

Today's Children  
Tomorrow's Future

Respect, Compassion, Courage, Responsibility

## Equality Objectives Statement and Policy and Community Cohesion Plan

ATB agreed May 2022

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

### STATEMENT OF EQUALITY OBJECTIVES

The Equality Act 2010 states that public bodies have to have due regard for the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. The Trust and its academies are committed to and welcome their duties under the Equality Act 2010, specifically the principle of equal opportunities for all pupils, staff and members of each academy's community (including parents/carers, visitors and partner agencies). The Trust and its academies are committed to the development of cohesive communities both within each academy's physical boundaries and within local, national and global environments. The Trust and its academies embrace the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

The Trust's and school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

### Legal enactments

- This policy statement is underpinned by the provisions of the following:

United Kingdom legislation

- Equality Act (2010)
- Employment Rights Act (1996)
- Gender Reassignment Regulations (1999)
- Part-time Workers Regulations (2000)
- Employment Act (2002)
- Fixed-time Employees Regulations (2002)
- Work and Families Act (2006)
- Employment Relations Act (2004)

### Public Sector Equality Duty

In line with the Public Sector Equality Duty, The Trust has due regard for:

- Eliminating unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations between people who share a protected characteristic and people who do not share it
- The Trust consciously considers equality factors in decisions of policy and process.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

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

### **Aims to eradicate discrimination**

We aim to prepare all children to live and work harmoniously, preparing them to live and positively participate in a multi-racial and culturally diverse society.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

We believe in the promotion of equality of opportunity across the Trust and that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Our core values:
  - Compassion: show care and understanding for everyone
  - Respect: value everyone and everything in how you listen, speak and in what you do
  - Responsibility: make good choices because your actions matter
  - Courage: be brave; believe you can.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial

concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

We aim to promote the Trust in the wider community and encourage the wider community to develop good relations with our Academies.

### **Dealing with prejudice**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught through the learning and understanding of PSHE, British values, Life and learning skills etc. to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

### **Pupils**

- Each Academy is fully committed to supporting and promoting article 2 of the United Nations Convention on the Rights of the Child, which states that all children should have equal opportunities, without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, gender identity, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth, sexuality or other status.
- Each Academy will take all appropriate measures to ensure that the children are protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.
- In particular Academies will ensure equal treatment for students in these areas:
  - Admission
  - Attainment, progress and assessment
  - Reporting
  - Curriculum, teaching and Learning
  - Personal Development
  - Achievement
  - Behaviour for learning

### **Curriculum**

- Our curriculum offers equal access to a broad balanced curriculum and includes the provision of a relevant and differentiated approach where necessary, so that all pupils can reach their full potential, in an environment which provides equal opportunities for learning.

- Pupils have equal access to the range of extra-curricular activities provided.
- Pupils are encouraged to develop skills and knowledge in all curriculum areas. Not only should the ethos of the Trust reflect these ideas but the curriculum must also play a major part in promoting them. The cross-curricular planning positively promotes and identifies areas where equal opportunities can be linked into our daily teaching of the curriculum. The curriculum on offer reflects and meets the needs of all the pupils in the Academy.
- The curriculum reflects and teaches about changing roles in society.

### Assessment

To ensure that all children are gaining equal access to the curriculum and achieving each according to their ability and gaining access to the wider community. We need to ensure that we plan, record and assess children's achievement in learning and community links accurately and this needs to be reflected in our agreed approaches to planning, assessing and recording. Groups of children will be analysed and any gaps identified and planned for.

### British Values

The Academy Trust Board and Local Governing Body believe that whilst the following values are not unique to Britain they are values maintained by our nation which we value and wish to promote in accordance with government guidance and legislation.

- The "British" values are:
  - Democracy
  - The rule of law
  - Individual liberty
  - Mutual respect of those with different faiths and beliefs.

Each Academy actively promotes "British" values through the curriculum, assemblies, behaviour for learning, our ethos and core values, and by challenging opinions or behaviours in school that are contrary to these values.

