Amadeus Primary Academies Trust
Equality and Diversity Policy

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Date of approval: Pending approval	By whom: Trust Board
Status: Statutory	Leadership Lead: S Bridges

Board Summary

The Amadeus Primary Academies Trust is committed to the principle of equality of opportunity for all in employment and in the provision of teaching and learning. We take pride in our increasingly diverse community and all the cultural richness that it brings with it.

This statement outlines our commitment to equality and diversity. It sets out our intention to create an environment in which everyone in our school community can take full part in the social and cultural life of the school. It also sets out our commitment to promote equality and diversity among our pupils, their families, and our staff.

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes that need to be highlighted.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. However, schools that are already complying with the law should not find major differences in what they need to do.

The exceptions to the discrimination provisions for schools that existed under previous legislation such as the content of the curriculum, collective worship and admissions to single- sex schools and schools of a religious character, are all replicated in the new act.

However, there are some changes that will have an impact on schools as follows:

- It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the

application procedure. Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.

- The Single Equality Act reflects the Government's commitment, 'to narrowing gaps, and to tackling the barriers to equal opportunities and social mobility which hold individuals back and bring heavy social and economic costs. Equality is central to building a strong economy and fairer society. It underpins the guiding principles of freedom, fairness and responsibility.'
- The Government believes that they need to reform education to tackle educational inequality, which has widened in recent years. They believe, 'that too many children are held back by disadvantage and discrimination'. We want to build a fair society where social mobility is unlocked; where everyone, regardless of background, has the chance to succeed. We welcome the fact that the Equality Act gives us all an opportunity to do this in a more streamlined and effective way'. https://www.gov.uk/government/organisations/home-office/about/equality-and-diversity

Statement of Intent

The Trust recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, religion/belief, sexual orientation or age. We will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the community we serve and our workforce. The Trust intends to achieve all its targets in respect of the equalities agenda and become recognised as a leader on equalities.

Our aim

Our Trust aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard for the need to:

- Eliminate discrimination and other conduct 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, between people who share a protected characteristic and people who do not share it

We want to see a strong sustainable and cohesive community in all of our Academies. We will continue to develop and promote policies and systems that make sure that the Trust community and our workforce are not unlawfully discriminated against.

How will we deliver our commitment?

The Trust has adopted the following principles:

- we recognise the value of diversity within the community and our workforce and the contribution made by people from different backgrounds;
- we are committed to ensuring that teaching and learning meets the varied and complex needs of pupils in our care;
- We will make sure our employment is accessible to everyone, and that we actively value and celebrate the wide variety of lifestyles and cultures within the community.

Our commitment is supported by a legal duty to provide learning and employment opportunities fairly, without unlawful discrimination. We believe we have a strong moral and social duty to recognise any unlawful discrimination, take steps to challenge prejudice and discrimination and promote equality.

Objectives

Accessible services and partnerships:

Where appropriate we will work with other organisations and local voluntary and community groups to provide teaching and learning and access to employment which promote equal opportunities to all by:

- building on good practice
- consulting with and involving our local community
- providing accessible information and ways for people to comment
- carrying out equality impact assessments of new and existing policies and practices to make sure that they do not unlawfully discriminate against anyone
- removing barriers which deny people access to our Trust community
- using our powers to make sure that organisations providing services on our behalf work in line with this statement
- promoting an environment which gives
  - all pupils an equal chance to learn and live free of unlawful discrimination and prejudice
  - all staff to work and live free of unlawful discrimination and prejudice
- take steps to build an inclusive and cohesive community in every one of our Academies

We will analyse recruitment data and trends in regard to race, gender and disability by July, and report on this to the Audit and Risk Committee.

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

Train all members of staff and Trustees involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will aim to show that 100% of those attending have a good understanding of the legal requirements.

Equal and appropriate treatment in employment, training and recruitment opportunities

We will put in place a range of actions aimed at tackling prejudice and celebrating diversity within our workforce.

This will be achieved by:

- developing a workforce which reflects the community at all levels;
- making sure that all employees understand their responsibilities under this statement;
- making sure that all employees know about their rights of protection from unlawful discrimination, harassment, bullying or victimisation;
- developing and promoting policies which give everyone equal access to employment and opportunities;
- setting performance targets so we can measure our progress.

Enforcement

All employees have a right to equality of opportunity and a duty to implement this policy. Breach of the Equality and Diversity Policy is potentially a serious disciplinary matter. Anyone who believes that he or she may have been disadvantaged on discriminatory grounds is entitled to raise the matter through the Trust's grievance procedure. If the behaviour is against others or displayed within the Trust / Academy, and your concerns have not been addressed in the right way then the concern must be raised via the Whistleblowing Policy.

