



# Equality Policy

## Document Control

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## Introduction

Leger Education Trust (the Trust) welcomes staff, workers, volunteers, pupils, parents, applicants and trustees from all different ethnic groups, backgrounds and creeds. The academies within the Trust provide for pupils of different abilities and who are wholly or mainly drawn from the area in which the Academy is situated. The term Academy Community includes staff, trustees, pupils, parents, visitors and volunteers.

The Trust recognises the benefits of having a diverse Academy Community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others.

The Trust is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the Academy Community. In the provision of equal opportunities, the Trust recognises and accepts its responsibilities under the law and opposes discrimination on the basis of:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (including lack of religion or belief)
- gender
- sexual orientation and (in the case of adult members of the Academy Community)
- marital or civil partnership status; and age.

These can be called the Protected Characteristics. The Trust also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language, or because of mental health issues..

Through the operation of this policy we aim to:

- communicate the commitment of the Trust to the promotion of equal opportunities
- promote equal treatment within the Trust for all members of the Academy Community
- create and maintain an open and supportive environment which is free from discrimination
- foster mutual tolerance and positive attitudes so that everyone can feel valued within the Trust
- remove or help to overcome barriers for pupils where they already exist and ensure that there is no unlawful discrimination against any person on any ground listed above.
- make it clear that, and ensure, that all discriminatory words, behaviour and images are treated as unacceptable
- take reasonable steps to avoid putting disabled people at a substantial disadvantage (the Reasonable Adjustments duty).

The Trust aims to ensure that all policies and practices conform with the principle of equal opportunities and comply with the public sector equality duty set out in section 149 of the Equality Act 2010. The Academy will tackle inappropriate attitudes and practices through staff leading by example, through the Personal, Social and Health Education (PSHE) programme, through the supportive Academy culture and through the Academy's policies.

The Trust is committed to promoting equality and has produced policies to assist promotion of the following aims:

- to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and those without
- foster good relations between people who share a protected characteristic and those who do not.

## Scope

This policy applies to all members of the current and prospective Academy Community. There is also an equal opportunities policy for staff available on the intranet and main trust webpage.

Legislation and Regulation:

- the Equality Act 2010,
- the Statutory framework for the Early Years Foundation Stage (DfE, March 2017),
- the Education and Skills Act 2008 and the Children and Families Act 2014.
- Data Protection Act 2018.
- Equality Act 2010: explanatory notes (2010),
- the Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015),
- Working together to safeguard children (HM Government, July 2018)
- non-statutory guidance Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014) and
- Technical guidance for schools in England (Equality and Human Rights Commission, July 2014).

## Forms of Discrimination

Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic. For example, rejecting an applicant of one race because it is considered they would not "fit in" on the grounds of their race would be direct discrimination. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that pupil.

Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.

Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

## Equality Impact Assessment

The Trust will carry out Equality Impact Assessments in order to ensure that policies, procedures and practices cater for the individuals who share protected characteristics in relation to the Equality Act 2010.

The assessment will take place at the point of review or when a new policy is developed. The purpose of these assessments is to ensure that policies, procedures and practices within the organisation are fair to all people. If unfairness is highlighted, this process is about looking at how this can be changed and where it can't be changed, how it can be improved.

An initial screening process will be used in the first instance to decide which policies, procedures or practices need to be subject to a full equality impact assessment. This will provide an effective screening process to decide on priorities based on proportionality, relevance and scale. During the initial screening process, a

simple form will be completed (Appendix 1) and retained for records. These records will also provide evidence that the duty to have 'due regard' has been met.

If something is in place which could potentially detrimentally affect employees or a particular group of employees and/or if this of sufficient scale it will be necessary for a full equality impact assessment to take place. An equality impact assessment form should be completed (Appendix 2) and retained for records. These records will also provide evidence that the duty to have 'due regard' has been met.

### **Admission**

The Academy accepts applications from and admits pupils irrespective of their Protected Characteristics and will not discriminate on these grounds in the terms on which a place is offered. The Academy will treat every application in a fair, open-minded way.

Every application will be considered on its merits within the Academy's criteria for selection on grounds of the pupil's ability and aptitude but this will not be done as a way of excluding pupils with a disability or special educational needs, subject to section 8 below.

