



The de Ferrers Trust

EQUALITY POLICY

Author:	Chief Executive
Approval needed by:	Board of Directors
Adopted (date):	
Date of next review:	

Equalities Policy

Statement/Principles

This Policy outlines the commitment of the staff, governors and trustees of The de Ferrers Trust to ensure that equality of opportunity is available to all members our academy communities, both during academy hours and through extended services. For our Trust this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students in our academies and celebrating and valuing the equal opportunity achievements and strengths of all members of our academy communities.

These include:

- Current students (including those absent or temporarily excluded)
- Prospective students (in relation to admission arrangements)
- Former students (If there is a continuous relationship based on them having a student at one of our academies)
- Teaching staff
- Support staff
- Parents/carers
- Members, Trustees and Governors
- Visitors to the Trust or one of our academies (including contractors)
- Students on placements
- Volunteers

We believe that equality should permeate all aspects of academy life and is the responsibility of every member of our Trust, each academy and the wider community. Every member of each academy community should feel safe, secure, valued and of equal worth. The de Ferrers Trust believe that equality is a key principle for treating all people the same, irrespective of their:

Age – where this is referred to, it refers to a person belonging to a particular age or range of ages.

Disability – a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.

Gender reassignment – the process of transitioning from one gender to another.

Pregnancy and maternity – pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race – refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship), ethnic or national origins.

Religion and belief – religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex – a boy/man or a girl/woman

Sexual orientation – whether a person’s sexual attraction is towards their own sex, the opposite sex or to both sexes.

Marriage and civil partnership – marriage is defined as a ‘union between a man and a woman’. Same-sex couples can have their relationships legally recognised as ‘civil partnerships’. Civil partners must be treated the same as a married couple on a wide range of legal matters.

The above are known as ‘protected characteristics’ as stated within the Equality Act 2010 and will be referred to as such throughout this policy.

The de Ferrers Trust is committed to giving all our students every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind.

We actively tackle discrimination against any of the ‘protected characteristics’ and promote equal opportunities and good relations between and amongst all. We aim to ensure that each academy promotes the individuality of all our students, irrespective of a protected characteristic, attainment or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local communities and society and ensure that the education we offer fosters positive attitudes to all people.

Discrimination is defined as:

Direct discrimination (someone is treated less favourably than another person because of a protected characteristic).

Associative discrimination (direct discrimination against someone because they associate with another person who possesses a protected characteristic).

Discrimination by perception (direct discrimination against someone because the others think they possess a particular protected characteristic).

Indirect discrimination (can occur when the policy that applies to everyone disadvantages a particular protected characteristic).

Harassment (employees can complain of behaviour they find offensive even if it is not directed at them).

Harassment by a third party (employers are potentially liable for harassment of their staff by people they don't employ).

Victimisation (someone is treated badly because they have made/supported a complaint or grievance under the Act).

The Admissions Policy for each academy within the Trust is equally open to students of all groups.

We believe that these commitments are as important in the context of an academy with limited ethnic diversity as well as in an academy with a more ethnically diverse population.

Our Academies

Each of our academies will publish on their website the context of their academy together with Equality Objectives at least every four years.

Legislation

The Equality Act came into force on 1 October 2010, bringing together several separate pieces of legislation into one single Act. Combined, they make up a new Act that will provide a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act simplifies, strengthens and harmonises the previous legislation to provide Britain with a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that have merged are:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Employment Equality (Age) regulations 2006
- The Equality Act 2006, Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

Monitoring and Review

Equality is identified as an area requiring careful and ongoing monitoring and due regard is given to the promotion of all aspects of equality. The Principals of each of our academies are responsible for co-ordinating and monitoring the evaluation and are responsible for:

- Leading discussions, arranging training, keeping all staff updated in designated staff meetings and discussing equalities within their academy community.

- Reporting to the Local Governing Body
- Supporting positively the evaluation activities that moderate the impact and success of the policy

The Trust will annually review the impact of our policies on the needs, entitlements and outcomes for students, staff and parents/carers from the quality strand referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of students from different groups.

We make regular assessments of students (every 6 weeks) and use this information to track students' progress as they move through any one of our academies. As part of this process, we regularly monitor the performance of different groups to ensure that all groups of students are making the best possible progress. We ask that the Principals use this information to adjust future teaching and learning plans as necessary. Interventions are put in place to support groups of students where the information suggests that progress is not as good as it should be. The Trust Board and the Local Governing Body of each academy receive regular updates on student performance information. This focus has resulted in significant enhanced performance.

Each academy's performance information is compared to national data and Local Authority data to ensure that students are making appropriate progress when compared to all schools, and schools in similar circumstances.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions
- Incidents of racism, disability, sexist/homophobic incidents and all forms of bullying and harassment
- Parental involvement
- Attendance
- Student attitudes to self and their academy

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Promoting Equality through the Curriculum

Teaching and Learning

We aim to provide all our students with the opportunity to succeed, to reach the highest level of personal achievement and to be aspirational. To do this, teaching and learning will:

- Ensure quality access for all students and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour.

- Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop students' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Ensure that the PSHCE, Educational Visits and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion.
- Promote and celebrate the contribution of different ethnic groups through all areas of the curriculum where appropriate.
- Seek to involve all parents/carers in supporting their child's education including monitoring our hard to reach parents.
- Provide educational visits and provision of extra-curricular activities that involve all student groupings
- Take account of the performance of all students when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of students
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all students regardless of their protected characteristic, ability or social background. All students are encouraged to improve on their own achievements and not to measure themselves against others. Parents/carers are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all students.
- Adults in each academy will provide strong, positive role models in their approach to all issues relating to equality of opportunity.
- Each academy must place a very high priority on the provision for special educational needs and disability. We aim to meet all students' learning needs, including the more able, by carefully assessed and administered programmes of work.
- Each academy must provide an environment in which all students have appropriate access to all facilities and resources.
- All students are to be encouraged to be actively involved in their own learning.
- A range of teaching methods is to be used throughout each academy to ensure that effective learning takes place at all stages for all students.

Curriculum

The de Ferrers Trust asks each academy to ensure that their:

- Planning reflects our commitment to equality in all subject areas and cross-curricular themes, promoting positive attitudes to equality and diversity.
- Students will have opportunities to explore concepts and issues relating to identify and equality.

- All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs and their learning styles.
- All students have access to qualifications through our Guided Pathways programme which recognises attainment and achievement and promotes progression.

Ethos and Organisation

- At The de Ferrers Trust we are aware that those involved in the leadership of each academy community are instrumental in demonstrating mutual respect between all members of that community.
- There should be 'openness' of atmosphere which welcomes everyone.
- The students are encouraged to greet visitors to their academy with friendliness and respect.
- The displays around each academy are of high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Although it may be difficult to physically access some parts of our academies, the majority of areas are easily accessible and arrangements are always made for students and adults to access any hard to reach areas.
- Provision is made to cater for the spiritual needs of all students through planning of both assemblies, classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within any academy of The de Ferrers Trust is a high priority. These resources should:

- Reflect the principles of all the protected characteristics.
- Reflect 'the reality of an ethnically, culturally and sexually diverse society'.
- Show positive images of males and females in society, including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Include materials to raise awareness of equal opportunity issues.
- Be equally accessible to all members of the academy community, consistent with health and safety.
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at each academy of The de Ferrers Trust that all members of the academy community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self-esteem.
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.
- Uses first language effectively for learning where possible.

Extended Services

All our extended services provision (Community) adheres to this policy via service level agreements for each of our out of hours users.

We undertake responsibility for making contributors to extended services activities aware of the Trust's commitment to equality of opportunity.

As such, non-staff members who have contact with children are expected to adhere to this policy.

Provision for Bilingual Students

At each academy within The de Ferrers Trust appropriate provision is made for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children.
- Those from refugee families.
- Students for whom English is an additional language.
- Students who are new to the United Kingdom.

Personal Development

- All staff take account of the needs of the protected characteristics as well as the experience and needs of particular groups such as Gypsy Roma and Traveller, Refugee and Asylum Seeker students.
- All students are encouraged to consider the world of work with no discriminatory boundaries placed on them due to any of the protected characteristics.
- Anyone is given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done to ensure that the actions do not occur again.
- Positive role models are used throughout each academy to ensure that different groups of students can see themselves reflected in their academy community.
- Emphasis is placed on the value that diversity brings to an academy community, rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility amongst staff.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with continuous training and development, which will increase the awareness of the needs of different groups of students in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- All posts are advertised and open to the widest pool of applicants.

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Steps are taken to encourage people from under represented groups to apply, however staff are appointed to the Academy based on the closest fit to the person specification/job description. Gender is not included in these criteria. We endeavour to appoint the best person for the job.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff inductions.
- All supply staff are made aware of equalities policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Bullying and Harassment

It is the duty of any academy with The de Ferrers Trust to challenge all types of discriminatory behaviour, e.g.

- Unwanted attentions (verbal or physical).
- Unwelcome or offensive remarks or suggestions in relation to any of the protected characteristics or about another person's appearance and/or general character.

Each academy has a clear, agreed procedure for dealing with incidents such as these and are logged.

Partnerships with Parents/Carers and the Wider Community

The de Ferrers Trust asks each of its academies to work in partnership with parents/carers to help all students to achieve their potential.

We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We do this by:

- All parents/carers being encouraged to participate at all levels in the full life of their Academy.
- Encouraging members of the local community to regularly join in activities.

Responsibility of the Policy

At The de Ferrers Trust, we consider that all members of the communities we serve have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:-

The Trust Board is responsible for ensuring that:

- The Trust complies with all equalities legislation
- The Trust's Equality Policy is maintained and updated regularly.

The Local Governing Body is responsible for ensuring:

- That procedures and strategies related to the policy are implemented.
- That the context of their academy and equality objectives are reviewed and published at least every four years.

- That they receive an overview of all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Principal and Leadership Team are responsible for:-

- Along with the Local Governing Body, providing leadership and vision in respect of equality.
- Along with the Local Governing Body, reviewing the context of their academy and drafting equality objectives to be published at least every four years.
- Overseeing the implementation of the Equality Policy.
- Co-ordinating the activities related to equality and evaluating impact.
- Ensuring that all who enter their academy are aware of, and comply with, the Equality Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to any racist incidents as covered in this policy.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Not discriminating on grounds of any of the protected characteristics or any other equality issues.
- Keeping up to date with equalities legislation by attending training events organised by the Trust, their Academy or recognised training provider.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

Monitoring and Review

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on students, staff, parents/carers.

Each academy's equality objectives are reviewed as and when the profile of their academy changes, and at least every four years.