- **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**

- Through our provision of SMSC, we will:
  - enable pupils to develop their self-knowledge, self-esteem and self-confidence;
  - enable students to distinguish right from wrong and to respect the civil and criminal law of England;
  - encourage children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
  - enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
  - further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
  - encourage respect for other people;
  - encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

- **KNOWLEDGE & UNDERSTANDING**

- Through our promotion of “British” values, will encourage pupils, in a manner appropriate to their age and development, to acquire:
  - an understanding of how citizens can influence decision-making through the democratic process;
  - an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
  - an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
  - an understanding that the freedom to choose and hold different faiths and beliefs is protected by law;
  - an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
  - an understand of the importance of identifying and combatting discrimination.

- **PROMOTING “BRITISH” VALUES**

- In order to promote “British” values the school will, amongst other things:
  - include, in the curriculum, material about the strengths, advantages and disadvantages of democracy, and how democracy and law work in Britain, in contrast to other forms of government in other countries e.g. in study of the Ancient Greeks we will consider the principles of democracy and compare and contrast the difference between the system of government employed there with that of England.
  - ensure that all pupils in the academy have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes e.g. through election of representatives to the School Council.
  - provide opportunities for pupils to learn how to debate, argue and defend points of view including issues which are of social, cultural, moral or spiritual significance e.g. to consider significant questions which stem from images, texts or news items.
  - use teaching resources from a wide variety of sources to help pupils understand a range of faiths e.g. through the effective teaching of Religious Education.

### Classroom Management

For this Policy to be effective it is necessary for all those involved to recognise that some children are disadvantaged. They must be aware of the influence their levels of expectation can have on the achievement of any child. It is vital that all staff demonstrate an active commitment to the implementation of the policy.

In-Service training and relevant information will be available. Staff must be involved in the on-going development of the policy and it will be reviewed and discussed at meetings as the need arises. Regular CPD will be provided for all staff and supported by staff meetings.

- Teaching approaches and strategies will be developed to positively promote relationships, attitudes and appropriate behaviours of pupils.
- We promote children’s sense of identity and respect as a fundamental aspect of their development. They have a right to health, individuality, respect, dignity, opportunities for

learning and socialisation with adult and children, and freedom from discrimination.

- Decisions about the organisation of registers, seating and grouping arrangements are not made on the basis of any protected characteristic.
- Good classroom management and well prepared lessons will help to ensure that all pupils have access to the teacher's time and attention as appropriate to their needs.

## **Employees**

Each Academy is committed to the principle of equal opportunities for all Staff. All staff are required to respect the agreed equal opportunities policy statement of the Trust which reflects its commitment to equal opportunities. We do not accept discrimination in any form; written, verbal emotional or physical; or any form of bullying or racial or sexual harassment. All Trust policies should reflect our views on equal opportunities.

No job applicant or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, age, sexuality, disability, trade union activity, political or religious beliefs nor be disadvantaged by any conditions or requirements of employment that cannot be justified.

In particular, the Academy will ensure equal treatment for Staff in the following areas:

- Recruitment Selection
- Training
- Promotion
- Appraisal

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employee's will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

## **Equality and dignity in the workplace**

- The Trust recognises that its employees are its most valuable asset.
- The Trust recognises, respects and values diversity and recognises that diversity is a strength.
- The Trust is committed to recognising, supporting and valuing the diversity of its employees in the workplace.
- The Trust is committed to providing an environment free from discrimination, bullying, harassment or victimisation, where all members of its community are treated with respect and dignity.
- The Trust recognises that equality is central to the development of our policies and practices.

- The Trust will also address discrimination, encourage understanding and promote equality of opportunity.
- Our aim is to create an inclusive culture for all based on compassion, respect, responsibility and courage.

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

Every employee is responsible for:

- Adhering to the principles in this policy statement
- Promoting equality and good relations and not discriminate on the grounds of any protected characteristics
- Setting a good example
- Being vigilant in all areas of the workplace for any type of harassment and bullying, raising concerns appropriately

All third parties (e.g. contractors, agency workers, visitors, etc.) are responsible for:

- Adhering to the principles in this policy statement
- Promoting equality and good relations and not discriminating on the grounds of any protected characteristics.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

### **A Cohesive Community**

We are committed to the principle of equal opportunities for all members of our community, including parents/carers. We recognise and understand the needs and hopes of our communities. Teachers' planning must ensure that the teaching and curriculum addresses the issues of diversity within the community.

We recognise the significance of involving all parents with their children's education and seek to encourage the participation of parents and others from the local community by both formal and informal contact.

