

Cmat Equality, Diversity and Social Inclusion Policy



Date of approval	1 st April 2019
Policy Owner	CEO

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Recognised trade unions have been consulted on this policy.

This policy is based on the specific duties required by the Equality Act 2010.

1. Introduction

Cmat is committed to building a caring community by ensuring equality of education and opportunity for all of its members, irrespective of race, gender, disability, religion or faith or socio-economic status. We strive to develop an ethos of inclusion and appreciation of diversity in which everyone connected with Cmat is able to participate fully in its activities.

Equal opportunities form a core element of good policy making for Cmat. Cmat will refer to national research and examples of good practice in policy development in order to meet its legal duties.

We recognise that we are part of an increasingly diverse society and believe it is important to encourage and actively promote equality and diversity so that our young people understand and celebrate the richness that accrues from living and working with people from a wide range of cultural and ethnic backgrounds. This will help to prepare them for adult life in a multicultural, multilingual Europe that is interdependent with the rest of the world.

In promoting equality, diversity and social inclusion, we wish to eliminate harassment, direct or indirect discrimination and bullying or victimisation for any reason, but particularly of sex, race, disability, gender reassignment, sexual orientation, religion or belief, pregnancy or maternity, paternity and age (for employees or prospective employees, not students.) We understand that such discrimination is unlawful.

The equality commitment of our schools ensures that selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. The disciplinary, grievance and harassment procedures and policies must be free from discrimination. The trust will follow this policy in determining pay as part of Performance Management.

2. Roles and responsibilities

The Cmat Board is responsible for ensuring that each school complies with legislation, and that this policy and its related procedures are implemented by the Chief Executive.

The Head of School/Head Teacher of each school is responsible for implementing the policy in each school, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination. The day-to-day responsibility for implementing the policy may be delegated as appropriate.

All staff and volunteers are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles described above
- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

3. Legal framework

We are aware of our specific duties under the Equality Act 2010 to:

- eliminate direct or indirect discrimination
- advance equality of opportunity and
- foster good relations

in relation to sex, age (for employees or prospective employees), race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. (Protected characteristics).

Although paternity is not a protected characteristic within the Equality Act 2010, Cmat extends the provisions of this policy to also include paternity.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

4. Guiding principles

In fulfilling the legal obligations mentioned above, Cmat is guided by the following principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but should, nevertheless, take account of differences 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 of prejudice 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 orientation: pregnancy or maternity and paternity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We wish to ensure that Cmat is a happy and tolerant community. Incidents of bullying or harassment of staff or students are rare but should be dealt with swiftly. Our policies, procedures and activities should promote positive attitudes, mutual respect and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, and ensure an absence of prejudice-related bullying and incidents and sexual and homophobic harassment.

Principle 4: We observe good 'equalities practice' in staff recruitment, retention and development.

Cmat:

- Will demonstrate an open and transparent approach to recruitment.
- Will ensure that recruitment decisions are made using pre-agreed objective criteria.
- Will seek to appoint the most suitable applicant for the job based on merit.
- Will ensure the recruitment and selection process conveys a positive image of Cmat and portrays the trust as an employer of choice.
- Will demonstrate its commitment to employ, retain and develop the abilities of disabled people.
- Will ensure that the recruitment and selection of staff is conducted in a professional, timely and responsive manner and in compliance with current employment legislation.
- Will provide appropriate training, development and support to those involved in recruitment and selection activities in order to ensure the recruitment of employing people is fair and legally compliant.
- Will treat all applicants fairly, equitably and efficiently, with respect and courtesy, aiming to ensure that the applicant experience is positive, irrespective of the outcome.
- Will ensure that if any member of staff involved in the recruitment process is related to, or has a close personal relationship with an applicant then they are not involved in the recruitment process at any point. Including, but not restricted to, restructures, ring-fencing, decisions about post-creation and job description content.
- Will ensure that all documentation relating to applicants will be treated confidentially and kept securely in accordance with Cmat's Data Protection Policy.
- Schools should not as a matter of course require job applicants to complete a medical questionnaire as part of the application procedure. Health related questions should only be asked if they are intrinsic to a function of their work, i.e.; ensuring applicants for a PE teaching post have the physical capability to carry out the duties. Additionally, candidates should not be asked about their sickness record until they have been made a conditional offer. Additional advice can be sought from the Trust's HR Adviser.

