



Pendle Education Trust

Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Equality & Diversity Policy
Senior Manager Responsible:	HR Manager
Approval:	March 2023
Review date:	Equality information updated annually Objectives reviewed every 4 years



Equality Statement

Pendle Education Trust (the Trust) welcomes the equality duties on schools and believes all children and members of staff should have the opportunity to fulfil their full potential regardless of background, identity and circumstance.

This statement represents a Trust-wide commitment to equality and diversity enshrined in a common set of values, principles and standards. It sets out the responsibilities for communication, implementation and monitoring of the principles set out in this policy.

Aims

The aim of this policy is to ensure that the Trust's commitment to equality of opportunity for all its children, parents, carers, governors, staff, contractors and visitors is demonstrated in practice, thereby supporting the moral purpose and values our Trust holds.

In addition to a general commitment to equality and diversity this policy specifically covers the following protected characteristics:

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

In summary, our Trust aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to 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

Objectives

The objectives of this policy are to:

- proactively promote equality of opportunity for all
- prepare our children for life in the diverse communities in which they study, work and live
- eliminate all forms of discrimination
- ensure equality and diversity are embedded in all policies, procedures and practices
- ensure that reasonable adjustments are made and, wherever possible, barriers are removed that limit access to our service
- ensure that suppliers and providers of goods and services to the Trust adopt an equality and diversity policy that is consistent with this policy
- establish monitoring arrangements and processes for target setting and measuring the impact of equality and diversity actions in delivering our Trust's vision and goals



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.

Roles and responsibilities

Our Executive Team will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, including to staff, children and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principals of our schools

Our Principals will:

- › Promote knowledge and understanding amongst staff, children and parents.
- › Monitor success in achieving the objectives and report back to the local Academy Councils

Our Leaders will:

- › Ensure all staff under their leadership have access to this information.
- › Carry out any measures introduced by the Trust in relation to equal opportunities and diversity.
- › Manage their staff in a way which is in line with this policy.
- › Set a good example to staff and ensure they know what is expected of them.
- › Follow procedures relating to equality and diversity.
- › Ensure they and their staff have attended the relevant training

Our staff will:

- › Comply with this policy when interacting with colleagues, children, parents, carers, governors, trustees and other stakeholders.
- › Embrace a culture that provides supportive and positive working relationships and behaviour, which underpins the Trust's values and vision.
- › Be alert to discrimination and aware of the forms in which discrimination may arise.
- › Make colleagues aware of any conduct or behaviour that is discriminatory.
- › Have regard to this document and to work to achieve the objectives as set out in section 8.

Our children will:

- › Be responsible for upholding the principles of this policy and respecting each other at all times



Forms of discrimination

Pendle Education Trust does not accept any form of discrimination towards anyone including colleagues, prospective colleagues, parents and carers or children.

For absolute clarity it includes all of the following defining discrimination whether it be intentional or unintentional:

Direct discrimination

This occurs where someone is treated less favourably because of one or more of the protected characteristics. In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is a genuine occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim. It will only be in exceptional circumstances that this will apply in our Trust. An example of this may be advertising for a female teacher of PE and this may be necessary for monitoring of the changing rooms.

Indirect discrimination

This occurs where someone is disadvantaged by a provision, criterion or practice that also puts people with a protected characteristic at a particular disadvantage. Such a requirement would need to be objectively justified.

Harassment

This is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation

This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

Associative discrimination

This is where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic.

Eliminating discrimination

The Trust is aware of our obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The Trust expects all members of staff and governors to challenge any potential discriminatory behaviour and to promote a positive inclusive culture at all times.



Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. children with disabilities, or gay children who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim children to pray at prescribed times)
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the Trust will:

- › Publish attainment data each academic year showing how pupils with different characteristics that it has the data for are performing
- › Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own children

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, children will be introduced to literature from a range of cultures
- › Holding assemblies dealing with relevant issues. Children will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between different groups of children within the Trust. For example, our school councils have representatives from different year groups and is formed of children from a range of backgrounds. All children are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- › We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach



Equality considerations in decision-making

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

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

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

The Trust also bears in mind significant religious holidays when mapping school holidays.

Equality objectives 2022-23 (reviewed annually)

Objective 1

Undertake a detailed initial analysis of recruitment data and trends with regard to age, race, gender and disability for 2022-23 and report to the Finance and Resources Committee and annually thereafter.

By: July 2023

Objective 2

Have in place a reasonable adjustment agreement for all staff that have declared a disability meet their needs better and make sure that any disadvantages they experience are addressed.

By July 2023

Objective 3

Put in place regular opportunities for staff voice via qualitative and quantitative methods. The aim of this will be to improve the representation of all employees.

By July 2023

Objective 4

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

By September 2023

Objective 5

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information, to help address the under-representation of people with disabilities in the our workforce.

By September 2023



Communication and monitoring arrangements

This document will be reviewed by the Trust Board at least every 4 years.

The Chief Executive will update the equality information we publish, at least every year and it will be reported to the Finance and Resources Committee.

An annual action plan with updated Equality Objectives will be agreed and discussed at the Finance and Resources Committee prior to the start of an academic year to allow sharing of the information with all stakeholders.

This policy will be published on the Trust's website and will be communicated to all staff and students through briefings, newsletters and other forms of regular communication.

The policy will be communicated to suppliers and providers of goods and services where required in procurement exercises.

Links with other documents

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Gender pay gap report

