



# EQUALITY AND DIVERSITY POLICY

Reviewed Jul 2019

## Document Control

Description	By Whom	Date
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Approved by Trustees	<i>PAULAH</i>	31/7/19
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## 1. Introduction

- 1.1 The Harmony Trust has a strong moral purpose to do what is best for children and families which underpins our ethos. We aim to raise aspirations and attainment for all children, developing pupils with high self-esteem and responsibility. We are committed to the delivery of high quality education by excellent staff, in a caring, supportive learning environment. We believe that this policy should be a working document that is fit for purpose, represents our ethos, enables consistency and quality across the Trust and our academies.
- 1.2 We all have a responsibility to ensure equality and diversity permeates into all aspects of academy life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected to our Trust and academies to feel safe, secure, valued and of equal worth.
- 1.3 This policy applies to all members of our Trust including:
- staff – teaching and all support staff
  - pupils in our academies and their families
  - local Trustees and Board of Trustee members
  - visitors when in our academies or when engaged with off-site learning
  - any temporary staff or contractors delivering services to, or on behalf of the Trust
  - students/trainees on placements
- 1.4 We work hard to build strong and trusting relationships with our pupils and their families and we welcome the diversity of family lifestyles and work with all families and encourage them to take an active, inclusive part in the life of our academies.
- 1.5 We work closely with outside agencies to meet the diverse needs of pupils, such as medical, cultural and dietary requirements.

- 1.6 We have high expectations of all pupils from across the ability range and we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting.
- 1.7 We ensure equality and diversity is embedded in all areas of the curriculum and we give pupils opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender and disability. We encourage our pupils to develop positive attitudes about themselves as well as to people who are different from themselves.
- 1.8 We ensure that all pupils have equal and full access to learning and that the curriculum is inclusive of pupils with special educational needs and disabilities, and pupils learning English as an additional language.
- 1.9 We consider all applications for admission as we are an inclusive Trust and we will not discriminate against any child or their family.
- 1.10 We work hard to offer equality of opportunity and diversity to all groups of pupils within our academies, such as children:
- from both sexes
  - who have special educational needs
  - who are looked after
  - from minority faiths, ethnicities, travellers, asylum seekers, refugees
  - who are gifted and talented
  - who are at risk of disaffection
  - who are young carers
  - who are sick
  - who have behavioural, emotional and social needs
  - from families who are under stress
- 1.11 We are opposed to any member of our Trust or academies personnel or others connected with our academies being victimized, harassed or bullied by another based on assumptions about their status in the above-mentioned categories or on any other grounds.
- 1.12 In order to achieve the aims of this policy we will take measures of positive action to encourage and facilitate an ethos where all members of our community work well alongside each other developing positive working relationships.
- 1.13 We want our pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.
- 1.14 We want our academy personnel to see the importance and derive a sense of fulfilment from their work, but above all we want them to feel valued by everyone in our community.
- 1.15 Equal opportunities should permeate all aspects of Trust and academy life, and we recognise that it is the responsibility of every member of our academy community. We encourage an openness of atmosphere which welcomes everyone to our academies, and staff and pupils are expected to greet

visitors with friendliness and respect.

## 2. Legislation and Definitions

2.1 The Equality Act 2010 (The Act) provides a modern, single legal framework and combines and builds upon existing legislation covering discrimination and promotion of equality of opportunity. It replaces all previous policies and legislation relating to race equality, gender equality and disability equality. We recognise that the Act brings together those areas now known as “protected characteristics” that qualify for protection from discrimination. There are three broad aims of the legislation:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the 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

2.2 A protected characteristic covers the following groups:

- **Age**
- **Disability** – a person who has a physical or mental impairment which has a substantial and long-term effect on his/her ability to carry out normal day to day activities
- **Race** – this encompasses colour, nationality, and ethnic or national origins
- **Gender reassignment** – a person who proposes to, starts or has completed a process to change his/her gender. This does not have to be under medical supervision
- **Marriage and civil partnership**
- **Maternity and pregnancy** – pregnancy related illness must not be considered when considering a woman’s employment
- **Religion or belief** – this covers all faith with a structure and belief system which has weighty and substantial influence on human life and behaviour. Those of no faith are also covered.
- **Sex** – both men and women are protected under the Act
- **Sexual orientation** – the Act protects bisexual, gay, heterosexual and lesbian people