We endeavour to ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development regardless of disability*, ethnicity, culture, age, religious affiliation, national origin or national status, their gender and sexual orientation, and with full respect for legal rights relating to pregnancy, maternity and paternity.

Cmat encourages employees to disclose information that may present 'barriers' for them at work. There is a clear whistle blowing policy and staff are encouraged to bring to the attention of senior leaders within their institution, any improper conduct including harassment and discrimination.

(* Staff with temporary (short-term) or permanent disabilities)

On appointment

All steps required to enable the employee to work without exacerbating the condition are

taken from the date of appointment. This may include, for example, a risk assessment carried out for working with VDU equipment.

Disability developed while employed

In all cases, staff are referred to the Occupational Health Unit with a specific request for feedback to include how to manage the disability in the workplace. This may include, for example, phased rehabilitation, purchase of specialist equipment e.g. ergonomic furniture, keyboards and other software to reduce strain on a damaged part of the body, etc.

Principle 5: We will review our Equality, Diversity and Social Inclusion Policy.

We will review the Equality, Diversity and Social Inclusion policy annually, with consultation and involvement of members of the Cmat community belonging to minority groups, to ensure that the policy continues to meet their needs.

Principle 6: We will base our practices on sound evidence.

Each school within Cmat will maintain its own quantitative and qualitative information about progress towards greater equality in relation to disability, ethnicity, religion and gender. Some of this will be, for example, as part of national data.

Principle 7: We will set objectives to comply with the Equality Duty.

To comply with the Public Sector Equality Duty (PSED), each school within Cmat will:

- publish specific and measurable equality objectives* relating to the groups mentioned above, that best suit its individual circumstances and contribute to the welfare of its students and school community. (*One or more objectives, as many as it believes appropriate to its size and circumstances to be set at least once every four years).
- publish information (updating this annually) to demonstrate how it is complying with the Public Sector Equality Duty (for example, school policies, newsletters, the Equality, Diversity and Social Inclusion policy, information about staff training on the Equality Act, etc.) Any steps taken / progress towards meeting equality objectives will be included here.

5. Cmat Confidential Reporting ('Whistle blowing') policy

Employees are often the first to realise that there may be something seriously wrong within the Multi-Academy. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the Multi-Academy. They may also fear harassment or victimisation. The Cmat Confidential Reporting ('Whistle blowing') policy makes it clear that this can be done without fear of victimisation, discrimination or disadvantage, providing them with a secure basis for reporting suspicions of impropriety, in the knowledge that if requested the matter will be treated confidentially.

6. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other policies are dealt with, as determined by the Chief Executive and Cmat Board.

Appendix A

Cmat Equality Objectives 2019 - 2023

1. Provide training and development on equality, diversity and inclusion.
2. Publish equality, diversity and inclusion information more visibly.
3. Collect and analyse equality, diversity and inclusion information more proactively.
4. Work more actively with partner organisations on equality, diversity and inclusion issues.

Publication Details 2019

Publication of information under the PSED on the trust website:

1. Gender Pay Report – updated by CFO
2. Equality Objectives – updated by CEO

Appendix B

Procedural Advice

Teaching and Learning

We will ensure that teaching and learning reflect the 7 guiding principles set out in the policy. In essence, we endeavour to provide all our students with equal opportunities to reach the highest level of personal achievement by:

- monitoring achievement by ethnicity, gender, special educational needs (including disability in terms of medical needs), Free School Meals (and Pupil Premium) and vulnerable groups, identifying any gaps and taking appropriate action to narrow them, to improve the progress of those groups
- promoting attitudes and values that will challenge racist and other discriminatory behaviour or prejudice, and recording and monitoring any incidents of such behaviour
- providing opportunities for students to appreciate their own culture and understand and celebrate the diversity of other cultures
- including inclusive approaches to teaching and learning

Ethos and organisation

We will ensure the 7 principles apply to the full range of our policies and practices.

Addressing prejudice and prejudice-related bullying

Cmat is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the policy: prejudices around disability and special educational needs, 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. There is guidance in each school on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

Hate Crime

Hate crime is an offence committed against a person or property motivated by the perpetrator's hostility and prejudice towards people because they are seen as different. Cmat will play its part in working with other agencies to eliminate hate crime.

