



Equality Policy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
M Prowting	Board of Trustees	07.05.19	1.0	May 2023

Signed by chair of the Board of Trustees.....

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Vision and Values	3
All learners are of equal value.....	3
We recognise and respect difference	4
We foster positive attitudes and relationships and a shared sense of cohesion and belonging	4
We observe good equalities practice in staff recruitment, retention and development.....	4
We aim to reduce and remove inequalities and barriers that already exist.....	4
We consult and involve widely	5
Society as a whole should benefit	5
4. Legal Background.....	5
5. Roles and Responsibilities	6
Responsibility for Key personnel	6
6. Commitment to review	7
7. Commitment to publish.....	7
8. Commitment to action	7
9. Impact Assessment.....	9

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

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

2. 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 Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#). This document also complies with our funding agreement and articles of association.

3. Vision and Values

We believe that at The Wesley Trust we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. Our academy makes all members of our academy community feel welcome irrespective of race, religion, colour, creed, sexual orientation, gender or impairment. Our vision and values promote equality and tackle discrimination.

We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and feel confident that they will be listened to.

We recognise that all adults within academy including permanent and temporary staff, volunteers and governors, have a full and active part to play in educating our pupils so they can all reach their full potential and become valued members of the community.

All learners are of equal value

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

- Whether or not they have a disability
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity
- Whatever their physical appearance

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference 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 people of different gender identities are recognised
- Religion, belief or faith background
- Sexual identity

We foster positive attitudes and relationships and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards people with a disability, foster good relationships and ensure no discrimination or harassment takes place
- 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
- Mutual respect and good relations between people of different gender identities and an absence of sexual and homophobic assessment

We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identify and with full respect for legal rights relating to pregnancy and maternity

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 between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds

- People of different gender identities or sexual orientation

We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- People of different gender identities
- People of different sexual identities

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 of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- People of different gender identities
- People of different sexual identities

4. Legal Background

Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils and staff from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)

5. Roles and Responsibilities

The Board of Trustees, supported by each Local Academy Board, Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Head Teacher of each school retains overall responsibility for ensuring that the policy is delivered effectively.

Every 12 months there will be a report on equality and diversity to the Local Governing Body.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for Key personnel

Single equality scheme	Mrs R Bottell
Disability equality (including bullying incidents)	Mrs R Bottell
SEND (including bullying incidents)	Mrs J Dawes
Children Looked After	Mrs R Bottell
Safeguarding & Vulnerable children	Mr C Chuard
Accessibility	Mrs L Chamberlain
Gender equality (including bullying incidents)	Mrs R Bottell
Race equality (including racist incidents)	Mrs R Bottell
Equality and diversity in curriculum content	All teaching staff
Equality and diversity in pupil achievement	All teaching staff
Equality and diversity – behaviour and exclusions	All teaching staff
Participation in all aspects of school life	All staff
Policy review	Trustees of the Wesley Trust
Publication of equality information	Headteacher of each school

6. Commitment to review

The Trust equality scheme will be aligned with each School Development Plan and Premises / Accessibility Plan. Its implementation will be monitored within the academy's self-evaluation and other review processes as well as being reviewed at least annually. Following this regular impact assessment, the whole equality scheme will be updated at least every four years.

7. Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every four years – in which we will make proposals for future action.

8. Commitment to action

Governors will:

- | | |
|-----------------------|--|
| Policy Development | <ul style="list-style-type: none">• Provide leadership and drive for the development and regular review of the academy's equality and other policies |
| Policy Implementation | <ul style="list-style-type: none">• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of academy policies• Highlight good practice and promote it throughout the academy and wider community |
| Behaviour | <ul style="list-style-type: none">• Provide appropriate role models for all managers, staff and pupils• Congratulate examples of good practice from the academy and among individual managers, staff and pupils• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |

Headteachers and senior staff will:

- | | |
|--------|---|
| Policy | <ul style="list-style-type: none">• Initiate and oversee the development and regular review of equality |
|--------|---|

Development	<p>policies and procedures</p> <ul style="list-style-type: none"> • Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> • Ensure the effective communication of the policies to all pupils, staff and stakeholders • Ensure that managers and staff are trained as necessary to carry out the policies • Oversee the effective implementation of the policies • Hold line managers accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Highlight good practice from departments, individual managers, staff and pupils • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the academy carries out its statutory duties effectively

Head Teacher and SLT will:

Policy Development	<ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> • Implement the academy's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> • Behave according to the academy's policies, leading by example • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to managing the implementation of the academy's equality scheme

All staff: teaching and non-teaching will:

Policy	<ul style="list-style-type: none"> • Contribute to consultations and reviews
--------	---

Development	<ul style="list-style-type: none"> • Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> • Maintain awareness of the academy's current equality policy and procedures • Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the academy's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the academy's equality scheme

9. Impact Assessment

All academy policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Additionally, in Section 5 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each Autumn term.

A separate section is published annually detailing progress against our measured criteria.

