



**QEGSMAT**

## Equality Policy

Prepared by:	Stuart Hardy
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## **1.0 Introduction**

This policy sets out QEGSMAT's (the Trust and its school's) approach to promoting equality, as defined within the Equality Act (2010). It covers age\*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment and our approach to community cohesion.

## **2.0 Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998.
- Equality Act 2010.
- The UK General Data Protection Regulation (UK GDPR).
- Data Protection Act 2018.
- Protection from Harassment Act 1997.

### **Public Sector Equality Duty (PSED)**

PSED requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not.

## **3.0 Aims and Values**

3.1 The Trust aims to provide equality and excellence for all, in order to promote the highest possible standards. The core values on which the policy is based include:

- A culture of respect for others.
- Promoting equality by recognising and accepting differences between people.
- A community where students are well prepared for life in a diverse society.

3.2 The Trust's overall approach to promoting equality:

The Trust's Equality policy provides a framework to pursue its equality duties to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Promote dignity and respect for all.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations and positive attitudes between all characteristics and different groups in all of its activities.

Through the Equality Policy, the Trust will seek to ensure that no students/pupils, staff, parents, guardians or carers or any other person through their contact with the Trust receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e. age\*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment.

**\*(NB 'age' is also a protected characteristic but not in relation to students/pupils of any age in a school).**

#### **4.0 A Cohesive Community**

The Trust seeks to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand and respond to the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure that learning, teaching and the curriculum explore and address issues of diversity.

The Trust serves a variety of communities including:

- Extended communities.
- Geographical communities.
- The community of Britain.
- The global community.
- Communities of interest (e.g. environmental groups, faith groups, ethnic or language groups).
- Communities of friends (e.g. local clergy, business partners, arts, sports, voluntary and support groups).

#### **5.0 Roles and Responsibilities**

5.1 Trustees/Senior Leadership Team are responsible for:

- Making sure the Trust complies with current equality legislation.
- Making sure this policy is properly implemented.
- Making sure related procedures are followed.

## 5.2 The Headteacher is responsible for:

- Making sure the policy is readily available and that the local governors, staff, students/pupils and their parents/carers know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and local governors about the policy and how it is working.
- Providing training on the policy.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

## 5.3 All staff are responsible for:

- Promoting an inclusive and collaborative ethos in the classroom.
- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping.
- Promoting equality and avoiding discrimination against anyone.
- Keeping up to date with the law on discrimination and undertaking training and learning opportunities.

## 5.4 Students/pupils are responsible for:

- Supporting the equality ethos.
- Sharing concerns or issues with a member of staff.
- Keeping equality and diversity issues on the agenda, which will recognise good practice and enable review and development.

## 5.5 Parents/carers are responsible for:

- Supporting the Trust's equality ethos.
- Sharing concerns or issues with senior staff.

## 5.6 Visitors and contractors are responsible for:

- Following our expectations regarding equality.

## 5.7 Responsibility for overseeing equality practices in the Trust lies with the Chief Executive Officer.

Responsibilities include:

- Co-ordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).

- Monitoring the progress and attainment of potentially vulnerable groups of pupils/students (e.g. children and young people in care, children from minority ethnic/language or traveller communities, disabled pupils etc.).
- Monitoring exclusions.

## **6.0 Monitoring, Reviewing and Assessing Impact**

The impact and effectiveness of the Trust's Equality policy will be regularly monitored and reviewed by HR and Trustees to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.