Religious observance

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

Staff development and training

We ensure that all trustees, Local Governors and staff (including support and administrative staff), receive appropriate training and opportunities for professional development, where possible, both as individuals and as groups or teams.

How to resolve difficulties

The Head Teacher/Head of School is responsible for preventing employees from suffering discrimination in the workplace. Cmat, as the employer, is ultimately responsible for any discrimination carried out by employees, regardless of the employer's knowledge or approval. The Head Teacher/Head of School must also ensure that staff are not harassed by a third party. It is important that all staff and volunteers are made aware of the policy.

Definitions of Protected Characteristics

In relation to staff, students and the wider Cmat community, the trust will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. Examples of permitted discrimination are:

1. A school may arrange pupils in classes based on age.
2. A school may take positive action to deal with particular disadvantages affecting pupils of one racial group if this is a proportionate means of dealing with the issue.

The Protected Characteristics are as follows:

AGE

Discrimination directed at either 'young' or 'old' is likely to be unfair.

It is important to emphasise that employers are highly vulnerable if they decide not to interview any job candidates who have reached an age which they regard as an appropriate age for retirement. Employers should therefore interview all suitable candidates irrespective of age focusing on their skills and ability to do the job rather than age alone.

Retiring from work

Dismissal

Unless it can be objectively justified it is not permissible to dismiss someone on the grounds of retirement. Older workers (age 55 plus) can voluntarily retire at a time they choose and draw any occupational pension they are entitled to. Older workers may also request flexible retirement from age 55. Employers cannot force employees to retire or set a retirement age. It is advisable for the employee to contact their pension provider for further information regarding pension benefits.

Teachers Pensions <https://www.teacherspensions.co.uk/public/home.aspx>

Local Government pension Scheme for Cheshire East
<http://www.cheshirepensionfund.org/>

Local Government pension Scheme for Staffordshire
<https://www.staffspf.org.uk/Home.aspx>

Work place discussions

Whatever the age of an employee, discussing their future aims and aspirations can help an employer to identify their training or development needs and provide an opportunity to discuss their future work requirements.

For all employees these discussions may involve the question of where they see themselves in the next few years and how they view their contribution to the organisation. A useful exercise is to ask open questions regarding an employee's aims and plans for the short, medium and long term. Employers may find it useful to hold these discussions as part of their formal appraisal processes. The outcome of any workplace discussions should be recorded and held for as long as there is a business need for doing so. A copy of the discussion should be given to the employee.

Poor performance

If an employee is performing poorly the employer should discuss this with them to establish a cause. Failure to address any poor performance with an employee because there is an expectation they will retire soon may be discriminatory. Employers should establish a reason for poor performance, setting improvement periods and agreeing what training, development and support would help the employee meet the required expectation. If levels are not improved and an employer has followed the company's performance procedure they then may decide to dismiss the employee on capability grounds, contact Human Resources for further information.

Is the increase in annual leave based on length of service discriminatory?

No, any increase in benefits during or before the 5th year of service is not discriminatory, the increase in the annual leave is based on loyalty, rather than age.

DISABILITY

It is unlawful to discriminate against workers because of a physical or mental disability or fail to make reasonable adjustments to accommodate a worker with a disability. Under the Equality Act 2010 a person is classified as disabled if they have a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities. Day-to-day activities include things such as using a telephone, reading a book or using public transport.

If an employee has a disability that is making it difficult to work, employers should consider what reasonable adjustments they can make in the workplace to help or schedule an interview with the employee to discuss what can be done to support them. This could be as simple as supplying an adequate, ergonomic chair or power-assisted piece of equipment. Reasonable adjustments also include re-deployment to a different type of work if necessary. Further advice may be obtained from the Managing Attendance Policy and Occupational Health.

GENDER REASSIGNMENT

Gender reassignment is a personal, social, and sometimes medical process by which a person's gender presentation (the way they appear to others) is changed. Anyone who proposes to, starts or has completed a process to change his or her gender is protected from discrimination under the Equality Act. An individual does not need to be undergoing medical supervision to be protected. So, for example, a woman who decides to live as a man without undergoing any medical procedures would be covered. It is discrimination to treat transgender or gender fluid people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured, or if they were absent for some other reason.

