

South Gloucestershire and Stroud Academy Trust (SGSAT)

Equalities Policy

If you would like this document in an alternate format
Please contact the SGS-GS Human Resources Department

Policy and Procedure Prepared by:	Stephen Miles
Job Title/Role:	SGSAT Deputy CEO
Policy and Procedure Ref. No.: QPG 142	Version Date: June 2019 Review Date: June 2021 (Subject to any legislative changes) Upload to SharePoint? Yes Upload to SGSAT website? Yes
Approved by:	SGSAT Board of Trustees
Date:	9 July 2019

Main aim and purpose of the policy:	To outline the SGS AT Approach to Equalities for the Trust and constituent schools in lines with requirements of the Equality Act 2010 and particularly The Equality Act 2010 (Specific Duties) Regulations 2011				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Persons in care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:NA					
How much evidence is there:	None	A little	Some	A lot	
Is there any concern that the policy may operate in a discriminatory way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gender Reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Race or Ethnicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Religion or Belief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marriage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pregnancy/ Maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sex	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sexual Orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carers/ Care givers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input checked="" type="checkbox"/>	Medium <input type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<i>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required</i>					
Completed by: Stephen Miles Position: DCEO, SGSAT					

SGS AT EQUALITIES POLICY

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.

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.

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.

Rationale:

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.

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

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 (2017; and revised document due to be implemented in September 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 new EIF addresses include concerns about the appropriateness of the curriculum in schools and the progress of disadvantaged and SEND children, and we will recognise these aims in our school policies and procedures where applicable. We note that inspectors will specifically look for evidence of "pupils' understanding of the protected characteristics and how equality and diversity are promoted.

Further 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.

What we are doing to eliminate discrimination, harassment and victimisation:

- We 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.
- We 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.
- Headteachers will 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.
- We 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.
- We 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.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- We celebrate our diversity through celebration evenings, assemblies and extra-curricular activities.
- We plan our curriculum to ensure it is relevant and engaging for all learners regardless of perceived differences.
- We work in partnership with other organisations in order to promote equality and educate our learners on the value of diversity.
- 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