations **Y/N**

Please explain

<b>Additional Comments:</b>
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### Consultation Process To include:

- i. With whom do you plan to consult?
- ii. How?
- iii. Where is the evidence of the consultation?



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**Potential Issues**

Characteristic	Impact of proposal (specify if impact is to student, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability			
Race			
Sex			
Gender reassignment			
Pregnancy, maternity			
Religion/belief			
Sexual orientation			
Marriage, civil partnership			
Age			
<b>Additional Comments:</b>			

**Appendix 2: Action Plan following Equality Impact Assessment**

<b>Objective</b>	<b>Actions</b>	<b>Timescale</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Measurable Outcomes</b>