2.3 Types of discrimination:

- **Direct discrimination** – someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** – direct discrimination against someone because they associate with another person who possesses a protected characteristic
- **Discrimination by perception** – direct discrimination against someone because others think they possess a particular protected characteristic
- **Indirect discrimination** – resulting from a rule or policy that applies to everyone but

disadvantages a particular protected characteristic

- **Harassment** – behaviour that is offensive to others even if it is not directly aimed at them
- **Harassment by a third party** – the Trust are potentially liable for harassment of those in our Trust and academies made by people we do not employ
- **Victimisation** – someone is treated badly, made or supported a complaint under the Equality Act

2.4 Specific Legal Duties – In order to meet and fulfil the requirements of the Act we must demonstrate how we meet some specified general duties, namely:

- Equality Information – we must demonstrate compliance with the general duty across its functions and must not make public information that can specifically identify any child
- Monitor Equality – we must collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a Multi Academy Trust. The functions included in our core provisions are set out in Section 5 below and our priorities and objectives will ensure equality is applied to the services listed. Where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

### 3. Responsibilities identified and required

3.1 The Board of Trustees and the Chief Executive must ensure that:

- the Trust and academies comply with the Equality Act 2010
- the equality policy and its procedures are followed
- they are well informed about the policy and trained where necessary
- actions are taken to involve and engage the whole Trust and its academies in identifying and understanding equality barriers and in setting objectives to address these

3.2 The Leadership Team and Principals must ensure:

- the equality policy is readily available and that all stakeholders can easily access it
- the equality policy and its procedures are followed
- all staff are well informed about the policy and trained where necessary and are aware of their responsibility to record and report prejudice related incidents
- all staff have appropriate skills to deliver equality, including pupil awareness
- appropriate action is taken in response to breaches of the equality act
- all staff and pupils with protected characteristics have been identified

3.3 All staff must ensure they:

- comply with the content of this policy
- recognise and deal with breaches of the equality act
- promote equality for all

- keep up to date with the provisions of the equality act
- are aware of their responsibility to record and report prejudice related incidents
- help in delivering the right outcomes for pupils
- uphold the Trust commitment made to pupils and parents/carers on how they can be expected to be treated
- design and deliver an inclusive curriculum if a member of teaching staff

#### 3.4 Pupils must:

- be aware of and comply with this policy
- recognise that they have a role and responsibility to promote equality, diversity, inclusion and good community relations
- treat others kindly and fairly without prejudice, discrimination or harassment
- work to promote anti-bullying strategies
- report any prejudiced related incidents that may occur
- not use language which is abusive or offensive

#### 3.5 Parents/carers must:

- be aware of and comply with this policy
- be encouraged to take an active role in the life of our academies, such as by attending parents/carers open evenings, teacher consultations, class assemblies, school concerts and events
- be encouraged to take part in academy surveys
- ensure that their children attend school and engage in their learning
- report any prejudiced related incidents that may occur
- take an active role in supporting and challenging the Trust and its academies to achieve the commitment given to our communities in tackling inequality and achieving equality of opportunity for all

#### 3.6 Local community members should be encouraged to take:

- an active part in identifying barriers that affect our academies and in informing the Leadership Team of actions that could be taken to eradicate such barriers
- an active role in supporting and challenging our academies to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all

## 4. Complaints Procedure

- 4.1 If any pupil or parent/carer feels that they have a complaint which falls under the Equality Act they should, in the first instance, report this to the Principal of the appropriate Academy.
- 4.2 The complaints procedure will be used to deal with any discriminatory complaint from any member of staff

4.3 Any case of harassment will be dealt with through the Trust's disciplinary procedure

## 5 Promoting Equality and objectives

5.1 Pupil achievement and progress:

- all pupils are assessed, monitored and tracked
- under achievement is identified and appropriate interventions are applied
- pupils are able to participate in a full range of extra-curricular opportunities
- will be analysed at Academy Leadership level to ensure all pupils are making appropriate progress
- will be valued across each Academy