- Support for individuals undergoing gender transitions - Discuss with the transgender person how they would prefer information about their transition to be communicated to colleagues. Some transgender people may feel comfortable talking about their transition with colleagues, but others may prefer not to.
- Confidentiality - At a point agreed with the individual, all personal records should be changed to reflect the acquired name and gender. Access to personal records which indicate a person's previous gender should be retained only if necessary, and otherwise deleted or destroyed. Employees should make sure that they consider the following:
 - Telling people about your situation - Make a list of the people who need to be informed. You may wish to speak to them personally, or may prefer to ask HR or your line manager to communicate with them
 - Medical appointments and absences - Make sure the employer knows when you will need to take time off work. It is discrimination for your employer to treat you less favourably if you are absent from work for a reason related to gender reassignment than you would be treated if you were absent because you are ill or injured, or if you were absent for some other reason
 - Changing everything into your new identity - You will need to change your name on your email address, company directories, records and ID badge. Speak to the Head of School/Head Teacher at an early stage about how this should be managed.

<http://www.gires.org.uk>

MARRIAGE AND CIVIL PARTNERSHIPS

Gay and lesbian couples are able to get married or register their civil partnership in England, Scotland and Wales, which gives many of the same rights as other married couples.

Same sex couples who marry or register as civil partners have the same rights as other married couples in respect of employment rights. The Equality Act protects employees who are married or in a civil partnership or marriage against discrimination.

PREGNANCY AND MATERNITY

It is unlawful to discriminate, or treat employees unfavourably because of their pregnancy, or because they have given birth recently, are breastfeeding or on maternity

leave. Discrimination happens when a woman is treated unfavourably because of her pregnancy, pregnancy-related illness or she exercises the right to statutory maternity leave. Ensure that an employee absent from work is notified of any important information, such as restructures, changes to terms and conditions and organisational/management changes within the school.

Although it is not a protected characteristic within the provisions of the Equality Act 2010, the trust will not discriminate on the grounds of paternity.

RACE

It is unlawful for an employer to discriminate against employees because of race which includes colour, nationality, ethnic or national origin.

In very limited circumstances, there are some jobs which can require that the job-holder is of a particular racial group. This is known as an 'occupational requirement'. One example is where the job-holder provides personal welfare services to a limited number of people and those services can most effectively be provided by a person of a particular racial group because of cultural needs and sensitivities.

RELIGION OR BELIEF AND LACK OF RELIGION OR BELIEF

There is no specific list that sets out what religion or belief discrimination is. The law defines it as any religion, religious or philosophical belief. This includes all major religions, as well as less widely practised ones. To be protected under the Equality Act, a philosophical belief must:

- be genuinely held
- be a belief and not an opinion or viewpoint, based on the present state of information available
- be a belief as to a weighty and substantial aspect of human life and behaviour
- attain a certain level of cogency, seriousness, cohesion and importance
- be worthy of respect in a democratic society, compatible with human dignity and not conflict with the fundamental rights of others.

Humanism and atheism are examples of philosophical beliefs. Workers are also protected against discrimination if they do not hold a particular (or any) religion or belief. Employers do not have to give workers time off or facilities for religious observance, but they should try to accommodate them whenever possible. For example, if a worker needs a prayer room and there is a suitable room available then a worker could be allowed to use it, providing it does not disrupt others or affect their ability to carry out their work properly. Many employers find that being sensitive to the cultural and religious needs of their employees makes good business sense. This can mean making provisions for:

- flexible working
- religious holidays and time off to observe festivals and ceremonies
- prayer rooms with appropriate hygiene facilities
- dietary requirements in staff canteens and restaurants
- dress requirements.

SEX

It is unlawful to discriminate against workers because of their sex, e.g. paying women less than men for carrying out the same role. In very limited circumstances, there are some jobs which can require that the job-holder is a man or a woman. This is known as an 'occupational requirement'. The list of occupational requirements is restricted and very rare.

SEXUAL ORIENTATION

An employer should protect employees from discrimination on grounds of the sexual orientation. Sexual orientation is defined as:

- orientation towards people of the same sex
- orientation towards people of the opposite sex
- orientation towards people of the same sex and the opposite sex

ADDITIONAL PROTECTIONS APPLY TO THE FOLLOWING:

Equal Pay

An employer must give equal treatment in the terms and conditions of their employment contract if staff are employed on:

- Like work – which is the same or broadly similar
- Work rated as equivalent under job evaluation
- Work found to be of equal value

Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 aim to ensure employees on a fixed term contract are treated no less favourable than compared to permanent employees.

Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000 should receive the same rate of pay as an equivalent full time member of staff, they should not be excluded from training and should receive holiday pay pro rata to an equivalent full time employee.

Rehabilitation of Offenders Act 1974

Many ex-offenders are given certain employment rights if their convictions become 'spent'. The DBS Code of Practice and the Rehabilitation of Offenders Act states that employers are not allowed to discriminate against employees with a criminal background and must treat applicants fairly. Recruitment decisions should therefore be based on if the criminal information presented is relevant to the job the applicant will be carrying out.

Trade Union Membership

In accordance with the Trade Union and Labour Relations (Consolidation) Act 1992 protection from discrimination either because of membership or non-membership of a trade union.

TYPES OF DISCRIMINATION

Direct discrimination

Direct discrimination occurs if an employer treats a person less favourably on the grounds of a person's protected characteristic compared to a person who does not have that protected characteristic. There may be rare instances during recruitment where a genuine occupational requirement is acceptable, but this should be discussed with the HR Adviser.

Direct discrimination - associative discrimination

Associative discrimination is direct discrimination against someone because of their association with another person who possesses a protected characteristic.

Direct discrimination - perceived discrimination

Perceived discrimination is direct discrimination against a person because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic but is perceived by others to do so.

Indirect discrimination

Indirect discrimination is where a criterion or practice is applied to everyone, but particularly disadvantages people who share a protected characteristic.

Harassment

Harassment is a behaviour deemed offensive by the recipient and occurs when, for a reason which relates to a protected characteristic another person engages in unwanted conduct which may be physical, verbal or non-verbal and which violates the person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person. It is the effect of the conduct rather than the perpetrators intentions that define whether it constitutes harassment. Employees can raise a complaint against behaviour that they find offensive even if it is not directed at them. Complainants need not possess the relevant protected characteristics themselves. Employees are also protected from harassment because of perception and association.

Victimisation

Victimisation has a specific meaning in discrimination law. It does not just mean singling someone out. Victimisation makes it unlawful for one person to treat another less favourably than others because they made or supported a discrimination complaint or raised a discrimination grievance or because they are suspected of doing so.

An employee is not protected if they have maliciously made or supported an untrue complaint. However it is sufficient if the employee believes that the victim has done, or intends to do any of the things listed above.

Appendix C

EQUALITY, DIVERSITY & SOCIAL INCLUSION IMPACT ASSESSMENT TEMPLATE

This document should be completed in accordance with the EDSIIA Guidance.

The term 'Policy' includes: policies, procedures, practices, plans or functions.

Stage 1 – Defining the Scope of the EDSIIA

What is being assessed and who is responsible for carrying out the Assessment?					
1.1	Policy being assessed				
1.2	Policy Aims and Objectives				
1.3	Lead Officer carrying out the Assessment				
1.4	Other internal groups to be involved, including in a 'Challenge Role'				
1.5	External Partners – Stakeholders / Specific Groups				
Assessing potential issues (Refer to 'Equality, Diversity & Social Inclusion Flowchart' for initial assessment)					
1.6	The groups to be considered and level of relevance (Identify groups as appropriate)	High	Medium	Low	Notes
	(a) Particular racial groups				
	(b) People with particular disabilities				
	(c) Particular gender groups				
	(d) People of particular sexual orientation				
	(e) People of particular age				
	(f) People with particular religion or faith				
	(g) People who are socially excluded				
1.7	What are the main issues relating to equality, diversity & social inclusion within the Policy?				

Stage 2 – Impact Assessment

Assessing Consultation, Service Delivery and Practical Outcomes	
2.1	Issues raised from other data, research or consultation
2.2	Measures to be considered to help reduce adverse impact for particular groups

External Challenge and Consultation	
2.3	List consultation undertaken with appropriate stakeholders and specific groups
2.4	Issues raised and feedback from stakeholders and groups
2.5	Main issues that may hinder effective implementation of measures
2.6	Likely impact on particular groups

Stage 3 – Options and Decisions

3.1	Main conclusions and recommendations of EDSIIA
3.2	Feedback to stakeholders and groups / Review of EDSIIA

Stage 4 – Implementation and Review

The Action plan arising may be described as a part of the School Development or Improvement Plan. If so, please indicate here:

