



Policy: EQUALITY

Member of Staff Responsible

Richard Sheriff

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EQUALITY

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1. Statement

- 1.1 Red Kite Learning Trust is committed to advancing equality of opportunity, fostering good relations as well as eliminating discrimination, harassment and victimisation. We oppose all forms of unlawful or unfair discrimination, whether because of age, ethnicity, disability, gender, religion and belief, and sexual identity or any other condition or requirement which places a person at disadvantage and cannot be justified. The impact of all policies, practices and day-to-day activities are considered to ensure that no member of the community is discriminated against or put at a disadvantage.

2. Legal Duties

We welcome our duties under:

- 2.1 The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of race, disability, sex, age (as appropriate), religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.
- 2.2 The Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:
- Eliminating unlawful discrimination, harassment and victimisation
 - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

3. Vision, Values and Principles

- 3.1 The Red Kite Learning Trust vision is for every school in the Trust to be able to offer a truly outstanding education for every child within a school that cares for their academic, social and emotional development.
- 3.2 The shared Trust values are:
- **EQUALITY OF OPPORTUNITY** for all the young people and staff in our schools.
 - **COLLECTIVE MORAL PURPOSE** through which we will help others and be professionally generous in all aspects of our work.
 - **INTEGRITY, OPENNESS, AND TRUST** that help forge strong relationships between partners.
 - **FAIRNESS TO EACH OTHER** as partners and to our associates and the individuals we work with.
 - **TRANSPARENCY AND PROBITY**, particularly in financial matters and in accordance with the highest expectations of standards in public life (the Nolan principles).

- **INDIVIDUAL AUTONOMY** that respects the unique nature of each school and its place within its own community.
- **SUPPORT FOR OTHERS**, offering help to other schools / academies and young people beyond our own where we have the capacity to do so.
- **COLLABORATION** with others, including local authorities, other education providers and charitable bodies, to promote the success, welfare and safety of our young people.
- **GOOD GOVERNANCE** that secures our aims and values within a robust accountability framework.

3.3 As well as our vision and values we are guided by principles which allow us to fulfil our legal duties. These are:

Principle 1: All members of the school community are of equal value

We see all staff, students and potential students, 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 does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference 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 are 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:

- Whatever their age
- 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 non-disabled 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.

Principle 7: Society as a whole should benefit

We intend that our policy 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 and both boys and girls
- People of all sexual orientation

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) and the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation

Principle 9: Measurable Objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted and the evidence we have collated and published. This is done through the School Development Plan process, with every school identifying on its SDP equality objectives.

The objectives which we identify take into account local and national priorities and issues as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them, throughout the School Development Plan process.

4. The Curriculum

- 4.1 We keep each curriculum subject or area under review in order to ensure that teaching and learning reflects the vision, values and principles as set out in section 3.

5. Ethos and Organisation

- 5.1 We ensure that the vision, values and principles set out in section 3 apply to the full range of our policies and practices, including those that are concerned with:

- The Curriculum
- Students' progress, attainment and achievement
- Students' personal development welfare and well being
- Teaching styles and strategies
- Admissions
- Attendance
- Staff recruitment, retention and professional development
- Behaviour, discipline and exclusions
- Care, guidance and support
- Working in partnership with parents, carers and guardians

Working with the wider community

6. Addressing Prejudice and Prejudice Related Bullying

- 6.1 The Trust is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties. This includes:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

- 6.2 There is guidance in each school's Anti-Bullying Policy about how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- 6.3 Schools keep a record of prejudice-related incidents and, if requested, provide a report to the relevant local authority about the numbers, types and seriousness of prejudice-related incidents at our schools and how they are dealt with.

