



**South Gloucestershire and Stroud Academy Trust (SGSAT)**

**Equalities Policy**

*This policy has been renewed for one year, subject to full review during that time. Any changes to DFE or other guidance prior to the full review should be assumed to supersede the relevant parts of the policy.*

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<b>Job Title/Role:</b>	Director of Education
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<b>Approved by:</b>	SGSAT Trust Board
<b>Date:</b>	31/01/2024

# Equality Policy

## 1. Intent

SGS Academy Trust is committed to offering an excellent education to all learners in our community. Our Equalities statement affirms that all members of the Trust are committed to working with all learners and staff to ensure that everyone has an equal opportunity to succeed, and that no member of this Trust will suffer or be disadvantaged by direct or indirect indiscriminate.

## 2. **Scope**

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## 3. **Procedures**

Our approach to equality is based on the following seven key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities which are different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our schools' communities to feel a sense of belonging within their school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their

work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our learners. We expect that all learners can make good progress and achieve to their highest potential.
7. We work to raise standards for all learners, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of learners raises standards across the whole Trust.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against learners or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to learners.

## **7. Implementation**

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

There are also two “specific duties”.

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty not later than 30th March 2018; and
2. Publish Equality objectives which are specific and measurable at intervals not greater than four years from the date of last publication (30th March 18).

The Trust requires all its schools to meet these statutory duties in line with national guidance and therefore this policy should be read together with each school’s published Equalities Policy and Action Plan for more specific detail in each school. This policy has been developed in consultation with the Trust Board, parents, learners, staff, governors and community stakeholders.

When developing this policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted education inspection framework (2019) which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. Particular areas that the EIF addresses include concerns about the appropriateness of the curriculum in schools and the progress of disadvantaged and SEND children, and we recognise these aims further in our

school policies and procedures. We note that inspectors will specifically look for evidence of "pupils' understanding of the protected characteristics and how equality and diversity are promoted.

## **8. Impact**

To eliminate discrimination, harassment and victimisation we will:

- Take account of equality issues in relation to admissions and exclusions; the way we provide education for our learners and the way we provide access for learners to facilities and services.
- Ensure that all staff are aware of the Reasonable Adjustment duty for disabled learners – designed to enhance access and participation to the level of non-disabled learners and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- Ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- Ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- Actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Celebrate our diversity through celebration evenings, assemblies and extra-curricular activities.
- Plan our curriculum to ensure it is relevant and engaging for all learners regardless of perceived differences.
- Work in partnership with other organisations in order to promote equality and educate our learners on the value of diversity.
- Ensure that our admissions arrangements are fair and transparent, and we do not discriminate against learners by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

## **9. Additional useful information**

Although this policy and its associated school policies are the key public documents for information about our responsibilities under the Equality Act, further relevant information will also be found in each school's school development plan, self-evaluation framework, prospectus and website, and equality issues will be referred to in other policies as appropriate.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

## 10. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Alan Dane | Title Director of Education | 01/01/2024

I have read the guidance document: Completing a Policy Impact Assessment?



If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:



### EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:	
Age	Supports staff and learners to recognise that prejudice and discrimination on the grounds of age are unacceptable in an educational establishment	
Disability	Encourage and promotes individuals with disabilities and aims to eliminate attitudes, practices and procedures that discriminate against people on the grounds of disability and/or learning difficulties/disabilities.	
Faith or Belief	Support all staff and learners seeking to observe any recognised mainstream faith or belief	
Gender	Promote the inclusion of learners into non-traditional areas of study and work towards minimising gender stereotyping	
Race or Ethnicity	Commits the college to positive action to promote equality and foster good relations between members of different racial and ethnic groups	
Orientation	Eliminate discrimination on the grounds of sexual orientation and promote equality of opportunity through a supportive, inclusive environment	
Gender reassignment	Oppose sexism and be committed to taking positive action to identify and remove sexism from College life	
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful	
Rural isolation	No appreciable impact	
Marriage	Treat same sex couples who marry or register as civil partners, as married couples, with equal treatment in a full range of matters including employment and vocational training	
Pregnancy & maternity	Eliminate the unfavourable treatment of a woman, during the 'protected period' (when the pregnancy begins and ends) in relation to her pregnancy or illness suffered by her as a result of that pregnancy.	
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.	
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups:		
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups:		
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>	Click or tap to enter a date.

**Note:** if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

<b>MAPPING OF FUNDAMENTAL RIGHTS</b>	
Which United Nations Convention on the Rights of the Child ( <a href="#">UNCRC</a> ), Right does this policy most protect:	Art. 2 Non-discrimination Choose an item. Choose an item.
Which Human Right ( <a href="#">HRA</a> ) does this policy most protect:	Art. 14 Prohibition of discrimination Choose an item.

<b>DATA PROTECTION &amp; PRIVACY BY DESIGN SCREENING</b>	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems:	<input checked="" type="checkbox"/>
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>