



Policy: EQUALITY

Member of Staff Responsible

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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 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.

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

Our equality objectives are integrated into the school improvement plan.
We keep our equality objectives under review and report annually on progress towards achieving them.

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:

- 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 the Anti-Bullying Policy about how prejudice-related incidents should be identified, assessed, recorded and dealt with.

6.3 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 schools and how they are dealt with.

7. Roles and Responsibilities

7.1 In each school the Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme
- Provide a lead in the dissemination of information relating to the scheme
- Identify good quality resources and CPD opportunities to support the scheme
- With the Headteacher, provide advice/support in dealing with any incidents/issues
- Assist in implementing reviews of this scheme as detailed in the School Development Plan

7.2 Each Governing Body will:

- ensure that the school complies with all relevant equalities legislation
- recommend governors receive up to date training in all the equalities duties
- establish that the action plans arising from the scheme are part of the School Development Plan
- support the Headteacher in implementing any actions necessary
- inform carers about the Equality Policy
- review the Action Plan yearly

7.3 Each Headteacher/Principal will:

- ensure that staff and carers are informed about the Equality Policy
- ensure that this is implemented effectively
- manage any day to day issues arising from the policy whether for students or for the school as an employer
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor and report to the Governing Body at least annually, on the effectiveness of the policy
- ensure that the SLT are kept up to date with any developments affecting the policy/action plan arising
- provide appropriate support and monitoring for all students and specific and targeted students, with assistance from relevant agencies

7.4 In each school the members of Staff with specific responsibilities

- (a) The Learning Support Faculty Leader is responsible for maintaining and sharing with all the staff details of those vulnerable students and how their needs will be met
- (b) The responsibility for ensuring the specific needs of staff members are addressed is delegated to the Human Resources Department by the Headteacher
- (c) The appropriate member of staff gathers and analyses the information on outcomes for vulnerable students
- (d) The Assistant Headteacher + the Head of Sixth Form monitor the response to reported incidents of a discriminatory nature within their key stage. Human Resources would initially respond to any staff related incident, invoking the relevant policy e.g: Resolving Issues, Disciplinary (known as the Expectations, Code of Conduct & Disciplinary Policy)
- (e) The Deputy Headteacher, co-ordinates the Equality Policy and action plan

7.5 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

7.6 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 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 and governing body.

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.