

Single Equalities Policy

Incorporating the Trust's equality objectives and publication of information

Category:	Trust-wide Policy
Authorised By:	Board of Trustees
Signed By:	Barry Nolan, <i>Chair of the Board of Trustees</i>
Author:	Keith Holroyd, <i>Head of Governance, Policy & Compliance</i> Susan Douglas, <i>CEO</i>
Owner:	Susan Douglas, <i>CEO</i>
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This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

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1. Aims

Our Trust aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The ultimate aim of this policy is to provide the safeguarding of children as defined by the Trust's policy statement on safeguarding children.

This policy will underpin all other policies within the Trust and should be read in conjunction with the Statement of Provision and SEN Information Report for each school in the Trust.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1. The Board of Trustees

The Board of Trustees (the Board) will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the Trust, including to staff, pupils and parents,
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years,

- Set out its commitment to equal opportunities and continue to do all it can to ensure that the Trust is fully inclusive to children, and responsive to their needs based on race, gender and disability,
- Seek to ensure that people are not discriminated against when applying for jobs at our Trust on grounds of race, disability, gender, religion or belief, sexual orientation, appearance (including hair and head-wear), gender reassignment or age,
- Take all reasonable steps to ensure that the Trust environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents/carers and children,
- Welcome all applications to join the Trust, whatever a child's socioeconomic background, race, gender or disability, in line with admissions policies on meeting the needs of children with EHCPs,
- The Board ensures that no child is discriminated against whilst in the Trust on account of their race, gender or disability,
- Ensure compliance with current equality legislation and the implementation of this policy, and
- Delegate responsibility for ongoing monitoring the achievement of the objectives to the Head^{1 2}.

3.2. The Trustee portfolio holder

The Trustee portfolio holder will:

- Meet with the Deputy CEO as part of the Evidence of Excellent meeting cycle, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full board of Trustees regarding any issues

3.3. Trustees and senior leaders

Trustees and senior leaders will:

- Ensure that all recruitment selection panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities;
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness;

¹ For the purposes of this policy, Head refers to Headteacher, Head of School/Setting/Satellite or Executive Head as appropriate

² The Head may also appoint a designated staff member for equality to assist with this

- Ensure that the policy is readily available and that all members of the Board, Members, Committees and Local Advisory Boards, staff, pupils and their parents/carers know about it;
- Take appropriate action in cases of harassment and discrimination.

3.4. Senior leaders

Senior Leaders will:

- Ensure that all staff are aware of this policy, and that staff apply these guidelines fairly in all situations,
- Ensure its procedures are followed,
- Produce information about the policy and how it is working as required, and
- Ensure all staff know their responsibilities and receive training and support in carrying these out.

3.5. The Head

The Head will, for their school:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils,
- Monitor success in achieving the objectives and report back to the Board, and
- Promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

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3.6. The designated member of staff for equality

The designated member of staff for equality will, for their school:

- Support the Head in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Head in identifying any staff training needs, and deliver training as necessary

3.7. All staff across the Trust

All staff across the Trust are expected to:

- Have regard to this document and to work to achieve the objectives as set out in section 10 and the appendix,
- Ensure that all children, colleagues and the wider school community are treated fairly, equally and with respect, and will maintain awareness of this policy,
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images,

- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head or their line manager,
- Promote an inclusive and collaborative ethos,
- Model good practice in dealing with discriminatory incidents,
- Recognise and tackle bias and stereotyping,
- Promote equality and avoid discrimination against anyone, and
- Keep up to date with the law on discrimination and undertake training and learning opportunities.

3.8. Children and young people

Our children and young people will be encouraged and supported to:

- Contribute as far as is possible to any significant changes to this policy and be made aware how it applies to them,
- Treat each other with respect,
- Support the equality ethos, and
- Share concerns or issues with a member of staff.

3.9. Parents and carers

Our parents/carers will be encouraged and supported to:

- Contribute to or be consulted on any significant changes to this policy and be made aware how it applies to their children,
- Support the equality ethos, and
- Share concerns or issues with a member of staff;

3.10. Visitors and contractors

Visitors and contractors are responsible for:

- Following our expectations regarding equality.

