



Equality Statement, Policy & Objectives

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The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act
- 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.

In the development of this policy due regard has been given to achieving these objectives.

An update regarding progress in achieving the Equality Objectives set is required to be published annually.

Contents

1. Statement of intent	4
2. Legislative framework	4
3. Principles and aims	5
4. Roles and responsibilities.....	6
5. Uniform/dress policy	7
6. Promoting equality	8
7. Employment	8
8. External partners	9
9. Monitoring and review	9
10. Complaints	9
11. Equality objectives.....	10
12. Equality impact statement	10
Appendix 1 – Template for Academy Equality Objectives	12

1. Statement of intent

White Rose Academy Trust recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the Trust, its school communities and workforce.

2. Legislative framework

2.1 The Equality Act 2010 provides a single legal framework with three broad duties:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- 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 effect of the Equality Duty is that schools must have due regard to the above in relation to the management of their pay policies, avoiding direct or indirect discrimination. The Public Sector Equality Duty (PSED) requires public bodies to prepare and publish equality objectives and publish information, to demonstrate compliance with the general duty - the Equality Act 2010 (Specific Duties) Regulations 2011.

2.2 This policy has due regard to statutory legislation including, but not limited to, the following:

- UN Convention on the Rights of the Child.
- UN Convention on the Rights of Persons with Disabilities.
- Human Rights Act 1998.
- Special Educational Needs Regulations 2014.
- Education and Inspections Act 2006.
- Equality Act 2010.
- The Equality Act 2010 (Specific Duties) Regulations 2011.

2.3 White Rose Academy Trust and its Academies fully understand the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

2.4 A protected characteristic under the Act is as follows:

- Age.
- Disability.

- Race, colour, nationality, ethnic or national origin.
- Sex (including transgender people).
- Gender reassignment.
- Maternity and pregnancy.
- Religion and belief.
- Sexual orientation.
- Marriage and civil partnership (for employees).

2.5 In schools, the Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

3. Principles and aims

3.1 We see all employees, learners, potential learners and their parents and carers as of equal value, regardless of their race, gender, disability, religion/belief, sexual orientation or age.

3.2 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 disadvantages which people may face in relation to their race, gender, disability, religion/belief, sexual orientation or age.

3.3 White Rose Academy Trust and its Academies will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and promoting good relations between people of different racial groups.

3.4 The Trust will promote disability equality throughout the Trust and its Academies, ensuring equality of opportunity, eliminating unlawful discrimination, eliminating disability-related harassment and encouraging participation by disabled people in public life.

3.5 The Trust and its Academies will promote gender equality by eliminating unlawful discrimination and harassment and promote the equality of opportunity between men and women, girls and boys.

3.6 Transgender people are explicitly covered by the Gender Equality Duty. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. The Trust and its Academies will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within the social community.

3.7 The Trust and its Academies are opposed to all forms of prejudice and particularly recognise that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

3.8 The Trust and its Academies will ensure that all staff comply with the appropriate equality legislation and regulations.

The Trust and its Academies will:

- Ensure that their Admissions Policies do not discriminate in any way.
- Ensure that staff are aware of their responsibilities, are given necessary training and support and report progress to the Local Accountability Board.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships and a shared sense of cohesion and belonging, ensuring that this is promoted in all policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development and ensure that all policies and procedures benefit all employees and potential employees regardless of their race, gender, disability, religion/belief, sexual orientation or age and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove any inequalities and barriers that already exist.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in the public life of everyone, regardless of their race, gender, disability, religion/belief, sexual orientation or age.
- Ensure that staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equalities.

4. Roles and responsibilities

4.1 The Local Accountability Board of each Academy will:

- Ensure that the Academy complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives.
- Approve the Academy-specific objectives adopted by the Academy. An example can be found at Appendix 1.
- Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership

of the Local Accountability Board.

- Ensure that consideration is given to the diversity profile of existing staff when recruiting new ones.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.
- Publish information about staff as well as pupil-related data.

Academy Principals will:

- Implement the Equality Statement/Policy and its required procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their HR induction and continuous professional development.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Propose Academy-specific objectives to the Local Accountability Board, ensure these are published on the website and report annually on progress achieved.

Academy employees will:

- Be mindful of any incidence of harassment or bullying in the Academy.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the Principal.
- Identify and challenge bias and stereotyping within the curriculum and the Academy's culture.
- Promote equality and good relations and not harass or discriminate in any way.
- Monitor students' progress and academic needs to ensure that appropriate support is in place.
- Keep up to date with equality legislation and its application by attending the appropriate training.
- Each Academy will publish the Equality Statement/Policy and Academy-specific objectives on its website, in order to demonstrate how it is complying with the Public Sector Equality Duty in the Equality Act 2010 and is advancing equality of opportunity.