We may utilise the following strategies to encourage community cohesion:

- forging links with local community organisations
- using home language communications to parents whenever possible and applicable
- where appropriate a translator may be offered
- class Teacher to liaise between home and school

No community member will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, age, sexuality, disability, trade union activity, political or religious beliefs.

In particular, we will ensure equal treatment for community members in the following areas:

- Membership of the Local Board;
- Involving parents and carers and the local community in the Academy;
- Selection of suppliers of goods and services.

### **Complaints**

- The Trust will not tolerate any form of discrimination, harassment or bullying by or against employees. (see also our parent code of conduct)
- Any employee who raises a complaint against any grounds set out in this policy statement should do so in line with The Trust's Grievance Policy and Procedure.
- Any external candidate / applicant will need to raise a complaint in relation to the recruitment process with the Headteacher.
- Any third party (e.g. agency worker / visitor / trainee teacher / contract workers/ etc.) will need to raise a complaint with the Headteacher.
- All complaints will be dealt with seriously and promptly.

### **Monitoring of equality and diversity**

- HR policies and procedures will be reviewed against this policy statement to ensure that they reflect The Trust's commitment to equalities and diversity in the workplace.
- As part of the recruitment process, job applicants may be asked for anonymous monitoring data.
- Where information is collected, The Trust will monitor its workforce based on the monitoring data.
- By monitoring the various areas above The Trust can check and review whether current recruitment, promotion, training, pay progression, capability, disciplinary, absence management, dismissal and general employment practices are reaching and protecting the full range of possible candidates and help to guard employees against any potential for discrimination.

### **Genuine occupational requirement**

Under current legislation, any job may be restricted to a particular characteristic if the characteristic is a 'genuine occupational requirement' (GOR) for the job, or for the context within which it is carried out. However, the circumstances in which this applies are very limited and would be exceptional in The Trust. Advice should be sought from the The Trust's HR advisors.

## **Positive action THIS WOULD NEED TO BE A TRUST DECISION**

- In recruitment and promotion decisions, where candidates are “as qualified as” each other, i.e. in a tie break situation, The Trust may take into account a candidate’s particular protected characteristic.
- The Trust will only use these measures in situations where it is evident that people who share the characteristic face particular challenges in the workplace and/or are disproportionately under represented.
- The Trust considers the abilities, merits, and qualifications of all of the candidates in each recruitment or promotion exercise and will not automatically treat individuals who share a protected characteristic more favourably.

## **Roles and responsibilities**

The Board of Trustees is ultimately responsible for ensuring that the Trust and its academies meet the commitments in this policy.

Each Academy Headteacher will:

- ensure that staff, parents/carers, pupils, and visitors and contractors are aware of this policy and understand their responsibilities;
- oversee the effective implementation of the policy;
- ensure staff have access to training which helps to implement the policy;
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

Each Academy’s Local Board will:

- ensure that this policy and its commitments are implemented within the academy;
- support the Headteacher in implementing any actions necessary;
- evaluate and review the policy on a regular basis.

Each Academy’s Senior Leadership Team will:

- support other staff in implementing this Policy;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this policy.

Pupils will

- act in accordance with the policy;
- be encouraged to actively support the policy.

Staff will:

- be fully aware of the and how it relates to them;
- understand that this is a whole academy issue and support the policy;
- make known any queries or training requirements.

Members of the community, including parents/carers will:

- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be informed of any incident related to this Policy which could directly affect their child.

- be encouraged to attend any relevant meetings and activities related to the Policy.

## **COMMUNITY COHESION PLAN**

We aim to:-

- Increase the multicultural visual information around our Academy with particular emphasis on recognising the cultures of origin of children in our Academy.
- Include a broad range of cultures in our everyday Academy life e.g. stories from a wide range of cultures, reference to other cultures in assembly stories.
- Ensure that children understand the cultural cohesion that is Britain today by using a mixture of culturally based children's names in stories and ensuring that stories do not have stereotypical cultural bias
- Promote the British values of Mutual Respect and Tolerance through our ethos, core values and teaching
- Ensure that the children's views are heard in local and national issues, using our school councils as a pathfinder in this work.
- Uphold Academy policy on equal opportunity and ensure that diversity is recognised in teacher's planning for learning.
- Train staff in cultural diversity e.g. traveller education.
- Use the advice pack provided by the Head of Trust Inclusion e.g. to value the child's home language.

### **Review**

- **This policy will be reviewed every four years (following government guidance)**