4. Eliminating discrimination

The Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Trustees and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The Trust supports inclusive practice by ensuring equality is an ongoing focus for staff and Local Advisory Board training.

Regional Directors will discuss monitoring and achievement of equality objectives as part of their monitoring visits and report this in the Evidence of excellence meetings on a termly basis.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

6. Publishing information

The Trust and its schools, will demonstrate compliance with the requirements of the Public Sector Equality Duty (PSED) by publishing or making available, a range of information including:

- Policies
- Minutes from Board of Trustees and Local Advisory Board meetings
- Consideration of steps schools are taking in response to outcomes data for groups with protected characteristics where appropriate
- Relevant information about training for staff and those in the governance community
- Details of the schools' curricula
- How our schools foster good relations both within the school and with their local communities.

7. Fostering good relations

EAT has a range of ethnic backgrounds, religious and world views among staff and pupils. Staff ensure these are understood and given due regard, which helps make pupils and parents feel welcome and able to engage purposefully with all aspects of our work.

The school will establish learning environments which provide a balance of information about different faiths and beliefs. This will include thematic approaches with a periodic focus on aspects of individual religions, but no particular faith or world view will be given greater emphasis than any other. Pupils and parents will develop their knowledge and understanding of cultures and faiths beyond their personal experience.

Family events will be organised to encourage integration, friendship and collaboration between those from different backgrounds. EAT has comprehensive family services provision, co-ordinated in each setting by a family services lead ensuring the school will be able to build on existing provision and develop new approaches matching the range of needs brought together in the school.

Our provision will enhance pupils' understanding of their place in society, drawing on the diversity that we enjoy across the Trust. Opportunities will be taken to affirm the faiths and cultures of pupils within the school, including not just festivals and celebrations but also visiting different communities to experience their life and culture.

8. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made, such as where we decide or need to consult with parents or staff.

In our schools and the wider Trust, we will always consider the impact of significant decisions on particular groups. As good practice, our schools and the wider Trust, will keep a written record to show that they have actively considered their equality duties and asked themselves relevant questions. This may be through meeting notes, minutes or, where appropriate, a formal equality impact assessment document.

9. Strategies to implement our vision

9.1. Teaching and learning

We will:

- Ensure all learners have equal access to a rich, broad, balanced, inclusive and relevant curriculum that allows for a range of different learning approaches;
- Use contextual data to improve the ways in which we provide support to individuals and groups of children;
- Monitor achievement data by gender, ethnicity, educational needs, disability, free meals etc. and action any gaps;
- Take account of the achievement of all children when planning for future learning and setting challenging targets;
- Ensure all children take a full and active role in school life, including participation in extra-curricular activities where appropriate in order to prepare them for life in a diverse society;
- Use materials that reflect the diversity of the academy population and community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice and promote the principles of fairness and justice for all;

- Seek to involve all parent/carers in supporting their child's education;
- Have high expectations of all the Trust community and help them fulfil their aspirations;
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- Recognise and value bilingualism;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

9.2. Funding

The Trust will:

- Allocate funding to support inclusion and equality.
- Deploy funding to support a range of pre-school, after school clubs in the schools and parent/carer training and facilities to enhance inclusion and equality.

9.3. Admissions and exclusions

The Trust will ensure that admissions arrangements and the policy on exclusions are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

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9.4. Equal opportunities for staff

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We also strive to ensure that, wherever possible, our staffing and governance arrangements reflect the diversity of our school communities.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff, to ensure decisions are free of discrimination.

10. Tackling discrimination

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a child's individual circumstances.

Incidents of discrimination, harassment or bullying are dealt with by the member of staff present, escalating to a class teacher or member of Leadership Team as required.

All racist incidents are reported to the Trustees through the use of SMI reporting and senior leaders who report them to the local authority when required or in line with their own reporting procedures. (A racist incident is defined by The Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person').

10.1. Types of incident

Types of discriminatory, harassment or bullying incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into the academy;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress, accents or appearance etc.;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

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11. Equality objectives

The Trust's equality objectives for the period of this policy are set out in the appendix. These are shared by our schools and reflected in their vision and development plans.