The Academy's admissions policy reflects the Trust's approach towards equal opportunities and is consistent with this policy.

### **Education and Associated Services**

The Trust will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their Protected Characteristics, subject to considerations of safety and welfare. The Trust may afford pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.

The Trust will not discriminate against any pupil by excluding him or her from an Academy, or by subjecting him or her to any other detriment, on the grounds of his or her Protected Characteristics.

Efforts are made to recognise and be aware of the possibility of bias (for example gender or racial), so that this can be eliminated in both the Trust's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their Protected Characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the Trust, and pupils will be encouraged to question assumptions and stereotypes.

The Trust will not tolerate bullying or cyberbullying for any reason. Each Academy's anti-bullying policy contains more details about the Academy's anti-bullying practices. Specific types of bullying include:

- bullying relating to race, religion, belief or culture
- bullying related to SEN, learning difficulties or disabilities
- bullying related to appearance or health conditions
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying
- sexist or sexual bullying or bullying related to gender reassignment

### **Academy Uniform**

The uniform policy at each Academy is consistent with this policy and applies equally to all pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or

belief or special educational needs, subject to considerations of safety and welfare. However, the Academy will consider reasonable requests to alter the Academy uniform, for example for genuine religious requirements and reasonable adjustments for disabled children.

Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the Academy's existing uniform policy principles (in regards to, for example, the Academy colours). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or the pupil's parents to the Headteacher/Principal, whose decision will be final, subject to the complaints procedure.

Reasonable adjustments may be required to the Academy uniform for disabled pupils who require them. The pupil or his or her parents should refer the matter to the Headteacher/Principal to ensure all reasonable adjustments are made to accommodate the pupil.

### **Religious Belief**

The Trust's religious ethos, services and academy timetable are set in accordance with the Christian tradition, but the Academy respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the Academy Community as a whole and considerations of safety and welfare.

### **Disability and Special Educational Needs**

We are an inclusive Academy which welcomes members of the Academy Community with disabilities and special educational needs. We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of the Academy and we will not treat a member of the Academy Community less favourably on these grounds without justification.

At present, our facilities, physical and otherwise, for the disabled and those with special educational needs are limited. However, we will do all that is reasonable to ensure that the Academy's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone.

Children have 'special educational needs' if they have a learning difficulty which calls for special educational provision to be made for them. A disability is a physical or mental impairment which has a "substantial and long term adverse effect" on a person's ability to carry out normal day-to-day activity (Equality Act 2010). For further clarification please refer to the policies mentioned in the front sheet.

The Trust's policy on special educational needs includes details about the welfare and educational provision for pupils with Education, Health and Care Plans.

Each Academy has an on-going duty to make reasonable adjustments for disabled pupils and pupils with special educational needs in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all aspects of academy life, for example: the curriculum, classroom organisation and timetabling, access to Academy facilities, clubs and visits, Academy sports and Academy policies. Reasonable adjustments may typically include:

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- allowing extra time for a dyslexic child to complete an entrance exam
- providing examination papers in larger print for a child with a visual impairment
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities.

An Academy is not legally required to make adjustments which include physical alterations such as the provision of a stair-lift or new ground floor facilities, or a new library.

In making reasonable adjustments, the Academy is required to provide auxiliary aids and services for disabled pupils. The Academy will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

Parents of pupils should notify the Headteacher/Principal in writing if they are aware or suspect that the pupil (or prospective pupil) has a disability or if they (either parent), the pupil (or prospective pupil), or any close relations have at any time had, or has a learning difficulty.

Parents should provide copies of all written reports and other relevant information upon request. Providing the Academy with such information will enable the Academy to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. The Academy will have due regard to any request made by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

### **Access**

The Academy will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the Academy will take steps to improve access for disabled users of the premises. Accessibility is included within the equality objectives and is kept under regular review

### **Pupils with English as an Additional Language**

Pupils with English as an Additional Language (EAL) will receive additional learning support if necessary. The Academy will consult with the pupil and the parents as appropriate. Linguistic diversity is positively recognised.

