

Ethos Academy Trust

Equality Policy

July 2023

1	Summary	Equality Policy
2	Responsible person	Jo Shwe
3	Accountable ELT member	Jayne Foster
4	Applies to	<input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff
5	Trustees and/or individuals who have overseen development of this policy	Karen Bennett
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	All Headteachers and EDI trust task group have been consulted and given feedback
8	Ratifying committee(s) and date of final approval	Trust Board 10.07.23
9	Version number	1.4
10	Available on	Every <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Trust Website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Academy Website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Staff Portal <input type="checkbox"/> Y <input checked="" type="checkbox"/> N
11	Related documents (if applicable)	Risk assessments Behaviour Policy Safeguarding and Child Protection Code of Conduct
12	Disseminated to	<input type="checkbox"/> Trustees <input checked="" type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Teaching Staff
13	Date of implementation (when shared)	10.07.23
14	Date of next formal review	July 2025
15	Consulted with Recognised Trade Unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N

Date	Version	Action	Summary of changes
12/06/2023	1.4	Amendment	Aims removed replaced by Introduction, Scope and Purpose. Amendments to opening statement to reflect the inclusion of Diversity and Inclusion as part of our Equality Policy.

			Added statement highlighting: <i>As a Trust we will not tolerate harassment, victimisation, direct or indirect discrimination of any kind.</i> .
12/06/2023	1.4	Added safeguarding reference	The addition of reference from Working together to safeguard children in schools (2013) to promote safeguarding elements for our staff and students. Addition of the Trust commitment aims for their workforce as well as students
12/06/2023	1.4	Added section	New section highlighting the support given around all the stages of menopause.
12/06/2023	1.4	Updated information	Added content to present our current standing - <i>The Trust individual academies have comprehensive PSHE curriculum plans as an integral part of their overall curriculum offer to provide teaching and learning surrounding discrimination, harassment, victimisation and other unlawful conduct under the equality act (2010)</i> - <i>The Trust newsletter has a specific section for Equality, Diversity and Inclusion to inform and celebrate.</i> - <i>The Trust offers training and development for Equality, Diversity and Inclusion to all its stakeholders.</i> - <i>The Trust has established Equality, Diversity and Inclusion representatives from all academies to share practice and work towards ensuring the Trust wide and individual academies are met and or developed.</i>
12/06/2023	1.4	Added section	New section discussing ' Positive Action '
12/06/2023	1.4	Updated information	Updated Equality objectives.
12/06/2023	1.4	Amendment	Academies removed as a whole section and combined with Ethos Academy Trust Objectives.
12/06/2023	1.4	Amendment	Equality Impact Assessment combined with section 13 How we measure the impact of changes

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1. Introduction

Ethos Academy Trust actively promotes equality, diversity and inclusion as part of our culture. It is our intention to provide an inclusive educational community for our students, staff team and other stakeholders which acknowledges that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the Trust reflects the diversity of ALL members of our academies, where everyone is equally valued and where we all treat one another with respect and fairness, promoting a sense of representation and inclusion. Pupils are provided with the opportunity to experience, understand and celebrate diversity through their access to a diversely rich curriculum.

We expect all involved in the Trust to be committed to eliminating all forms of discrimination on the grounds of disability, race, sex, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage and civil partnership and age. As a Trust we will not tolerate harassment, victimisation and direct or indirect discrimination of any kind.

2. Trust Ethos, Vision and Values

The role of Ethos Academy Trust is to achieve excellence for each individual in learning and personal development. In order to realise this, our primary aim is to provide a safe and engaging environment for learning that:

- encourages the development of self-awareness and confidence whilst at the same time promoting sensitivity, support, appreciation and respect for others;
- provides the learning opportunities that lead to continuous improvement in achievement;
- recognises and rewards all achievement;
- allows all pupils to share positive experiences, to feel represented, valued and to enjoy their life in our Academies;
- assists individuals to develop the skills and knowledge needed for their current and future roles within society.

3. Scope

The Trust aims to prepare all pupils for a future world and adult life that promotes intersectionality, equality and equity. We will seek to ensure that we:

- promote equality of all groups, for example assessing the impact of our policies on different groups;
- promote community cohesion by encouraging the development of mutual respect and good relationships between persons from ethnically diverse communities, neurodiverse communities and the LGBTQAI+ communities;
- challenge and seek to eradicate discrimination on any grounds, including ethnicity, age, gender or gender identity, disability, religion or religious affiliation. This will include, for example, acting quickly to deal with inherent racism, stereotyping, misogynistic and misandrist behaviours and all bullying, including that which is aimed at specific groups as well as individuals, such as racist or homophobic bullying;
- give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider academy community;
- develop a strategy that includes all equality strands and links targets and actions with our Academy Development Plans;
- ensure that all pupils have a right to equality of access to what is best in educational provision;
- ensure that there is no restricted access given to some students because of stereotyped views of ability.

