



Equality & Diversity Policy





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1.0 Introduction

This Equality and Diversity Policy represents a commitment to a common set of values and objectives, and to a consistent approach to communicating, implementing and monitoring the policy.

2.0 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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3.0 Aims

We recognise that the public sector equality duty has three aims and they are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations across all characteristics - between people who have a shared characteristic and people who do not share it.

All of our schools are committed to advancing and achieving equality of opportunity for all pupils, parents/carers, staff, governors, trustees and visitors. Whilst acknowledging their differences we believe that all people are of equal value and are entitled to equality of opportunity and that our diversity enriches our community.



4.0 Scope

This policy encompasses the following protected characteristics as detailed in the Equality Act 2010 :

- Age;
- Disability;
- race, colour, nationality, ethnic or national origin;
- sex (including transgender);
- gender reassignment;
- pregnancy and maternity;
- religion and belief;
- sexual orientation; and
- marriage and civil partnership

5.0 Values, Principles and Standards

Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values, principles and standards:

- Equality and social justice
- Acknowledging and valuing diversity
- Respect for others
- Compliance with equality legislation
- Elimination of all forms of prejudice and unfair discrimination
- Active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour
- Commitment to inclusive education which enables and supports all pupils to develop their full potential
- Commitment to the positive development of all staff and governors/trustees
- Commitment to fair and open recruitment processes
- Accountability for compliance with this policy by all members of the school, communities and others engaged in school activities

6.0 Employment

The Trust is committed to ensuring that employees have equal access to jobs, training, and professional development opportunities

All employment policies refer to the provisions of the Equalities Act 2010.



The Trust recognises that the Act extends beyond the protected characteristics of an individual employee and has broader responsibilities to employees and situations that maybe covered by the Act. For example, an employee with parental or caring responsibilities for a disabled dependent may have rights under the Act which the Academy would need to consider.

All recruitment will be within the provisions of the act, and applications will be monitored to report on recruitment activity, in line with the act.

Age is a protected characteristic in relation to employment, but does not apply to students in the academies/schools.

Employees who are in breach of this policy will be dealt with under the academy's disciplinary policy.

7.0 Roles and Responsibilities

The Trust Board will:

- Ensure that the Trust complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives.
- Ensure that the Trust's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.
- Ensure that the Admissions Policies for the Trust schools do not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The CEO and Trust Executive Team will:

- Implement the policy and its procedures.
- Ensure that all staff members are made aware of this policy as part of their induction
- Ensure that all parents, visitors and contractors are aware of and are following the provisions of this policy.
- 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.

Employees will:

- Be mindful of any incidence of harassment or bullying in the schools / Trust.
- Address any minor issues of harassment or bullying in the schools / Trust and report any major breaches of the policy to the Headteacher (CEO for the central team).
- Identify and challenge bias and stereotyping within the curriculum and the Trust and schools' culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to their teacher or to another member of the school staff.
- Abide by all the Trust's equality and diversity policies, procedures and codes.

8.0 Gender Reassignment

The Act ensures legal protection against discrimination (direct or indirect) for everyone under the nine protected characteristics mentioned previously, including gender reassignment.

A person has the protected characteristic of gender reassignment if that person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

All members of staff and pupils have a right to privacy, which includes the right to keep one's transgender status confidential. School staff should not disclose information that may reveal a child or other staff members transgender status.

A glossary of terminology related to the transgender field can be found on the Gender Identity Research and Education Society website.



9.0 Promoting Equality

In order to meet our equality objectives, the Trust will:

Ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the Trust schools will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.

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.

Provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment so they can integrate wholly in all parts of school life.

Provide differential schemes of work designed to meet the abilities and learning styles of all pupils.

Have a clearly defined disciplinary system, which will be consistently enforced.

Increase physical and other forms of access for disabled 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 school, including extra-curricular activities

Establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually to the Trust Board.

10.0 Employment

Inspire Partnership Multi Academy Trust aims to employ a workforce that reflects the community which it serves.

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 or conditions or requirements that could be accommodated and enable the individual to perform the role with reasonable adjustments in place.

Staff will be expected to treat each other in a fair and respectful manner that is free from discrimination.



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.

11.0 Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives focus on areas where we have agreed to act to improve equality and tackle disadvantage. The Trust has set the following equality objectives for the four year period from Sept 2024 until August 2028.

