



# Lingfield Education Trust Equality & Diversity Policy and Equality Objectives

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## 1. Introduction

As a public body, our Trust must comply with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. This means we must publish:

- details of how our Trust (and schools) comply with the public sector equality duty
- our Trust-wide equality objectives

This policy aims to satisfy this expectation, whilst going beyond this to set the standard for all connected to our inclusive Trust.

Lingfield Education Trust Equality and Diversity Policy brings together all previous policies, schemes and action plans around equality. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within the trust's community. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

The trust and its schools are committed to its duties under the Equality Act 2010 and our public sector equality duty, specifically the principle of equal opportunities for all students, staff and members of each school's community (including parents/carers, visitors and partner agencies). The trust and its schools are committed to the development of cohesive communities both within each school's physical boundaries and within local, national and global environments. The trust and its schools embrace the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

The Equality and Diversity Policy is underpinned by:

- The Trust's Equality Objectives (included at the end of this policy)
- Each school's own Equality Objectives and associated action plan
- Each school's Accessibility Plan

The protected characteristics, which we must ensure are at the forefront of our inclusive practice are:

- Disability
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

- Age (not applicable to pupils)
- Marriage and Civil Partnerships (not applicable pupils)

## 2. Purpose

The purpose of this policy is to set out how practice and policies within the Trust and its schools have due regard to public sector equality duty and the need to:

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within each school and its community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

## 3. Overall Guiding Principles of Our Practice

<p><b>Principle 1: All learners are of equal value.</b></p> <p>We see all learners and potential learners, and their parents and carers, as of equal value.</p>
<p><b>Principle 2: We recognise and respect difference.</b></p> <p>Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.</p>
<p><b>Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.</b></p> <p>We intend that our policies, procedures and activities should promote:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people</li> <li><input type="checkbox"/> positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents</li> <li><input type="checkbox"/> mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic and transphobic harassment.</li> <li><input type="checkbox"/> positive attitudes and understanding of those women pregnant or during maternity.</li> </ul>
<p><b>Principle 4: We observe good equalities practice in staff recruitment, retention and development</b></p> <p>We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.</p>

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

**Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality.

**Principle 9: Objectives**

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

We also ensure that equality and inclusive practice are embedded across all aspects of school life the Equality and Diversity Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

#### **4. Code of Practice**

The trust and each school will publicise the following guidelines for staff and pupils to promote the Equality and Diversity Policy:

- Staff and pupils are expected to respect all persons as individuals and to honour their rights;
- Staff and pupils should behave in such a way as will promote a safe and secure environment free from unfair discrimination or harassment;
- Staff and pupils should not be prepared to tolerate unfair discrimination or harassment of others.

#### **5. Approach**

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- awareness – all staff know and understand what the law requires
- timeliness – implications considered before they are implemented
- rigour – open-minded and rigorous analysis, including parent/pupil voice
- non-delegation – the PSED cannot be delegated
- continuous – ongoing all academic year
- record-keeping – keep notes and records of decisions & meetings

### **5.1 Pupils**

- Each school is committed to the principle of equal opportunities for all pupils.
- No pupil will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, age, sexuality, disability, trade union activity, political or religious beliefs
- In particular, the school will ensure equal treatment for pupils in these areas:
  - Admission
  - Attainment, progress and assessment
  - Reporting
  - Curriculum, teaching and Learning
  - Personal Development
  - Achievement
  - Discipline

### **5.2 Staff**

- The trust and each school is committed to the principle of equal opportunities for all Staff.
- We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine guiding principles.
- No job applicant or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, age, sexuality, disability, trade union activity, political or religious beliefs nor be disadvantaged by any conditions or requirements of employment that cannot be justified.
- In particular, the trust and each school will ensure equal treatment for Staff in the following areas:
  - Recruitment Selection
  - Training
  - Promotion
  - Appraisal

### **5.3 Community**

- Each school is committed to the principle of equal opportunities for all members of its community, including parents/carers.
- No community member will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, age, sexuality, disability, trade union activity, political or religious beliefs
  - In particular, the school will ensure equal treatment for community members in the following areas:
    - Membership of the local governing body;
    - Involving parents and carers and the local community in the school;
    - Selection of suppliers of goods and services.

## **6. Roles and responsibilities**

### **6.1 Board of Trustees**

The Board of Trustees is ultimately responsible for ensuring that the Trust and its schools meet the commitments in this policy - complying with the public sector equality duty as part of the 2010 Equality Act.

