



Policy for Equality Information and Objectives

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Name of Responsible Committee: Board of Trustees

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Target Audience: All stakeholders

- Related Documents:
- Equality Information and Objectives Statement
 - Policy for Admissions
 - Policy for Complaints
 - Grievance Policy
 - Policy for Data Protection
 - Pupil Equality, Equity, Diversity and Inclusion Policy
 - Staff Equality, Equity, Diversity and Inclusion Policy
 - Human Rights Act 1998
 - The Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - [Equality Act 2010](#)
 - The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - Public Sector Equality Duty (PSED)
 - Data Protection Act 2018
 - The UK General Data Protection Regulation (GDPR)
 - DfE (2014) 'The Equality Act 2010 and schools'
- References:

Revision History

Version	Date	Summary of Revision	Revision Author
1	Oct '22	Trust version created and recommended for approval	CJH

Contents

Policy Statement.....	4
Purpose	4
Scope.....	4
Responsibilities.....	4
Definitions.....	6
Collecting and using information.....	7
Publishing information.....	7
Promoting equality.....	7
Addressing prejudice-related incidents.....	8
Complaints procedures.....	8
Equality objectives	8
Our Workforce Strategy	9

Policy Statement

At Edukos Trust we strive to be: **EXCEPTIONAL. TOGETHER.** Creating great schools, ensuring better lives for all who we serve through our 3 core values:

- **Friendly**
- **Growth**
- **Trust**

Purpose

Edukos Trust recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The Trust and its schools have a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the schools will determine their equality objectives.

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The Trust fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Equality Act makes it unlawful for schools to discriminate against, harass or victimise applicants, pupils, or staff on the basis of a protected characteristic. It applies to schools, including pupil admissions, staff recruitment (and therefore by implication promotion), provision of education, facilities and disciplinary processes.

Scope

This policy applies to anyone connected to the Trust and its schools, be it a paid member of staff, volunteer or someone who is looking to work with the trust in the future. The Act makes it unlawful for the Trust to discriminate against, harass or victimise staff or potential staff, a child or potential child:

- In relation to admissions or employment
- In the way it provides education for children
- In the way it provides access to any benefit, facility or service
- By excluding a child or subjecting them to any other detriment

Responsibilities

The **Trust Board and the CEO** are responsible for monitoring the effectiveness of this policy, ensuring that a consistent approach to Equality is applied across the Trust. They will

- Ensure that the school's Admissions Policy does not discriminate in any way.

- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Trust and Governing Board.
- Ensure that the Trust's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The Governing Board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Provide information in appropriate and accessible formats.

The Head Teachers will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will:

- Have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010 and advancing equality of opportunity.

Definitions

The concepts of equality, diversity and inclusion are broadly understood as follows:

Diversity is about the ways in which people differ. These differences should be recognised, celebrated and treated as a natural part of society.

Equality is a natural extension of diversity and is based on the idea of fairness, whilst recognising that everyone is different.

Inclusion means that all people, regardless of their gender, race, age, abilities, disabilities or health care needs, have the right to be respected and appreciated as valuable members of their communities.

Equity is about giving people what they need, in order to make things fair. It means giving more to those who need it, which is proportionate to their own circumstances, in order to ensure that everyone has the same opportunities; for example providing more support to a learner with a disability so they can reach their full potential.

Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g., to comply with the school's legal obligations.

The schools will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The schools will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The schools will use the information it obtains to analyse any gaps present in its equality documentation.

Publishing information

The schools will publish information to demonstrate its compliance with the Act. They will publish information relating to people within the school community who share relevant protected characteristics, including:

- People affected by the school's policies and procedures.

The schools will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have this information, and it is not reasonably practicable for the employer to obtain the data.

Promoting equality

To see how the Trust and its schools promote equality, see [‘Our Workforce Strategy’](#) and the Local School Protocol for how the school's curriculum support this area.

Addressing prejudice-related incidents

The Trust is opposed to all forms of prejudice. We will ensure that children and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

Complaints procedures

The Trust aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides and can do so as outlined in the Complaints Policy.

The Trust works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, the Trust wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the Trust's Grievance Policy.

