

# Equality Information & Objectives

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

The Academy is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

1. Eliminate discrimination, harassment and victimisation;
2. Promote equality of access and opportunity within our school and within our wider community;
3. Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

The Trust Executive, Trustees, Academy SLT and Governors regularly review the progress we are making to meet our equality objectives with regard to the protected groups (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation) under the Equality Act (2010).

## Our Equality Objectives

These equality objectives were approved by the Trust Board and are published on the Trust's website as part of our commitment to the Public Sector Equality Duty.

### Equality Objectives

1. Each academy will monitor and analyse pupil achievement and progress by ethnicity, gender and disability, and act on any trends or patterns in this data which identify the need for additional support for pupils with the aim of narrowing the gap for equality groups.
2. Each academy will publish a statement setting out the actions they intend taking to advance equality, diversity & inclusion during the forthcoming academic year (or from their date of joining the Trust). A report will be provided by the Headteacher / Principal, on request annually, to enable Trust-wide reporting.
3. The Trust will ensure, as it adopts a Trust-wide HR information system, that this incorporates the ability to provide robust reporting on and monitoring of equalities data.
4. The Trust will further develop reporting on its gender pay gap and – in future – other pay gaps e.g. ethnicity. It will take positive action to reduce these gaps where possible.
5. The Trust will take steps to address the risk of “unconscious bias”, initially by raising awareness of this facet of equality and diversity through leadership training, and by introducing ‘blind recruitment’ for all roles across the Trust.

### Review

Progress against these objectives will be reviewed annually in the Spring Term.

## Equality in Practice

We recognise that everyone is different, but everyone is of equal value.

Across Cidari and within our Academies we will all try to support each other and we demand respect for all. Almost everyone will need some help or some changes made for them to make sure they can give of their best. Sometimes this will be extra help with reading or writing or with practical lessons (like PE or Food Technology), sometimes it will mean special arrangements for eating (students with diabetes often need to “top up” outside Break or lunch times).

Sometimes, we can help with the physical environment.

Our Admissions Forms ask families to let us know if a student, or his/her family, has any disability or needs any additional assistance to make all Cidari Academies a place in which they feel welcomed and supported. Please let us know by using the forms or contacting either Cidari or the Academy directly.

Definitions & Guidance:

### **Inclusion is:**

- Giving everyone opportunities of equal value and worth.

### **Equality is:**

- about creating a fair and just society
- about removing or reducing all forms of unfair discrimination, overt and covert
- about breaking down barriers for individuals and in particular groups

### **Diversity is:**

- about including everyone
- valuing differences
- harnessing differences in individuals so that we all benefit, enabling differing perspectives and views, skills and characters to enrich and enhance the Academy community
- having a better understanding of the diverse needs of our community

### **Direct discrimination is:**

When a person is intentionally treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability.

Direct discrimination is unlawful.

### **Indirect Discrimination is:**

When a provision or practice is applied equally to all but unintentionally has a different impact on people so that a person or group are at a disadvantage as a result.

Indirect discrimination is unlawful.

### **Victimisation is:**

When a person is treated less favourably because they have taken action in respect of discrimination, e.g. making a complaint.

Victimisation is unlawful.

### **Harassment is:**

When a person’s dignity is violated or behaviour creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on the grounds of a relevant equality characteristic, e.g. sex, race.

Harassment is unlawful. Aim



Under the umbrella of the Trust Equality, Diversity and Inclusion Policy, the aim of this policy is to provide an overall framework for the Academy's action to:

- Promote equality and eliminate discrimination for students, staff and others using Academy facilities.
- Make it clear that equality and diversity are underpin all of the Academies policies and practices.
- Promote community cohesion by developing attitudes and providing experiences which enrich students' understanding of community and diversity.

Aspects which this Policy seeks to address are:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

## Commitment to Equalities & Diversity

Cidari and its Academies are fully committed to discharging all of its equalities duties for all students, employees and visitors to our premises. It contributes to an overall commitment by the Trust to improve standards and to build school communities with a positive Christian ethos which reflects the wider communities they serve.

The Trust and its Academies will ensure that this policy and accompanying documentation are accessible by publishing them electronically in appropriate formats and making them available on request in large print, Braille etc.

The Trust and its Academies will ensure that procedures are in place to consider complaints or concerns. Procedures at the Academies and the Trust are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incidents.

The Equality & Human Rights Commission (EHRC) is the enforcement body for equalities legislation. The Trust wishes to comply with all its duties however if found wanting would endeavour to put right within 3 months.

## Implementation

Equalities expectations and actions are embedded in existing Trust and Academy policies and practice for example in staff recruitment, CPD, Admissions, Discipline, Curriculum, Racist Incidents, Sporting and Cultural activities, Parental Surveys, Student Voice etc.

The Trust through its Academies will monitor outcomes against equality and diversity criteria (e.g. in participation, rewards, exclusions, positions or responsibility, appointments, standards).

As part of the drawing up of this policy, staff, students and parents have been invited to contribute.

Desired outcomes

1. Every member of our Christian Trust community feels a sense of belonging and self worth.
2. The diversity of people's different backgrounds and circumstances are acknowledged, appreciated and valued.
3. An inclusive Trust which promotes positive life opportunities for all members of our Academy and Trust community, regardless of their background and circumstances.

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**Chief Executive: Peter Ashworth**

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4. We will develop strong and positive relationships between people from different backgrounds within the Trust, our local communities and national and global communities.
5. The promotion of high standards of behaviour in our Academies and a sense of personal responsibility to contribute to community cohesion, respect for others and good citizenship.
6. Commitment to the early identification of students' additional needs and to working in partnership with parents, schools and support services to set targets and provide appropriate support/intervention.
7. Trust and Academy publications, meetings and events will recognise achievements underpinned by the principles of equalities, diversity and inclusion.
8. Students will have opportunities to study issues relating to intolerance and prejudice (including ageism, sexism and homophobia, religious prejudice, racism and racial discrimination).
9. Accurate information about the academic progress of all students will be kept and complemented by information about their gender, ethnic origin, disability, first language and religious affiliation and relevant information about their families also.

Members of the Trust and our Academy communities, irrespective of their ethnicity, age, sexuality, religion, belief, disability or gender:

- Will contribute to the creation and maintenance of a positive Christian ethos.
- Will be expected to work together in a constructive and positive manner.
- Will have access to facilities and resources provided by our Academies and Trust.
- Will have opportunities to work and socialise with different members of the school and Trust communities.
- Will, if necessary, receive support to ensure that their needs are met within the limits of the resources available.
- Will be involved in decisions being made about them.
- Will have all forms of harassment dealt with appropriately and be encouraged to challenge prejudices.
- Will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotypes based on ethnicity, age, sexuality, religion, belief, disability or gender.
- Will have access to a broad, balanced and relevant learning and training opportunity and range of activities.
- Will be encouraged to celebrate the diversity of the community.
- Will be discouraged from using ageist, sexist, racist, homophobic and demeaning language relating to others' religion or beliefs, will be held accountable for their individual and collective responsibility and be supported when they challenge such language.
- Will support victims of discriminatory behaviour, abuse and harassment.

