

Manor Hall Academy Trust



EQUALITY POLICY

Responsibility for monitoring and reviewing this policy lies with the Headteacher and LAB. A review of this policy and recommendations for change should be presented to the Directors of the trust for verifications.

The Directors of the trust, in line with the Scheme of Delegation and Articles of Association have overall responsibility for the effective operation of MAT policies, but has delegated day to day responsibility to the Headteacher and LAB.

Directors will take account of recommendations from individual schools in review of this policy and seek HR advice as to such revisions.

Date	Version	Reason For Change	Overview of Changes Made	Source
11/12/20	1	Scheduled review		
Spring 21	1	Review cycle change	Change of review date	Directors
13/10/21	2	Schedule review	Reformat, update of legislation	Directors

MANOR HALL ACADEMY TRUST

EQUALITY POLICY

Contents

Manor Hall Academy Trust 1

1. Aims.....2

2. Legislation and guidance 3

3. Roles and responsibilities 3

4. Eliminating discrimination..... 4

5. Advancing equality of opportunity 4

6. Fostering good relations 6

7. Equality considerations in decision-making.....7

The Trust ensure it has due regard to equality considerations whenever significant decisions are made.....7

8. Equality principles..... 7

9. Breaches of the Policy 9

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and LAB. 9

10. Monitoring and Review 9

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

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
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The board of directors

The board of directors will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to Local Advisory Boards (LABs), staff, pupils and parents, and that they are reviewed and updated at least once every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the LABs

3.2 The Local Advisory Boards

The LABs will, for their schools:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed through the LAB meetings.
- 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 directors regarding any issues

3.3 The Headteacher or head of school

The Headteacher or head of school 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 LAB

3.4 The designated member of staff for equality (if applicable)

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

Support the Headteacher or head of school in promoting knowledge and understanding of the equality objectives amongst staff and pupils

Report to the LAB of their school every term to raise and discuss any issues

Support the Headteacher or head of school in identifying any staff training needs, and deliver training as necessary

3.5 All staff across the trust

- All staff across the trust are expected to have regard to this document and to work to achieve the principles as set out in section 8.
- Promote an inclusive and collaborative ethos in their classroom or workplace
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the principles in
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

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.

Directors, Local Advisory Boards 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.

New staff receive training on the Equality Act as part of their induction, and all staff have access to refresher training when required.

Each school has a designated member of staff for monitoring equality issues, and an equality link local LAB member. They regularly liaise regarding any issues and make senior leaders and the LAB aware of these as appropriate.

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)

5.1 The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

5.2 Ethos and Organisation

We ensure the principles listed in section 8 apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

5.3 Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in section 2:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are
- directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

5.4 Information and Organisation

We ensure that the content of this policy is known to all staff and the LAB and, as appropriate, to all pupils and their parents and carers.

All staff and the LAB have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

5.5 Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

5.6 Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

6. Fostering good relations

The trust aims to foster good relations between those who share a protected characteristic and those who do not share it by encouraging schools to partake in activities such as:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

Making sure pupils work with their local community. This includes each school inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures

Schools develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

7. Equality considerations in decision-making

The Trust ensure it has due regard to equality considerations whenever significant decisions are made.

In all of our schools, we will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for all pupils irrespective of their gender

The Trust keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions for key events, projects and activities. This is stored electronically.

8. Equality principles

In fulfilling the legal obligations cited above, we are guided by nine 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:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

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, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of
- prejudice is recognised
- gender, so that the different needs and experiences of girls and boys, and
- women and men, are recognised
- religion, belief or faith background

- sexual identity.

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 and homophobic harassment.

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:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or
- national status
- whatever their gender and sexual identity, and with full respect for legal
- rights relating to pregnancy and maternity.

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 between:

- disabled and able bodied people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as able bodied
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- People of any sexual orientation/identity.

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 of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of any sexual orientation/identity.

Principle 8: We base our practices on sound evidence

- We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010

Principle 9: Objectives

- Each school will formulate and publish specific and measurable objectives, based on the evidence we have collected and published (objective 8) and the engagement in which we have been involved (objective 7). The objectives which the schools identify take into account national and local priorities and issues, as appropriate. They will keep our equality objectives under review and report annually on progress towards achieving them.

9. Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and LAB.

10. Monitoring and Review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.