5. Uniform/dress policy

5.1 The Act does not deal specifically with aspects of pupils' and employees' appearance, but the general requirement not to discriminate in the treatment of people applies here in relation to other aspects of the policy.

5.2 Academies will ensure that uniform policies do not discriminate because of

race, gender, disability, religion/belief, sexual orientation or age.

5.3 The Trust and its Academies will be sensitive to the needs of different cultures, races and religions and act reasonably in accommodating these needs, without compromising important school policies, such as those relating to safety or discipline.

6. Promoting equality

6.1 In order to meet their equality objectives, Academies will:

- Ensure that all pupils have access to a curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need. When planning the curriculum, Academies will take every opportunity to promote and advance equality.
- Equality and diversity will be fully integrated into the learning experience and will be evident in curriculum planning, developing schemes of work and delivering teaching, learning and assessment.
- Have a clearly defined disciplinary system which is consistently enforced.
- Increase physical and other forms of access for children and young people who have disabilities or other special needs to the school curriculum and take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments, enabling pupils to take as full a part as possible in the activities of the Academy, including extra-curricular activities.
- Seek the views of advisory staff, outside agencies and local schools as appropriate.
- Plan ongoing events and activities to raise awareness of equality and diversity.
- Carefully monitor bullying and prejudice and deal with it accordingly, recording any incidents. Training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

7. Employment

7.1 White Rose Academy Trust aims to employ a workforce that reflects the community which it serves.

7.2 In seeking to achieve a balanced workforce at all levels, the Trust will ensure that no employee, job applicant or candidate for promotion will be disadvantaged or treated less favourably because of conditions or requirements that are not related to the job.

7.3 Staff will be expected to treat each other in a fair and respectful manner that is

free from discrimination.

- 7.4** Reasonable adjustments will be made to working arrangements and premises to ensure equal access for employees or potential employees who have a disability or a particular health concern.

All staff will receive relevant equality and diversity training.

8. External partners

- 8.1** External partners working with White Rose Academy Trust and its Academies will be required to comply with the requirements of this Policy.

9. Monitoring and review

- 9.1** White Rose Academy Trust will review this policy annually. In addition, the Trust and its Academies will report annually on the progress made in achieving their equality objectives.

- 9.2** Data to be published may include, but not be limited to: school performance, anti-bullying policies, school development plans, equality milestones and curriculum materials.

- 9.3** Progress will be monitored and evaluated with reference to the following:

- Individual attainment data.
- Equal opportunities recruitment data.
- Ofsted inspection judgements on equality and diversity.
- Incident records related to harassment and bullying.

- 9.4** The Trust's Human Resources Department will be responsible for the maintenance and reporting of equality data relating to the Trust's employees.

- 9.5** Any changes made to this policy will be communicated to all members of staff.

10. Complaints

- 10.1** Members of staff who believe they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the appropriate grievance procedure.

- 10.2** White Rose Academy Trust will take any allegation of discrimination, harassment or victimisation very seriously. If, on investigation, it is established that discrimination, victimisation or harassment has occurred, disciplinary action will be taken.

Cont'd

11. Equality objectives

11.1 White Rose Academy Trust has adopted the Equality Objectives listed below. Progress on achieving these will be reported on annually.

Trust-wide objectives:

Objective 1

Details	To undertake an initial analysis of data relating to current students employees with regard to race, gender and disability by 31 August 2019 and report this to the Trust Board
Aim	To ensure that current information is collated, as a base for determining strategies to be adopted.

Objective 2

Details	To undertake an annual data analysis, noting any changes to the previous collated data and to review pay decisions for employees of different race, gender and disability, investigating any areas of concern. Outcome to be reported to the Trust Board
Aim	To ensure that data is collated and analysed annually and to identify any potential inequality, demonstrating that the Trust is attempting to eliminate discrimination and advance equality.

Objective 3

Details	To ensure that all Academies have adopted an Equality Plan/Objectives and are reporting on progress annually.
Aim	Ensuring compliance with the requirements of the Trust-wide Equality Statement/Policy.

Objective 4

Details	To capture staff recruitment data relating to equal opportunities centrally by 31 December 2019.
Aim	To assess the application of the Equality Statement/Policy and Objectives across the Trust.

12. Equality impact statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies.

On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

Appendix 1 – Template for Academy Equality Objectives

Introduction

Our Equality Objectives have been developed in line with the *Equality Act 2010* and White Rose Academy Trust's Equality Statement, Policy and Objectives. These objectives are part of our commitment to promoting equality and providing an inclusive school.

2018/19 Objectives

Objective	Reason	How	Who	When	Progress

Objectives will be adopted by each Academy. These will be referred to on the Academy's website and progress on achieving these will be reported annually.