The Trust will ensure that:

- home-academy links are made to involve parents directly in the work of the Academy;
- interpretation and translation services are made available as quickly as possible;
- links are established within the local community;
- staff work effectively with other local services;
- learning support for ethnic minority pupils is efficient and effective;
- provision is made for the spiritual, moral, social and cultural education, supported by appropriate resources and information; and
- pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from cultures other than their own.

### **Responsibilities**

All members of the Academy Community are expected to comply with this policy and therefore to treat others with dignity at all times.

The Board of Trustees have overall responsibility for the effective operation of the Academy's equal opportunities policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Board of Trustees have delegated to the Headteacher/Principal day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

Those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the Trust with regard to equal opportunities in light of the public sector equality duty.

The Senior Leadership Team is responsible for ensuring that appropriate arrangements to monitor the performance of potentially disadvantaged pupils are in place. Arrangements include:

- identifying and investigating any patterns in exclusions and poor attendance;
- monitoring differences in attitudes to academy, work and other pupils;
- addressing harassment and bullying;
- evaluating performance among different groups;
- the impact of any additional support.

### **Monitoring and Review**

To ensure that this policy is operating effectively with respect to admissions, and to identify those sections of the local community which may be under-represented across the Trust, each Academy monitors applicants' gender, race, disability and religion or belief as part of the Admissions policy. We also maintain records of this data in an anonymised format solely for the purposes stated in this policy.

The Headteacher/Principal, is responsible for the ongoing monitoring and regular analysis of the data monitored and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination where necessary.

The Headteacher/Principal is also responsible for reviewing whether the aims of this policy are carried out throughout all areas of the Academy and taking appropriate action where necessary. Recommendations for any amendments are reported to the Board of Trustees.

### **Reporting and Recording Incidents of Discrimination**

If you believe that you have received less favourable treatment on any of the unlawful grounds, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the Academy's formal Complaints Procedure.

For a copy of the Trust Complaints Policy, please see the main Trust website. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the Complaints Policy. If you would like to report a breach of this policy that does not constitute a complaint as above, please contact the Headteacher/Principal.

We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the Academy Community who is found to have acted in contravention of this policy. All reported breaches of this policy will be recorded and this record will be reviewed annually by the Headteacher/Principal.

### **Training**

All staff receive training in Equalities and Diversity, a record of completion is kept on individuals HR file. The annual declaration of interests contains a statement to confirm the most recent policy position is read and understood.



**Appendix 1 - EQUALITY IMPACT ASSESSMENT – INITIAL SCREENING FORM**

This form is to be used to initially screen policies, procedures and projects to decide if they need to be subject to a full Equality Impact Assessment. Each initial screening should be carried out by a group of three people to ensure that a consensus can be achieved. Details of the assessment group should be recorded in the table below for monitoring purposes:

Assessment Group Leader	
Assessment Group Member names	
Assessment Date	

Title of the policy, procedure, practice or decision	
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Who is likely to benefit from this policy, procedure or project?

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Explain why

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Is a full equality impact assessment recommended?      YES      NO

Explain why

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## Appendix 3 - EQUALITY IMPACT ASSESSMENT

Policy/Procedure/Project Title	
Policy/Procedure/Project Version and Issue Date	
Assessment Date	

Each equality impact assessment should be carried out by a group of three people to ensure that a consensus can be achieved. Details of the assessment group should be recorded in the table below for monitoring purposes:

Assessment Group Leader	
Assessment Group Member names	

### Step 1: Identify aims of the policy, procedure or project

What is the purpose of the policy, procedure or project? Who is affected or intended to benefit from this and in what way?

### Step 2: Consider the evidence

What data or evidence do you intend to use for the purposes of the assessment?

### Step 3: Assess likely impact

What does the information you have tell you about how this policy, procedure or project might impact positively on people who share protected characteristics? What does the information you have tell you about how this policy, procedure or project might impact negatively on people who share protected characteristics? Are there other factors that might help us understand the data?

### Step 4: Taking action

What changes to the policy, procedure or project could be introduced to advance equality?

### **Step 5: Consultation**

What consultation have you carried out? How successful has this been, and what can you do in the future to improve this process if necessary?

### **Step 6: Make monitoring arrangements**

How will the policy, procedure or project be monitored?

### **Step 7: Taking action**

What action will you take as a result of this assessment?