



Equality, Diversity and Cohesion Policy and Scheme 2020-23

| | |
|-----------------------------|--------------------|
| Committee: | Trust Board |
| Approved on: | 3.7.19 |
| Next review date: | July 2020 |
| Updated/Reviewed on: | |



Contents

| | |
|--|-------------------------------------|
| Appendix:..... | 2 |
| Shared Values statement | Error! Bookmark not defined. |
| Purpose of the Policy and Scheme | 3 |
| Policy Statement..... | 4 |
| Guiding Principles | 5 |
| Principle 1: All learners are of equal value..... | 5 |
| Principle 2: Relevant differences are recognised | 5 |
| Principle 3: We foster positive attitudes, relationships and a shared sense of belonging | 5 |
| Principle 4: Staff recruitment, retention and development..... | 5 |
| Principle 5: Current inequalities and barriers are addressed and reduced | 5 |
| Principle 6: Policy development involves widespread consultation and involvement | 5 |
| Principle 7: Society as a whole benefits | 5 |
| Responsibilities..... | 6 |
| Choosing Equality Objectives | 7 |

Appendix:

Equality, Access, Diversity and Cohesion Policy Action Plan



ESPRIT Multi Academy Trust Ethos, Vision and Values

- Everyone matters and everyone is special within our Multi Academy Trust and we are committed to achieving the best for all.
- Every child deserves to be the best they can be
- We will ensure that the needs of all pupils are at the heart of all we do.
- We will provide a caring and nurturing environment in which children can flourish.
- We will ensure that our school is a safe and well-organised environment for everyone.
- We will provide a fun-loving, happy and stimulating place to learn
- We will inspire children to learn through creative, exciting and challenging learning experiences underpinned by high quality teaching and learning.
- We will provide a supportive structure for pupils, staff and parents where everyone is valued.
- We will lead by example, displaying a positive, approachable and professional manner at all times.
- We believe in Charitable Acts—If you want to feel good, then do good! We will consult with parents and will nominate charities for each year who we will support and have a fundraising total in the hall.

Purpose of the Policy and Scheme

The Equality Act 2010 introduces a Public Sector Equality Duty that replaces all previous equality duties on race, disability and gender. The ESPRIT Multi Academy Trust's Equality, Diversity and Cohesion Scheme discloses how we meet the requirements of the duty:

Within the Multi Academy Trust we are required to:

- **Eliminate discrimination and other conduct, including harassment that is prohibited by the Equality Act 2010.**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics and between people who share a protected characteristic and people who do not share it**



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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).

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

Policy Statement

Our policy and scheme seeks to ensure that no member of our school community, or any person in contact with the school, receives less favourable treatment on grounds which cannot be justified. This includes the protected characteristics within The Equality Act 2010:

- Race
- Disability
- Gender
- Age
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment
- Marriage and Civil Partnership

We are also committed to ensure that no member of our Trust community, or any person in contact with the school, receives less favourable treatment in relation to socio-economic background, health, trade union membership or spent convictions.

Within the ESPRIT Multi Academy Trust, we recognise that **Equality and Diversity extends beyond meeting legal requirements and setting targets**. Our aim is that all sections of society will be truly represented within our school population. All members of the school community will be valued as individuals and treated with dignity and respect. Our policy will provide protection, equality and fairness. We seek to redress any imbalances of life chances that are already present at the point of entry to our school. We will prepare our children for living in a diverse, worldwide society enabling them to value and respect others as equal individuals who belong to groups of preference/choice.

Within the Esprit Multi Academy Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. In making this assertion, we subscribe to the social model of inclusion. We, in consultation and partnership with the LA, will make reasonable adjustments in relation to teaching and learning and wider aspects of school life to make sure that the educational environment is as accessible for all.

Guiding Principles

Our policy/scheme principles are encompassed into all that we do within the Multi Academy Trust. They are embedded within our policies, procedures and practice.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity (this includes people with disabilities).

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

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

Policies and programmes promote positive attitudes and interaction, mutual respect and good relations, an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity (this includes people with disabilities).

Principle 4: Staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

Principle 5: Current inequalities and barriers are addressed and reduced

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity (this includes people with disabilities).

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public

Responsibilities

Trustees delegate responsibility to Governors to:

- To receive, accept, monitor and evaluate their implementation the school's equality objectives
- make sure the school complies with the relevant equality legislation;
- make sure the school Equality Scheme and its procedures are followed;
- monitor progress towards the equality objectives and reporting annually

The Academy Principal is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the Equality, Access, Diversity and Cohesion Action Plan is readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- providing equal opportunity and accessibility to staff training and courses appropriate to professional development, responsibilities and statutory requirements. This includes staff meeting and internal training sessions when needed;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents;
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the academy;
- dealing with reports of prejudice-related incidents

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- recognising and tackling bias and stereotyping;
- taking up training and learning opportunities in terms of professional development, responsibilities and statutory requirements
- taking steps to ensure that the needs of individuals are met, even if this means more favourable treatment.

Equality Impact Assessment

As a Trust, we carry out rigorous monitoring and analysis of all pupils and their progress so that SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis we are aware of any groups or individuals who are not making at least expected progress. Evidence of this analysis can be found in the **Academy evidence files**

Equality objectives identified by this process will be included in the three-year plan 'Equality Objectives 2017-2020' and in the Improvement Plans as appropriate and displayed on the academies' websites.

Choosing Equality Objectives

Our equality objective-setting process has involved gathering evidence from the monitoring and analysis of pupil progress in the identified, vulnerable groups;

Within Esprit Multi Academy Trust, we analysed the data and chose objectives that will:

- Eliminate discrimination and other conduct, including harassment that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics and between people who share a protected characteristic and people who do not share it.

The equality Objectives form the Multi Academy Trust Accessibility plan, which outlines the priorities of the trust and each academy and the actions that will be taken. The accessibility plan is interlinked with School Improvement plans.

Equality Objectives

| |
|--|
| To embed the Trust principles (SIP Priority) including the guiding principles within the Multi Academy Trust's Equality, Access, Diversity & Cohesion Policy & Scheme |
| Ensure that the staff and all partners are aware of current legislation and their roles and responsibilities surrounding diversity and equality |
| To further develop community cohesion |
| To close the gap between ALL children and those from vulnerable groups. Identified academy priority group: Pupil Premium, SEND and EAL. |
| Ensure that the curriculum is personalised for individual and group needs including reasonable adjustments, reflecting religious and ethnic diversity and children's interests |
| To improve overall attendance to at least 97% and continue to improve punctuality/decreasing minutes late (am and pm) for all children and those from vulnerable groups. |
| To ensure that the academy (indoors and outdoors) and curriculum (including extra-curricular clubs) is fully accessible for ALL children. |