7. Roles and Responsibilities

- 7.1 The SEND/Disadvantaged Leader is responsible for maintaining and sharing with All the staff details of those vulnerable students and how their needs will be met.
- 7.2 In each school the Senior Leadership Team will:
 - (a) have general responsibility for supporting other staff in implementing this policy
 - (b) Provide a lead in the dissemination of information relating to the scheme
 - (c) Identify good quality resources and CPD opportunities to support the policy
 - (d) With the Headteacher/Principal, provide advice/support in dealing with any incidents/issues
 - (e) Assist in implementing reviews of this policy.
- 7.3 Each Local Governing Body will:
 - (a) ensure that the school complies with all relevant equalities legislation
 - (b) Work with the Trust to ensure that governors receive up to date training in all the equalities duties
 - (c) establish that the action plans arising from the policy are part of the School Development Plan
 - (d) support the Headteacher/Principal in implementing any actions necessary
 - (e) inform carers about the Equality Policy
 - (f) review the Action Plan yearly
- 7.4 Each Headteacher/Principal will:
 - (a) ensure that staff and carers are informed about the Equality Policy
 - (b) ensure that this is implemented effectively
 - (c) manage any day to day issues arising from the policy whether for students or for the school as an employer
 - (d) Work with the Trust to ensure staff have access to training which helps to implement the policy
 - (e) liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
 - (f) monitor and report to the Local Governing Body at least annually, on the effectiveness of the policy
 - (g) ensure that the SLT are kept up to date with any developments affecting the policy/action plan arising
 - (h) provide appropriate support and monitoring for all students and specific and targeted students, with assistance from relevant agencies
- 7.5 In each school the members of Staff with specific responsibilities

- (a) The responsibility for ensuring the specific needs of staff members are addressed is delegated to the Human Resources Team by the Headteacher/Principal
- (b) The appropriate member of staff gathers and analyses the information on outcomes for vulnerable students
- (c) The Headteacher/Principal will ensure that reported incidents of a Discriminatory nature are always followed up promptly with the support of The Trust HR Team in any staff related event.
- (d) The Headteacher/Principal, or their delegated person, ensures that the School's Equality Action Plan is reviewed annually.

7.6 All staff should

- (a) accept that it is a whole Trust issue to support Equality and know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- (b) know procedures for reporting incidents of racism, harassment or other forms of discrimination
- (c) not discriminate on racial, disability or other grounds
- (d) keep themselves up to date with relevant legislation and attend training and information events organised by the school e.g: Child Protection training.
- (e) ensure that students from all groups are included in all activities and have full access to the curriculum
- (f) promote equality and diversity through teaching and through relations with students, staff, carers, and the wider community.
- (g) monitor the progress of all students carefully to make sure that no group falls below expectations

7.7 All students will

- (a) learn about and understand aspects relating to the Trust's Equality Policy and be expected to behave in accordance with it
- (b) experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society
- (c) understand the importance of reporting discriminatory bullying and racially motivated incidents
- (d) ensure the peer support programme within the school promotes understanding and supports students who are experiencing discrimination
- (e) monitor progress through the student voice.

Visitors and contractors are responsible for complying with the Trust's Equality Scheme the Headteacher/Principal will deal with non-compliance.

8. Religious Observance

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

9. Staff Development and Training

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

10. Breaches of the Policy

10.1 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/Principal, local governing body and the Trust.

11. Monitoring and Review

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

11.2 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.

12. Accessibility

12.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Responsibility for setting objectives relating to the extent to which disabled pupils can participate in the curriculum is delegated to the local governing body. Objectives relating to this will be set annually on the School Development Plan. These objectives will be kept under reviewed and reported on annually through the School Development plan process. They will be published on the school's website.

Responsibility for the physical environment is held by the trust core team who publish an annual capital Plan which is approved by trustees. These objectives will be kept under reviewed and reported on annually through the Capital Plan process. They will be published on the trust website.

Responsibility for improving the availability of accessible information to disabled pupils is delegated to the local governing body. Objectives relating to this will be set annually on the School Development Plan. These objectives will be kept under reviewed and reported on annually through the School Development plan process. They will be published on the school's website.

13. Complaints

The Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in schools, this procedure sets out the process for raising these concerns.

14 Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.