



**KINGSTONE ACADEMY TRUST**  
**APPROVED DOCUMENT**

**Equality Information and Equality Objectives**

<b>Relevant Schools:</b>	<b>KHS and KTPS</b>
<b>Policy Officer:</b>	<b>Sally Spreckley</b>
<b>Approval:</b>	<b>Delegated</b>
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# Equality Information and Objectives

## **Equality Statement**

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

## **1. Introduction and Context**

Our academy aims to meet its obligations under the public sector equality duty 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

We will work to counter all discriminatory practices so that students have the opportunity to emerge as open-minded individuals who are capable of judging people and circumstances rationally and not holding stereo-typical or prejudiced views.

All staff, both teaching and non-teaching, have a role to play both inside and outside the classroom.

All staff shall endeavour to enable all students to develop their interests and it is recognised that all students should have access to similar experiences as part of their entitlement.

## **2. Definition**

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 requires academies 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. Roles and Responsibilities**

**The Board of Trustees will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, students and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Heads of School

- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training, as required.

**The Heads of School will:**

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to trustees

**The Senior Leadership Team of each school will:**

- Support the Heads of School in promoting knowledge and understanding of the equality objectives amongst staff and students
- Support the Heads of School in identifying any staff training needs, and deliver training as necessary

**All academy staff are:**

- Expected to have regard to this document and to work to achieve the objectives as set out in Section 8.

#### **4. Eliminating Discrimination**

The Academy is aware of its 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 trustees 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 every September during INSET.

The Assistant Heads of School in charge of Pastoral monitor equality issues. They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate

#### **5. Advancing Equality of Opportunity**

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils 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 pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities

#### **6. Fostering Good Relations**

The academy 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 History, Social Studies and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, pupils will be introduced to literature and music from a range of cultures.
- Holding assemblies dealing with relevant issues.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality Considerations in Decision-making**

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

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

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

## **8. Equality Objectives**

**Objective 1:** To close gaps in attainment and achievement between students and all groups of students, especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.

**Objective 2:** To promote understanding and awareness of different religious beliefs and cultural diversity within our wider community.

**Objective 3:** To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.

**Objective 4:** to promote the use of appropriate positive language with regards to the protected characteristics listed in Appendix 1.

## **9. Monitoring Arrangements**

The Heads of Schools will update the equality information we publish at least every year.

## **10. Links with other Policies**

This document links to the following policies:

- Accessibility Plan
- SEND Policy, including meeting the needs of students with Medical Conditions
- Behaviour Policy
- Admissions Policy
- All Employment Policies

# Appendix 1 Public Sector Equality Duty

## **1. Purpose of Statement and Guiding Principals**

The purpose of this statement is to define the Academy's commitment to equality and diversity and represents our commitment to a common set of values and objectives and to a consistent approach to communicating, implementing and monitoring the statement. The Academy and its schools is committed to equality in both employment and education provision. We aim to ensure that students, parents, trustees, employees, contractors, partners, clients and those who may potentially join the Trust community, are treated fairly, and with dignity and respect.

This statement encompasses the following Protected Characteristics:

- Age;
- Disability;
- race, colour, nationality, ethnic or national origin;
- sex (including transgender);
- gender reassignment;
- pregnancy and maternity;
- religion or belief;
- sexual orientation; and
- marriage and civil partnership (for employees)

The Academy recognises that it is also unlawful to discriminate by association or perception, e.g. treating a student unfairly based on the Protected Characteristics of their parents or other family members.

This statement recognises the four types of unlawful behaviour

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

Every possible step will be taken into account in the aim of ensuring individuals are treated fairly and decisions are based on objective criteria.

## **2. Equality Statement**

The Academy will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision-making.

The Academy is committed to equality in its delivery of education, whether or not we directly provide the service or it is contracted out to a third party provider.

The Academy aims to provide high quality education services, making sure services are easily accessible. We will improve what we do by continuing to consult with staff, students, parents and trustees, their communities and partners about equalities issues.

We will make every effort in creating equality of opportunity in order to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age culture, religion, nationality or caring responsibilities.

Where necessary we will implement reasonable adjustments, or additional support, to ensure equality of access to an education and suitable working environment.

Our staff and trustees who agree and deliver our education provision will recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special needs and understanding differences.

Behaviour will reach our high standards of conduct (staff and students) and the learning environment we provide will be safe and accessible for those studying and working.

The Academy will adhere to statutory Government legislation and give consideration to other relevant guidance, which aims to make sure that everyone is treated with equity.

The Academy will not tolerate any form of discriminatory behaviour against members of the academy community.

### **3. Employment**

The Academy is committed to ensuring that employees have equal access to jobs, training, and professional development opportunities.

All employment policies refer to the provisions of the Equalities Act 2010.

The Academy recognises that the Act extends beyond the protected characteristics of an individual employee and has broader responsibilities to employees and situations that maybe covered by the Act. For example, an employee with parental or caring responsibilities for a disabled dependent may have rights under the Act, which the Academy would need to consider.

All recruitment will be within the provisions of the act, and applications will be monitored to report on recruitment activity, in line with the act.

Age is a protected characteristic in relation to employment, but does not apply to students in the academy.

Employees who are in breach of this statement will be managed under the Academy's Disciplinary Policy

### **4. Student Provisions**

The Academy and its schools will ensure that students are provided with appropriate support to recognise their individual needs.

This includes protection under the Act extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students.

All policies relating to the provision of education, the curriculum, behaviour for learning, attendance, suspension and exclusion, medical treatment and Child Protection and safeguarding policies should consider the provisions and duties of the Act.

### **5. Contractors and Service Providers**

The Academy will ensure that all service providers that are contracted to provide services to students, staff or visitors will comply with Equalities legislation. Where services are deemed not to meet Academy standards, in relation to equal opportunities and fairness, contracts may be terminated.

## **6. Roles and Responsibilities**

### **The Trust Board is responsible for:**

Making sure the Academy follows all of its equality and diversity statement and meets its legal responsibilities with respect to equality.

### **The Head of School (KHS & KTPS) is responsible for:**

- Giving a consistent and high profile lead on equality and diversity.
- Putting the Trust's equality and diversity statement into practice.
- Ensuring that all staff know their responsibilities and receive the support and training necessary to carry them out.
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment, bullying or victimisation.
- All staff are responsible for:
  - Promoting equality and diversity, and avoiding unfair discrimination.
  - Actively responding to any incidents of unfair discrimination, related to protected characteristics perpetrated by students, other staff or visitors.
  - Keeping up to date with equality law and participating in equal opportunities and diversity training.
  - Complaints from parents, students and the community will be dealt with in line with the academy's complaints procedure, and as such appropriate staff will deal with the relevant stage of the complaint.

### **Students are responsible for:**

- Respecting others in their language and actions.
- Obeying all of the Academy's equality and diversity statement.

## **7. Complaints**

The Trust will treat seriously all complaints of unlawful (or potentially unlawful) discrimination.

Any complaints will be investigated in accordance with the Academy's Grievance or Complaints Policy, whichever is appropriate.