Ethos Academy Trust welcomes its duties under the Equality Act (2010) for all its stakeholders. The Equality Act establishes 9 protected characteristics which apply to academies:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Reference is made to Keeping Children Safe in Education (2023) section 88 which states:

“Whilst all of the above protections are important in the context of safeguarding, this guidance and the legal duties placed on schools and colleges, in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.”

As a Trust we value all of staff and aim to create working environments that are free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, where individual differences and the contributions of all staff are recognised and valued. We seek to ensure that:

- We train managers and all other employees about their rights and responsibilities under the equality, diversity and inclusion policy. Responsibilities include staff conducting themselves to help the organisation provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination.
- Staff understand that they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against fellow employees, and other stakeholders.
- We take complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, and all stakeholders in the course of the organisation's work activities seriously and support those who have experienced such behaviours.
- We deal with misconduct under the Trust's grievance or disciplinary procedure, taking appropriate action. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice.
- Sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations. In addition, harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic – is a criminal offence.
- We make decisions concerning staff based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act).
- We review employment practices and procedures when necessary to ensure fairness, and also update them and the policy to take account of changes in the law.
- We monitor the make-up of the workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality,

diversity and inclusion, and in meeting the aims and commitments set out in the Trust equality, diversity and inclusion policy.

- We ensure that opportunities for training, development and progress are available to all staff, supporting and encouraging them to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the Trust.

We will oppose and avoid all forms of unlawful discrimination for our workforce. This will include areas surrounding;

- pay and benefits
- terms and conditions of employment
- dealing with grievances and discipline
- dismissal
- redundancy
- leave for parents
- requests for flexible working, selection of employment, promotion, training and other development opportunities.

4. Perimenopause, Menopause and Post Menopause

Under the Equality Act 2010, menopause discrimination is covered under three protected characteristics: age, sex and disability discrimination. The Health and Safety at Work Act 1974 covers safe working (which extends to those with menopause symptoms).

As a trust we understand that supporting our team through the stages of menopause will decrease:

- Performance issues and low morale
- Absence
- Staff retention issues
- Poor relationships between employer and employee.

As a trust we aim to offer support through:

- Training available to increase awareness.
- Information on how employees report any health issues relating to menopause and who they should speak to.
- Initiatives or support available (such as an employee assistance programme or mental health first aiders).
- Signposting to external organisations which can provide information and support (such as Menopause Matters).
- Reasonable adjustments being made to ease symptoms. These include adequate temperature control & dress code, flexible working options, changes to duties and providing breaks when needed.

5. Public Sector Equality Duty (2011)

This policy outlines how Ethos Academy Trust has paid due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

6. Specific Duties under the Public Sector Equality Duty

Under the Public Sector Equality Duty we are required to:

- Publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- Prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims.

This policy sets out the steps the Trust will take that will result in improved outcomes for all members of the academies' communities in all aspects of academy life, taking positive action to promote equality.

7. Definition of 'due regard' and how we aim to comply with the principles of the general duty

While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated.

- The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community.
- The duty is continuing, so we will revisit it and bear it in mind constantly.
- We will keep records to show that the equality duties have been considered on each occasion.
- We encourage parental and community involvement in all aspects of the life of our Academies.

At Ethos Academy Trust we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to teach and include a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and able to participate fully in academy life, within an understanding that inclusion and diversity is rich across the trust.

8. What We Already Do

In order to comply with the public duty we have the following procedures in place to ensure that we consider the needs of all of our pupils and employees in everything we do:

i. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.

- Head Teachers have responsibility for monitoring policies and practices associated with equal opportunities and community cohesion and the collection of information on the outcomes of policy with regard to different groups of students and their achievements.
- The Trust HR manager has responsibility for monitoring policies and practices associated with disability and equal opportunities with regard to recruitment, retention and development of disabled employees.
- Any discrimination will be dealt with under existing Trust discipline procedures.
- The Trust deals with admissions in a non-selective way, taking in students from all communities and of all abilities without discrimination and serving the local community as a priority.
- The Trust individual academies have comprehensive PSHE curriculum plans including relevant topics such as anti-bullying, PRIDE and how economic structures can influence opinions and ideals, as an integral part of their overall curriculum offer to provide teaching and learning surrounding discrimination, harassment, victimisation and other unlawful conduct under the Equality Act (2010)
- The Trust newsletter has a specific section for Equality, Diversity and Inclusion to inform and celebrate.