Equality objectives

The Trust is committed to promoting the welfare and equality of all its staff, children and other members of its community.

The Trust sees all members of its community as of equal value, regardless of any protected characteristic. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

This policy sets out how the Trust schools are meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. It is reviewed at least every four years and is published on the school's website annually.

The schools will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

See the Local School Protocol for your child's school's objectives.

Our Workforce Strategy

Positive Action (as provided for in the Equality Act 2010) is a range of measures and initiatives that we as educators and employers can lawfully take to remove barriers and actively encourage under-represented groups to ensure their talent, experience and expertise benefit the organisation and enable us to provide a better education and service to our learners and our community.

When applying for any post within our organisation our selection process is the same for everyone. Through the use of positive action we do not seek to eliminate competition, rather to allow everyone the same level of opportunity – i.e. provide the same starting point. The final selection is always based on the merit of the individual applicant.

Section 158 of the Equality Act 2010 allows positive action to support a protected group by minimising or overcoming a disadvantage, meeting a particular need or encouraging participation in an activity where it is disproportionately represented. To be lawful, the action has to be proportionate.

Section 159 of the Act allows an employer to use positive action as a ‘tie breaker’ in circumstances where two applicants for a role or promotion are equally qualified, however one of those applicants possesses a protected characteristic which is disproportionately underrepresented in the organisation or which causes them to suffer a disadvantage compared to those who do not share that protected characteristic. Effectively, this section allows an employer to favour someone who shares a protected characteristic over someone who does not, providing both people are as qualified as each other. These provisions do not, however, allow positive discrimination i.e. offering an applicant a role over others simply because they possess a protected characteristic.

Our commitment to Positive Action is underpinned by four key areas of employee engagement:

Attraction – we recognise that attracting under-represented groups needs careful planning and deliberate strategy, it is more complex than simply operating our traditional recruitment campaign. Underrepresented groups might be affected by many issues including their own educational experience, societal or family influences as well as a negative perception of our organisational workforce.

We will:

- Work closely with our stakeholders to review our processes and ensure we are aware of unconscious bias on our social media platforms and in the writing of our Job Descriptions and Person Specifications
- Tailor our marketing approach of our vacancies to ensure we are reaching under-represented groups
- Work more closely with our training partners to help us to understand the perspectives of under-represented groups amongst the annual group of trainees

Recruitment – we seek to employ a talented workforce which provides high quality education and services for our learners and enables them to have role models they can aspire to. We will ensure our recruitment processes are supportive, fair and transparent and do not disadvantage our under-represented groups.

We will:

- Conduct shortlisting which is based on qualification and experience only.
- We will ensure we standardise our recruitment processes by asking the same questions and providing the same activity to all candidates.
- Be aware of the unconscious bias which may exist in our selection of activities, resources and questions.

- Ensure that all panel members uphold the ethos and organisational commitment to equality, diversity and inclusion and are aware of their own bias.

Retention – our staff are our most valuable resource and our culture should ensure they feel valued and respected by supporting their personal needs, wellbeing and professional development. We aim to create a supportive and inclusive environment where our employees can thrive and where they will want to remain throughout their career.

We will:

- Provide education and training for all our workforce on all aspects of equality, diversity and inclusion.
- Enable our workforce to feel empowered to call out negative attitudes and discriminatory or harassing behaviour.
- Effectively induct our workforce to ensure they are aware and believe in the ethos and culture of our organisation and can behave appropriately.
- Monitor our people processes to ensure they are not impacting disproportionately on any protected group.
- Provide a kind environment where we treat each other with respect and recognise that personal lives and relationships are transient and impact our well-being and resilience.
- Provide regular opportunity for staff to feedback to us about their experience within the organisation.

Progression – our ability to retain and offer career development to our staff is a primary goal and we aim to do so in a fair and transparent way. Achieving this will ensure we have diversity of thought in key strategic decision making and role models for our staff and learners alike.

We will:

- Provide equality of access to training and opportunity for skill development.
- Ensure promotion processes are open, fair and transparent.
- Engage in dedicated programmes for development of future leaders.