Action Plan is a part of the SDP/SIP _____ (Please tick)

If not a part of the SDP/SIP please complete the following table:

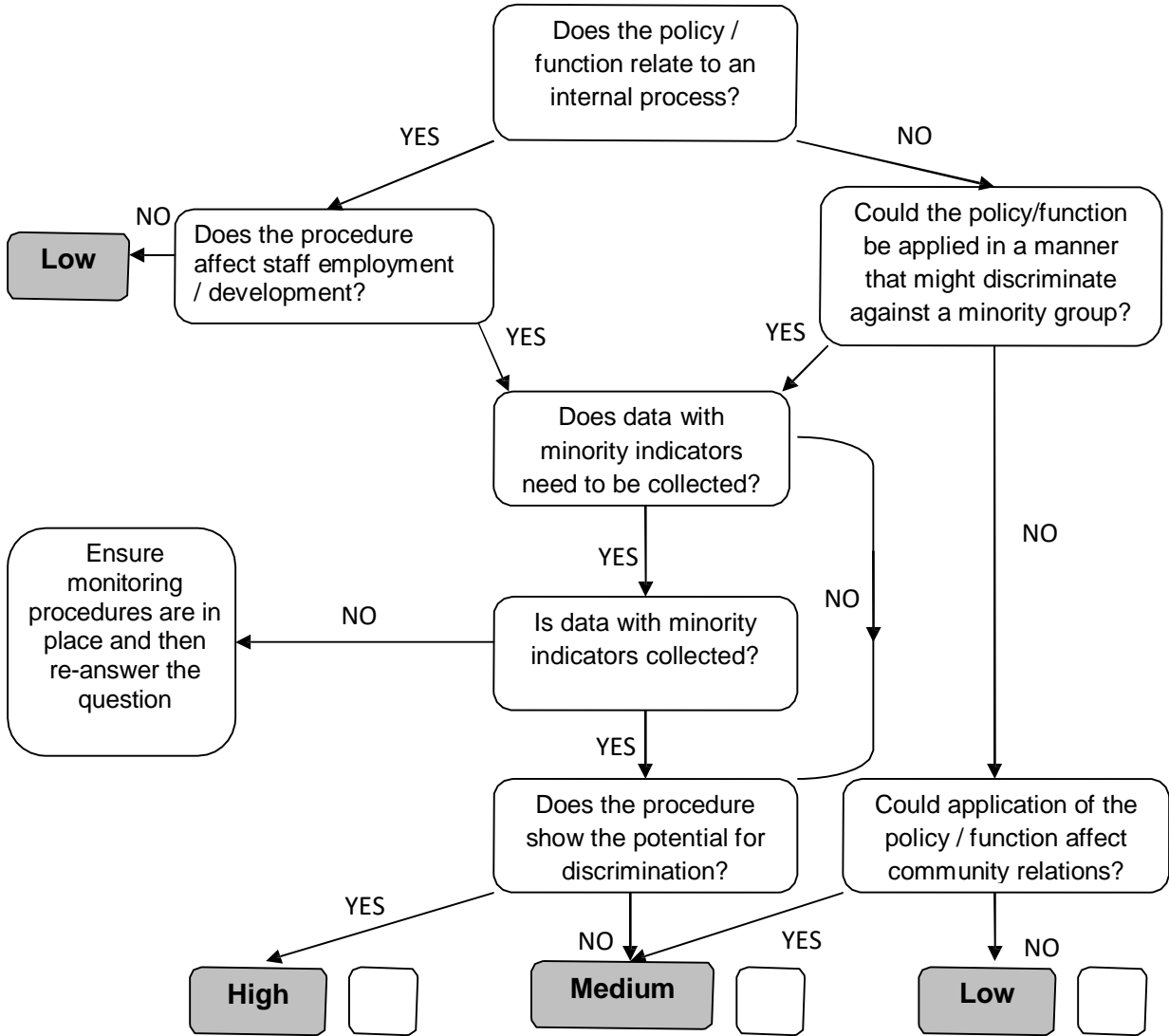
Action Required	Timeframe	Resources / Cost	Lead Officer Responsible	Relevant Performance Indicator/Target

Stage 5 – Publishing Results

5.1	Where are published results available?
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Signed	
Date	

Initial Priority Assessment Flowchart



Questions to consider when undertaking an EDSIIA

The following questions may help to provide some assistance when you are undertaking an EDSIIA.