- The Trust offers training and development for Equality, Diversity and Inclusion to all its stakeholders.
- The Trust has established Equality, Diversity and Inclusion representatives from all academies to share practice and work towards ensuring the Trust wide and individual academies' objectives are met and or developed.

ii. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

- Pupils throughout the Trust have a right to expect a variety of teaching and learning styles designed to develop independent learning and the acquisition of a body of knowledge, skills and attitudes which will prepare them for their next stage. Teachers recognise the importance of a range of learning activities and good classroom organisation in promoting achievement by all students.
- Achievement: Teaching and learning styles can have a differential impact on student achievement. The Trust holds data on standards and progress achieved by all students and analyses this to monitor the performance of those with particular characteristics, where these are known. The relevant characteristics include: gender; ethnicity; special educational need and eligibility for free school meals. External data, for example that made available by DfE, the local authority and Ofsted, also shows attainment and progress measures categorised by different characteristics.
- Pupils with identified special educational needs are catered for within the classroom environment by differentiation and support.
- Pupils taking public examinations have fair access to assessment by allowing candidates suitable access arrangements via allowance of reasonable adjustments which allow learners to show what they know without changing the demands of the assessment.
- Social activities are flexible enough to allow all pupils to participate.

iii. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

- Teachers and support staff should encourage positive interaction between pupils by seating students in mixed groups without discrimination of their gender, ethnicity, or neurodiversity where appropriate e.g. collaborative learning activities.
- It is the responsibility of all staff to respond to the moral, spiritual, cultural, and social needs of each student through all areas of the curriculum with a specific focus through assemblies, Religious Education, and PSHE. The Trust seeks to promote a positive attitude towards differing cultures, religions and lifestyles. Examples of good practice are delivered through stories that represent diversity in all forms, and school visits and opportunities that support knowledge and understanding through hands on experiences

9. Positive Action

The Trust's use of positive action allows us to make targeted measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will be a proportionate way of achieving the relevant aim.

10. Ethos Academy Trust Objectives (2023-2025)

Objective 1 – Equality

To ensure the trust remains a nurturing and inclusive environment for both their workforce and students through a robust induction process and continuing training programme that encompasses opportunities that educate and empower individuals to address and action inequalities within their workplace where they find them.

Objective 2 – Diversity

To ensure the promotion of diversity is evident within individual academies and central team through curriculum planning, media outlet and environment. Promoting the true representation of the diverse communities within the trust, with a focus of further developing safe spaces for individuals from diverse ethnic backgrounds and the LGBTQIA+ community.

Objective 3 – Inclusion

To increase the feelings of inclusiveness within the trust community. Developing employee resource groups that celebrate and bring together those that share an affinity, allowing them to connect across all the academies.

(Neurodiverse employees, Employees with disabilities, Veterans, Women-focused ERGs, LGBTQ+ employees and Families, single parents, or caregivers)

Individual Academy Equality Objectives are set by the Academies within the Trust. These are personalised to that setting, reviewed annually and published under the Equality Objectives section of each Academy's website.

11. Equality Impact Assessments

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we will carry out regular reviews of all aspects of academy life with regard to the protected characteristics by means of an Equality Impact Assessment. All academy leaders and managers will be trained in carrying out an Equality Impact Assessment of their area of responsibility for activities both within and beyond the academy day (see appendix 1). Any gaps in provision and practice that are identified form part of an action plan (see appendix 2). Our intention is to use an Equality Impact Assessment:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice

We will monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement across the Trust with an additional focus on equality groups.
- Pupil surveys.
- Staff surveys and consultation that demonstrates emotional health and wellbeing, engagement and involvement.
- Parent / carer surveys.

12. Consultation

Ethos Academy Trust recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. We will consult with students, parents/carers, staff, employee representatives, APRC representatives / Trustees and other academy users when appropriate. We will consult in the following ways:

- We will meet pupils to discuss their needs and progress.
- We will ask for input from staff, parents/carers, the community and APRC representatives / Trustees when introducing new policies, procedures and ways of working.

13. Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results. We will record the results of our equality impact assessments and action taken. We will review and publish this information and its impact on our students and staff through:

- An annual report to the Board / Governing Bodies.
- An annual report on the Trust website

Appendices

Appendix 1: Equality Impact Assessment

Date	
Lead member of staff	
Other involved staff/role	

Proposed Plan To include:

- i. Background: how this proposal has come about
- ii. Reason for proposal:
 - to introduce new practice/provision
 - to change or reduce practice/provision
 - to remove practice/provision
- iii. Main stakeholders
- iv. Any legislation or guidance that informs the proposals

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **Y/N**

Promoting equality of opportunity **Y/N**

Fostering good relations **Y/N**

Please explain

Additional Comments:

Consultation Process To include:

- i. With whom do you plan to consult?

- ii. How?
- iii. Where is the evidence of the consultation?

Potential Issues

Characteristic	Impact of proposal (specify if impact is to student, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability			
Race			
Sex			
Gender reassignment			
Pregnancy, maternity			
Religion/belief			
Sexual orientation			
Marriage, civil partnership			
Age			
Additional Comments:			

Appendix 2: Action Plan following Equality Impact Assessment

Objective	Actions	Timescale	Person(s) Responsible	Resources	Measurable Outcomes