This policy will be communicated to all private contractors reminding them of their responsibilities towards the equality of opportunity.

This policy will be implemented in accordance with the appropriate statutory requirements and full account will be taken of all available guidance and in particular any relevant Codes of Practice.

Anti-Racism

It is the right of all pupils to receive the best education the Trust can provide, with access to all educational activities organised by the Academies within the Trust. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

All forms of discrimination by any person within the Trust will be treated seriously. A careful note of such incidents should be made, whether they take place in the Trust community, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable. Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in the Trust. The display of such materials is regarded as discriminatory behaviour. Discriminatory behaviour of any kind will lead to appropriate sanctions as per the Behaviour Policy.

Our Trust will endeavor to make any of our Academies welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in an Academy. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the Academies.

Each curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.

Should anyone be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Every pupil, regardless of race, is expected, and encouraged, to reach their potential by all staff. The expectations are underpinned by our monitoring of the performance of ethnic minority pupils to pinpoint and tackle underperformance.

Gender Equality

We are committed to ensuring equal treatment of all our employees, pupils and visitors, regardless of gender, neither males, nor females, will be treated less favorably in any procedures, practices and aspects of Trust / Academy life.

The Trust will not tolerate harassment of people based on their gender or transgender status.

We will endeavor to use and display images which show positive images relating to gender.

Staff in our Trust will challenge gender stereotyping and promote positive role models. Social relationships between boys and girls will be developed and encouraged so that there is mutual respect and understanding between both genders. This will often be explicit in PSHE lessons, and implicit across the curriculum.

The dignity and privacy of transgender people will be protected by our procedures and practices. For example, proof of identity does not rely solely on birth certificates; other proof, such as a passport, is acceptable.

Disability Equality

We are committed to ensuring equal treatment of all staff, pupils and visitors with any form of disability, and will ensure that people with disabilities are not treated less favorably in any procedures, practices and aspects of Trust / Academy life.

The Disability Equality in Education (DEE) recommends that all pupils with SEND and those with long term medical needs to be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day-to-day activities.

We recognise that disability is not caused by the individual(s), but by the physical, environmental and attitudinal barriers which exist in the education system, and in society as a whole.

Our Academies will actively seek to:

- promote equality of opportunity between those persons with a disability, and other persons
- eliminate discrimination that is unlawful under the Equality Act 2010
- eliminate harassment of persons with a disability, that is related to their disabilities
- promote positive attitudes towards persons with a disability
- encourage participation by persons with a disability in all areas of public life
- take steps to take account of a persons' specific disabilities

Social relationships between able and disabled pupils will be developed and encouraged so that there is mutual respect and understanding between both groups. This will often be explicit in PSHE lessons and implicit across the curriculum.

Every pupil, regardless of ability/disability, is expected and encouraged to reach their potential by staff in all of our Academies. These expectations are underpinned by our monitoring of the achievement of pupils, according to

ability/disability which help us to pinpoint and tackle underperformance.

The Trust will not tolerate harassment of people with any disabilities or with any form of impairment, and will also consider pupils who are carers of disabled parents. The Trust and its Academies will also consider accessibility for parents who have disabilities to ensure they have the same access to information and staff.

Responsibilities

The Trust is an equal opportunities employer and provider of teaching and learning. In order to support this public commitment all staff play a key role in ensuring that provision does not give rise to unlawful discrimination of any kind, and that we have a shared understanding of the relevant issues and how best to deal with them.

Employee Responsibilities

- All employees of the Trust are expected to comply with our values of promoting equality and diversity, and treat colleagues and others in the Trust community with dignity and respect at all times. This commitment must be evidenced in practice
- Employees ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child

Principal Responsibilities

- Any incidents of unfair treatment or racist incidents are treated with due seriousness following either the Behaviour Policy or the Disciplinary Policy, ensuring that incidents are detailed on the monthly risk register which is sent to the Trust HR Team
- All staff are aware of the Trust policy on equality and diversity opportunities, and that staff apply these guidelines fairly in all situations
- Staff promote the principles of equality and diversity when developing the curriculum, and promote respect for other people in all aspects of Trust / Academy life, for example, in assembly, where respect for other people is a regular theme, and also in displays shown around the Academy
- Identify and investigate any patterns with regard to exclusions and poor attendance in respect of particular groups, and report these patterns to the Executive Lead, and where appropriate the Local Governing Body
- Review all provision to ensure elimination of unequal treatment of staff, pupils and the wider Trust community
- Raise equality-related issues with their staff and senior colleagues
- Encourage leadership on equality and diversity amongst their staff and other providers
- Establish monitoring systems, for example; monitoring differences in student attitudes to work and towards each other, with a view to identifying any relevant patterns, taking advice from the Executive Lead where necessary
- Report to the Executive Lead and Local Governing Body where appropriate on the results of assessments, consultations and monitoring
- Submit all relevant documentation throughout the year to the Trust Leadership Team
- Consider better access for people with disabilities
- Monitor provision by contractors and other external providers
- Evidence consultation carried out with staff and the Trust community