Objective	Aim	Action
No 1	To continue to promote understanding and respect for diversity and equality	<p>Raise awareness of aims and objectives of policy by sharing with staff and the wider community</p> <p>Provide further staff training in all aspects of equality & diversity to support staff understanding and awareness</p>
No 2	Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the diversity of Modern Britain in terms of race, gender and disability	<p>Identify opportunities to promote diversity through all aspects of the curriculum, e.g. resourcing, study of historical figures etc</p> <p>Promote engagement of visiting speakers to school to broaden children's perceptions of equality and diversity</p> <p>Ensure the school calendar and displays reflects opportunities to reflect and remember the importance of diversity,</p> <p>Deliver a programme of assemblies, outside visitors</p>



		and education trips to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics.
No 3	Ensure tolerance and respect towards individuals who identify with any of the protected characteristics	<p>Ensure regular analysis of any negative behaviour incidents to identify any patterns related to protected characteristics, e.g. racism, and ensure any necessary action is taken to mitigate this, e.g. further education, involvement of parents/carers etc</p> <p>Utilise assembly opportunities to promote equality and diversity and to tackle issues of discrimination or oppression for any protected groups</p> <p>Continue to promote the school's position regarding equality through communication channels with parents/carers so that there is a shared appreciation of diversity and/or British Values</p>
No 4	To review staff related policies and procedures to ensure they comply with the Act (e.g. recruitment, CPD, flexible working, maternity and pay policies) and the Trust offers equal opportunities to all staff	<p>To undertake an initial analysis of data relating to current employees with regard to race, gender and disability and report this to the Finance & Audit Committee.</p> <p>To undertake an annual data analysis, noting any changes.</p>



12.0 Complaints

The Trust will treat seriously all complaints of unlawful (or potentially unlawful) discrimination. Any complaints will be investigated in accordance with the Trust's grievance or complaints policy, whichever is appropriate.

13.0 Monitoring and Evaluation

Any reviews to the policy will be consulted on, and brought to a Trust Board Committee.

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

14.0 Appendix 1

The Equalities Act 2010 defines unlawful behaviour including direct discrimination; indirect discrimination; harassment, victimisation and failure to make reasonable adjustments.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination – for example if an employee was refused a promotion because of their race.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents' meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend, or arranging the weekly CPD sessions for teachers on days when no part time staff are available for work. It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic. Where schools are concerned, the offence of harassment as defined in this way in the Act applies only to



harassment because of disability, race, sex or pregnancy and maternity, and not to religion or belief, sexual orientation or gender reassignment. It is very important to recognise that this does not mean that schools are free to bully or harass pupils on these other grounds - to do so would still be unlawful as well as unacceptable. Any case against the school would be on grounds of direct discrimination rather than harassment.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

As well as it being unlawful to victimise a person who does a protected act, a child must not be victimised because of something done by their parent or a sibling in relation to the Act. This means that a child must not be made to suffer in any way because, for example, her mother has made a complaint of sex discrimination against the school, or her brother has claimed that a teacher is bullying him because he is gay, whether or not the mother or brother was acting in good faith. If a pupil has himself or herself done a protected act – such as making a complaint of discrimination against a teacher – then the child’s own good faith will be relevant. For example, if the parent’s complaint is based on information from her son and the son was deliberately lying, it is not victimisation for the school to punish him in the same way as it might do any other dishonest pupil. Unless it can be clear that the mother was also acting in bad faith (for example that she knew her son was lying) it would still be unlawful to victimise her for pursuing the complaint.

Failure to Make Reasonable Adjustments - Where someone meets the definition of a disabled person in the Equality Act 2010 (the Act) employers are required to make reasonable adjustments to any elements of the job which place a disabled person at a substantial disadvantage compared to non-disabled people. Employers are only required to make adjustments that are reasonable. Factors such as the cost and practicability of making an adjustment and the resources available to the employer may be relevant in deciding what is reasonable. The general definition of disability for the purposes of the Act is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities. The Act defines long-term in this context as having lasted, or being likely to last for at



least 12 months or the rest of the person's life. Substantial is defined as more than minor or trivial. The duty to make reasonable adjustments arises in three situations:

- where a provision, criterion or practice applied by or on behalf of the employer,
- where a physical feature of premises occupied by an employer, or
- where the lack of an auxiliary aid, places a disabled person at a substantial disadvantage compared with people who are not disabled.

An employer has to take such steps as it is reasonable to take in all the circumstances to avoid that disadvantage – in other words the employer has to make a 'reasonable adjustment'.

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