5.2 Pupil behaviour and safety:

- pupils will respect one another
- pupils will feel safe and valued
- monitoring of welfare of pupils, with intervention and support where required
- procedures for managing behaviour and discipline will be and applied equally to all
- our academies will seek to adopt good practice strategies that have been shown to reduce rates of exclusion for all
- the exclusion policy will apply equally to all
- pupils, staff and parents/carers know that misconduct and gross misconduct will be challenged
- strategies to reintegrate long term truants and excluded pupils will address the needs of pupils with any protected characteristics

5.3 The curriculum:

- our academies will promote equality and diversity through an inclusive curriculum
- all children receive a high quality education
- discrimination will be challenged in all areas of the curriculum
- curriculum planning will take account of the needs of all
- each of our academies will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan to increase the extent to which disabled pupils are able to participate in the curriculum
- specialist staff will be employed to support pupils with special needs or disabilities
- curriculum provision will be monitored and evaluated by senior leadership
- allocation of pupils to classes and option groups will reflect equality for all
- assessment outcomes will be used to revise curriculum provision where appropriate
- teaching methods will be diverse and appropriate for all needs and learning styles
- resourcing will reflect the need to provide equal access for all
- our academies will seek to make full use of resources available within the wider community

- promotion of British values in curriculum, assemblies and group sessions.

#### 5.4 Admissions, transfers and attendance:

- the Trust will ensure that its procedures, including local authority procedures, ensure that admission is fair for all pupils
- our academies will monitor and act upon data gathered about the attendance of all pupils and with particular reference to those with protected characteristics
- our academies will recognise the need for some pupils to take time off for religious observance and seek to use IT solutions to support learning during such periods

#### 5.5 Religious and cultural diversity:

- our academies will use formal assemblies and group opportunities to celebrate awareness and understanding of faiths from around the world
- teachers and other role models will be encouraged to share with pupils their experiences about faith and its meanings

#### 5.6 Language:

- all members of our academies will be encouraged to use language which –
  - does not transmit or confirm stereotypes
  - does not offend
  - creates and enhances positive images of all groups
  - creates the conditions for all people to develop their self esteem
  - uses correct terminology in referring to particular groups or individuals

#### 5.7 Leadership and management:

- the staff and Board of Trustees will reflect the diversity of the Trust community
- no pupils or their parents/carers will be disadvantaged academically, socially or emotionally. Staff are mindful of the academic and social needs of all children, especially potentially vulnerable children
- a nominated member of the Senior Leadership Team in each Academy is responsible for the collection and analysis of equality data, including the recording of prejudice related incidents

## 6. Equality Impact Assessment

6.1 Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality in our academies.



## 7. Monitoring the effectiveness of the Policy

- 7.1 In addition to the monitoring that will take place as outlined elsewhere in this policy document, the Trust and its academies will undertake surveys and consultations that demonstrate our commitment and engagement to the provisions of the Equality Act.
- 7.2 The practical application of this policy will be reviewed annually or earlier if the need arises by the Chief Executive of the Trust. A statement of the policy's effectiveness and any necessary recommendations for improvement will be presented to the Board of Trustees for further discussion and endorsement. To ensure that we fulfil the requirements of the Act to be open and transparent, the Chief Executive will ensure that the statement and outcomes are made available on the Trust and academies websites.

## 8. Related Legislation and documents

8.1 This policy is related to the following legislation:

- Human Rights Act 1998
- The Education (School Performance Information) (England) Regulations 2001
- Gender Recognition Act 2004
- Education Act 2011
- School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012

## 9. Links with other Policies

9.1 This Equality and Diversity policy is linked with other Trust policies, particularly those associated with Admissions, Assessment, Curriculum, Ethos, Behaviour and Personnel matters.

## 10. Data protection statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the Trust's Data Protection Policy.

<b>Data Audit For This Policy</b>					
<b>What ?</b>	<b>Probable Content</b>	<b>Why ?</b>	<b>Who ?</b>	<b>Where ?</b>	<b>When ?</b>
<b>Equality and Diversity policy</b>	<b>Name, address, personal information related to the individual</b>	<b>Requested for analysis – to ensure we are meeting our obligations</b>	<b>Principal / SLT, Trust central team, staff or other representative</b>	<b>Kept on file at academy (and Trust central where appropriate)</b>	<b>Held on file until child leaves school.</b>

			as required as part of the analysis process		
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As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓

Reviewed July 2019