Initial Assessment

It is suggested that the following questions could be considered when carrying out an initial assessment:

- What is the aim, objective or purpose of the policy?
- Are there associated objectives of the policy? If so, what are they?
- Who defines or defined the policy?
- Who implements the policy and who is responsible for the policy?
- What outcomes do we want to achieve with this policy and for whom?
- Who are the main stakeholders in relation to this policy?
- Who is intended to benefit from this policy and in what way?
- How do these outcomes meet or hinder other policies, values or objectives of the trust?
- What factors/forces could contribute/detract from the outcomes?
- Are there any groups which might be expected to benefit from the policy but which do not or that the policy could adversely affect?

Sources of Data

It is suggested that the following questions could be considered:

- What do we need to know about this policy?
- What information is needed to ensure that all perspectives are taken into account?
- Who should be involved in determining what information is needed?
- What existing quantitative data is available, in-house and externally?
- What existing qualitative or evaluative research is available, in-house and externally?
- What additional data is needed?
- Is there a need to generate primary data?
- Is there a need for secondary analyses of existing data?
- Who will be partners in information gathering/provision?
- What processes are required to consult effectively with these partners?

Assessment of Impact

The following questions may help guide the assessment process:

- Is the policy directly or indirectly discriminatory?
- If the policy is indirectly discriminatory can it be justified under the Acts?
- If the policy is not directly or indirectly discriminatory, does it still have an adverse impact?
- Is the policy intended to increase equality, diversity and social inclusion by permitting or requiring affirmative or positive action or action to redress disadvantages? Is it lawful?
- Is there any alternative measure which would achieve the desired aim without the adverse impact identified?
- Is there any mitigation which would alleviate the adverse impact identified?
- Are there additional measures which can be adopted which would further equality, diversity and social inclusion in the context of this policy?

Consideration of Measures of Impact

The following may be of assistance in considering the impact:

- How does each option further or hinder equality, diversity or social inclusion?
- How does each option reinforce or challenge stereotypes which constitute or influence equality, diversity or social inclusion?
- What are the consequences for the group concerned and for the trust of not adopting an option more favourable to equality, diversity or social inclusion?
- How will the relevant group be advised of the new or changed policy or service?
- What are the costs of implementing each option?
- Will the social and economic costs and benefits to the relevant group of implementing the option outweigh the costs to the trust?
- An evaluation of net social benefits achieved by adopting each option must be considered. Does the trust have international obligations which would be breached by, or could be furthered by, each of the options?

Questions to Consider in Guiding Consultation

The following questions may be of assistance in guiding consultation:

- Who is directly affected by the policy?
- What relevant groups have a legitimate interest in the policy?
- How do we ensure that those affected or with a legitimate interest in the policy are consulted?
- What methods of consultation will be used and at which stages of the EDSIIA?
- How will information be made available to those consulted?
- Will the information be accessible to minority groups?
- What measures can be taken to facilitate effective consultation in light of any barriers that may exist?
- Have previous attempts at consultation with particular groups been unsuccessful? If so, why, and what can be done to overcome any obstacles?
- What resources are available to encourage full participation by marginalised groups?
- If meetings are to be held, where will they be held and at what time of the day?

Appendix D

Cmat Equality Action Plan 2019 - 2023

1. Training

Cmat will:

- a. Train trustees, local governors, staff and children on equality, diversity and inclusion.
- b. Train all staff involved in recruitment.
- c. Train all staff so that they are aware of PSED, the new policy and their responsibilities within it and how to complete Equality, Diversity and Social Inclusion Impact Assessments.

2. Publish

Cmat will:

- a. Include commitment to the policy on the website and in other communications.
- b. Publish PSED information on the website and update this annually.

3. Collect

Cmat will:

- a. Improve how it collects and shares employee data to support impact assessments on policies e.g. gender pay reporting.
- b. Improve the student data that is collected so that equality can be addressed at school level.

4. Joint Working

Cmat will:

- a. Invite national champions into schools to tackle local issues with equality, diversity or inclusion e.g. disability support groups, role models from minority groups e.g. holocaust memorial, refugee support groups.
- b. Put in place best practice from research carried out by national bodies.