12. Monitoring arrangements

The CEO will update the equality information we publish, at least every year.

This document will be reviewed by the Board at least every 4 years.

This document will be approved by the Board.

The schools' pupil tracking systems will be used to track the progress and attainment of children and groups of children to obtain information on whether our

equalities policy and practice is effective. It is the responsibility of the Board to monitor the effectiveness of the plan by:

- Monitoring the progress of children of minority groups and comparing it to the progress made by other children in the Trust;
- Monitoring the staff appointment process, so that no-one applying for a post at this Trust is discriminated against;
- Monitoring the schools' behaviour and Trust's exclusions policies, so those children from minority groups are not unfairly treated;
- Taking into serious consideration any complaints regarding equal opportunity issues from parent/carers, staff or children.

13. Concerns or complaints

In the first instance a senior member of staff should be contacted; either the Head in the school or the relevant lead Director for central teams.

If issues or concerns remain unresolved these should be raised in accordance with the Trust's Complaints Policy (in relation to parents and pupils) or Grievance Policy (for staff).

Issues or concerns raised by the wider school community should be raised with the Head (for school-based issues/concerns) or the CEO for Trust-wide issues.

14. Links with other policies

This document links to the following policies and documents:

- School accessibility plans
- Risk assessment
- The Trust's HR policies

Appendix 1: Equality objectives

Objective 1

The Trust will undertake analysis of our pupil outcomes every year to ensure that there is no group of young people who are not achieving their potential, through the Outcomes Group.

What this will look like

The Board of Trustees will receive biennial reports from the Outcomes Hub which will comment on any groups identified in its analysis, together with agreed actions

When we will do this

Annually from 2024-25

Objective 2

The Trust will undertake ongoing analysis of recruitment data and trends in regard to those with protected characteristics, and report this to the Board through the HR Trustee portfolio holder.

What this will look like

The Recruitment & Retention Strategy Group will receive annual reports and make recommendations on actions which should be considered at a Trust or school level.

When we will do this

Annually from 2024-25.

Objective 3

Increase the representation of our schools' communities within our governance structures.

What this will look like

The Board has greater diversity in respect of sex, race, lived experience of SEND and the geographical spread of our schools. Local Advisory Boards will reflect their school communities.

When we will do this

Ongoing action, with information reported through the Board Chair's annual report to Members.

Appendix 2: Equality Impact Assessment (EIA) template

EIA completed by		
Contributors to this EIA		
Date completed		
Purpose of the EIA (the <i>proposal</i>) (please tick as appropriate)	Policy	☐
	Risk assessed activity (e.g. activity or trip)	☐
	Resourcing decision (e.g. restructuring)	☐
	Other (please specify)	
This will affect the following groups (please tick all necessary)	Pupils	☐
	Staff	☐
	Parents/carers	☐
	Volunteers	☐
	Visitors	☐
	Trustees/LAB members	☐

Impact analysis

Use the next section to indicate what type of impact the *proposal* will have for each group with a protected characteristic, and explain why. If it doesn't impact a group, tick the 'neutral impact' column and record this.

Remember that this may impact a group in multiple ways.

You should also consider whether the *proposal* would impact any groups more because of multiple/combined characteristics, what that impact might be and why.

Group	Positive impact	Neutral impact	Negative impact	Why it will have this effect
Sex	☐	☐	☐	
Race	☐	☐	☐	
Religion or belief	☐	☐	☐	
Sexual orientation	☐	☐	☐	
Gender reassignment	☐	☐	☐	
Age	☐	☐	☐	
Disability	☐	☐	☐	
Marriage or civil partnership	☐	☐	☐	
Please consider whether there are any non-protected groups who should be considered in this instance				
EAL	☐	☐	☐	
Looked-after children	☐	☐	☐	
Families with separated parents	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	

Consultation

Consultation and stakeholder engagement
Include below details of any internal or external consultation undertaken, and its outcomes

Outcome and monitoring

Final decision
Record below the final decision on the <i>proposal</i> having considered all the factors in this EIA. That should include a summary of changes made to the original proposal and evidence used to come to this decision
Monitoring arrangements
Record below the arrangements being put in place to monitor the EIA outcome including how this will be undertaken, by whom and when