Local Governing Body Responsibilities

- Understand and adopt the Equality and Diversity Policy
- Ensure that the Principal carries out his / her responsibilities
- Be aware of national guidance and any statutory changes
- In conjunction with the Trust HR Team to ensure that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities (see the Recruitment Policy for more information)

Trust Leadership Team Responsibilities

- Implement, review and report on the Equality and Diversity Policy ensuring that the published equality information is updated at least every year, and that objectives are reviewed every 4 years
- Ensure that information is monitored and reviewed, and adherence to the policy is taking place at all levels
- Provide training on this policy, and review its implementation recommending any adjustments in light of experience gained
- Provide advice and assistance on individual cases
- Monitor the Gender Pay gap and publicise details as per the statutory requirements
- Ensure that job descriptions are fit for purpose, provide clarity on the role, and that person specifications do not discriminate
- be at the forefront of best practice on equality and diversity within their respective areas
- set equality targets, monitor outcomes and develop relevant action plans
- address issues such as sexual or racial harassment, bullying and hostile behaviour, and ensure that there are effective procedures for reporting and responding to such incidents
- provide appropriate professional development to raise awareness of potential differences in need, and to promote strategies to raise achievement in all students
- create an environment which affirms and supports ethnic, cultural, religious and social diversity

Trust Board Responsibilities

- Have oversight of equality and diversity across the Academies within the Trust
- Has ownership for the Equality and Diversity Policy, and ensures the process is applied consistently and fairly, and is accessible to all employees within the Trust
- A member of the Trust Board may become involved should there be a significant concern raised about any member of staff employed by the Trust
- Have due regard to the Equality Act 2010

Any behaviour that falls below these standards is unacceptable to the Trust and potentially constitutes misconduct.

When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that provides positive images of ethnic minorities, and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our Trust include examples of the significant contribution's women have made to developments in this country's history. In geography topics the teacher

attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All of our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the Academy logbook and draw them to the attention of the appropriate member of the Senior Leadership team. The Principal will then ensure that the Trust Leadership Team is made aware as well as detailing any incident of this kind on the monthly risk register report. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Discrimination

Bullying, harassment or victimisation on account of a protected characteristic are always unacceptable and are not tolerated within the Trust environment. The Trust and its Academies abhorrence of such behaviours is communicated to pupils, parents and staff. For example, through the curriculum, the prospectus, newsletters and staff training. All parents of new pupils receive a summary of the Academy behaviour expectations, and Anti-Bullying Policy as part of the induction process.

All staff are expected to deal with any discriminatory incidents that may occur, they are expected to know how to identify and challenge prejudice and stereotyping, and to support the full range of diverse needs according to the pupil's individual circumstances.

Racists and homophobic incidents, and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a member of the Senior Leadership team at Academy level, or the Trust Leadership Team. All incidents are reported, and racist incidents are reported to the Trust on a monthly basis via the Risk Register.

All incidents are discussed with the Trust Leadership Team and the Link Governor who takes a lead on safeguarding. Incidents are monitored to ensure they are dealt with effectively and a summary (anonymised) report will be provided to the Local Governing Body on a termly basis.

Fostering good relations

The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English / reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local communities. This includes inviting leaders of local faith groups to speak at assemblies, and organising school visits and activities based around the local community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academies. For example, an Academy Council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

Equality Considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made.

The academies always consider the impact of significant decisions on particular groups. For example, when a school visit or activity is planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The academies keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning educational visits and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Training

Whole staff and individual training needs are identified through all of our Academies self-review process and staff performance management cycle.

With the help of feedback from employees and the wider school communities we will continue to develop arrangements to monitor, review, and evaluate the effectiveness of our employment policies and provision of teaching and learning. If our monitoring reveals any gaps in our policies/provision, we will take the necessary action.

Policy Review

This policy will be monitored as part of the Trust's annual internal review or as required by legislative changes.

The Policy will be issued for the individual Local Governing Body to adopt in the Autumn term following the approval of Trustees.