### **6.2 CEO/Deputy CEO/ Executive Head Teacher/ Head Teacher/Head of School**

Each leader will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are aware of this policy and understand their responsibilities;
- oversee the effective implementation of the policy;
- ensure staff have access to training which helps to implement the policy;
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

### **6.3 Local Governing Body**

Each school's Local Governing Body will:

- ensure that this policy and its commitments are implemented within the school;
- support the Executive Head Teacher/Head Teacher/Head of School in implementing any actions necessary;
- evaluate and review the school approach and school level equality objectives on a regular basis (at least annually).

### **6.4 Senior Leadership Team**

Each school's Leadership Team will:

- support other staff in implementing this Policy;
- with the Executive Head Teacher/Head Teacher/Head of School, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this policy.
- evaluate and review the school approach and school level equality objectives on a regular basis (at least annually).

## **6.5 Pupils**

Pupils will

- act in accordance with the policy;
- be encouraged to actively support the policy.

## **6.6 Staff**

Staff will:

- be fully aware of the and how it relates to them;
- understand that this is a whole school issue and support the policy;
- promote the equality and diversity messages articulated throughout this policy, and the school's related curricula;
- make known any queries or training requirements.

## **6.7 Community members**

Members of the community, including parents/carers will:

- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be informed of any incident related to this Policy which could directly affect their child.
- be encouraged to attend any relevant meetings and activities related to the Policy.

## **7. Grievance**

### **7.1 Staff**

Any employee who considers that he or she is suffering from unequal treatment may raise a complaint through the agreed procedure for dealing with grievances included in the Trust Grievance Policy.

### **7.2 Community members**

Any parent or carer who considers that he or she is suffering from unequal treatment may raise a complaint through the Trust Complaints Policy.

## **8. Prejudice-based incidents**

All prejudice-based incidents should be reported using the school's normal incident report system. In addition, the staff member responsible for resolving the incident must complete the school's Incident Report Form and pass it to the CEO/Deputy CEO/Executive Head Teacher/Head Teacher/Head of School (as appropriate).

## **9. Our Equality Objectives**

<b>Objective 1:</b>	
Ensure that our Trust is a confident employer and teacher of all gender identities	
Protected Characteristics: <ul style="list-style-type: none"> <li>Gender Identity</li> </ul>	Guiding Principle Links: <ul style="list-style-type: none"> <li>Recognise and respect difference</li> <li>Observe good equalities practice in staff recruitment, retention and development</li> <li>Aim to reduce and remove inequalities and barriers that already exist</li> </ul>
Key Actions to achieve our objective: <ul style="list-style-type: none"> <li>Staff wide awareness training regarding gender identity</li> <li>Review recruitment processes to ensure fair and welcoming processes to candidates of all gender identities</li> <li>Review school curricula to ensure that gender identity is appropriately addressed in enough detail to prepare pupils for life in modern Britain</li> <li>Schools to develop plans for admitting a child who does not identify as male or female – what physical and organisational issues in the building may this cause and how can they be mitigated?</li> </ul>	

<b>Objective 2:</b>	
Ensure that our Trust staff and governance profile more closely reflects the communities which we serve, so children see themselves in the adults around them	
Protected Characteristics: <ul style="list-style-type: none"> <li>Race</li> </ul>	Guiding Principle Links: <ul style="list-style-type: none"> <li>Recognise and respect difference</li> <li>Observe good equalities practice in staff recruitment, retention and development</li> <li>Aim to reduce and remove inequalities and barriers that already exist</li> </ul>
Key Actions to achieve our objective: <ul style="list-style-type: none"> <li>A review of staff, governors, directors and members across the Trust to ascertain a clear picture of race profiles across our organisation</li> <li>Review recruitment processes to promote wider race representation at interview stage</li> <li>Ensure that the curriculum, experiences and materials which children are exposed to promotes race equality and aspiration</li> </ul>	

<b>Objective 3:</b>	
Ensure that our Trust is a confident employer of colleagues with disabilities.	
Protected Characteristics: <ul style="list-style-type: none"> <li>Disability</li> </ul>	Guiding Principle Links: <ul style="list-style-type: none"> <li>Recognise and respect difference</li> <li>Observe good equalities practice in staff recruitment, retention and development</li> </ul>

	<ul style="list-style-type: none"> <li>• Aim to reduce and remove inequalities and barriers that already exist</li> </ul>
<p>Key Actions to achieve our objective:</p> <ul style="list-style-type: none"> <li>• A review of staff members across the Trust to ascertain a clear picture of disability profiles across our organisation. Ensure identified staff are consulted regarding any unmet needs, or sharing strong practice in order to improve staff retention.</li> <li>• Review recruitment processes to promote wider disability representation at interview stage to improve staff recruitment.</li> <li>• Ensure that the curriculum, experiences and materials which children are exposed to promotes disability equality and aspiration</li> </ul>	

**Review Date: Autumn 2021**