



Prepared by:

**TONY LACEY**  
Chief Executive Officer

Signature:

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Date:

6<sup>th</sup> October 2022

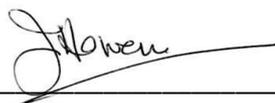
Approved by:

**ADRIAN MARTIN**  
School Improvement Lead

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6<sup>th</sup> October 2022

**JANE OWENS**  
Chair of Trustees

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6<sup>th</sup> October 2022

This policy has been written with consideration given to working practices. By adopting this policy, a reduction in workload has been facilitated by reducing the need for individual academies to interpret the policy locally.

All Oak Trees MAT staff are expected to:

- Promote an inclusive and collaborative ethos in their workplaces and classrooms
- Deal with any prejudice-related incidents that may occur
- Plan and deliver the curriculum and lessons that reflect the nine principles of equality and diversity we have adopted
- Support pupils in their class for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work.

## **1. Introduction**

- 1.1. Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for schools to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it gathers and publishes information, and decides on specific objectives.
- 1.2. Oak Trees Multi Academy Trust has a serious commitment to diversity and equality. It believes that it is essential that equality of opportunity and the absence of unfair discrimination be at the core of all the Trust's activities.
- 1.3. The Trust recognises the link between equality and quality and will not unfairly discriminate in the recruitment or general treatment of staff or pupils.

## **2. Legal frameworks**

- 2.1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender identity (including issues of transgender), and of maternity and pregnancy, religion and belief, and sexual identity.
- 2.2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion
- 2.3. 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.
- 2.4. The Trust is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:
  - 2.4.1. Communicating its commitment to equality and diversity to all members of the Trust community.
  - 2.4.2. communicating where responsibility lies for equality issues.
  - 2.4.3. providing training for decision-makers and briefings for staff and students.
  - 2.4.4. maintaining mechanisms for implementation, monitoring, evaluation, and review.
  - 2.4.5. Taking positive action to redress any under-representation of protected characteristics in the workforce.

- 2.4.6. treating acts of discrimination as a disciplinary offence.
- 2.4.7. consulting with trades unions, interested groups and individuals, internal and external.

### **3. Guiding principles**

- 3.1. In fulfilling the legal obligations cited above, we are guided by nine principles:

#### **Principle 1: All learners are of equal value.**

- 3.2. We see all learners and potential learners, and their parents and carers, as of equal value:
  - 3.2.1. whether or not they are disabled
  - 3.2.2. whatever their ethnicity, culture, national origin, or national status
  - 3.2.3. whatever their gender and sexual identity
  - 3.2.4. whatever their religious or non-religious affiliation or faith background

#### **Principle 2: We recognise and respect difference.**

- 3.3. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences of life-experience, outlook, and background, and in the kinds of barrier and disadvantage which people may face, in relation to:
  - 3.3.1. disability, so that reasonable adjustments are made
  - 3.3.2. ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised and addressed
  - 3.3.3. recognised and addressed
  - 3.3.4. gender, so that the different needs and experiences of gender are recognised and addressed
  - 3.3.5. religion, belief or faith background or sexual identity.

#### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

- 3.4. We intend that our policies, procedures, and activities should promote:
  - 3.4.1. positive attitudes towards disabled people, good relations between disabled and nondisabled people, and an absence of harassment of disabled people
  - 3.4.2. positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
  - 3.4.3. mutual respect and good relations between all gender identities and ensure the absence of sexual, transphobic, and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention, and development**

- 3.5. We observe good equalities practice in staff recruitment, retention, and development We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:
- 3.5.1. whether or not they are disabled
  - 3.5.2. whatever their ethnicity, culture, religious affiliation, national origin, or national status
  - 3.5.3. whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

- 3.6. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:
- 3.6.1. disabled and non-disabled people
  - 3.6.2. people of different ethnic, cultural, and religious backgrounds
  - 3.6.3. people of all gender and sexual identities.

**Principle 6: We consult widely and encourage participation**

- 3.7. We engage with a range of groups and individuals to 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 consult and involve:
- 3.7.1. disabled people as well as non-disabled
  - 3.7.2. people from a range of ethnic, cultural, and religious backgrounds
  - 3.7.3. people of all gender or sexual identities

**Principle 7: Society as a whole should benefit**

- 3.8. We intend that our policies and activities should benefit society, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:
- 3.8.1. disabled people as well as non-disabled
  - 3.8.2. people of a wide range of ethnic, cultural, and religious backgrounds
  - 3.8.3. people of all gender identities
  - 3.8.4. people, whatever their sexual identity.

**Principle 8: We base our practices on sound evidence**

- 3.9. We maintain our practice to uphold our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

### **Principle 9: Objectives**

- 3.10. We formulate and publish specific and measurable objectives where and when necessary, based on the evidence we have collected and the engagement in which we have been involved (principle 7).The objectives which we identify take into account national and local priorities and issues, as appropriate.
- 3.11. We keep our equality objectives under review and report annually on any matters arising from our monitoring of this.

## **4. The curriculum**

- 4.1. We keep each curriculum subject or area under review to ensure that teaching and learning reflect the principles in section 3. Each school has their own unique and personalized curriculum, and the principles of equality and diversity are intertwined throughout the curricula to ensure breadth and inclusivity.

## **5. Ethos and organisation**

- 5.1. We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:
- 5.1.1. pupils' progress, attainment, and achievement
  - 5.1.2. pupils' personal development, welfare, and well-being
  - 5.1.3. teaching styles and strategies
  - 5.1.4. admissions and attendance
  - 5.1.5. staff recruitment, retention, and professional development
  - 5.1.6. care, guidance, and support
  - 5.1.7. behaviour, discipline, and exclusions
  - 5.1.8. working in partnership with parents and carers
  - 5.1.9. working with the wider community.
  - 5.1.10. prejudices around disability and special educational needs
  - 5.1.11. prejudices around racism and xenophobia, including those that are directed towards
  - 5.1.12. religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees, and people seeking asylum
  - 5.1.13. prejudices reflecting sexism, transphobia, and homophobia.

## **6. Addressing prejudice and prejudice-related bullying**

- 6.1. The Trust is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in this policy.
- 6.2. Staff are trained on how prejudice-related incidents should be identified, assessed, recorded, and dealt with.
- 6.3. We keep a record of prejudice-related incidents and, if requested, schools provide a report to the Trust about the numbers, types, and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **7. Roles and responsibilities**

- 7.1. The Trustees and Local Governing Bodies are responsible for ensuring that the Trust schools comply with legislation, and that this policy and its related procedures and action plans are implemented.
- 7.2. The Headteachers are responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- 7.3. A senior member of staff, usually the Headteacher, has day-to-day responsibility for co-ordinating implementation of the policy in each school, and for the Trust this role is carried out by the CEO.
- 7.4. All staff are expected to:
  - 7.4.1. promote an inclusive and collaborative ethos in their workplaces and classrooms
  - 7.4.2. deal with any prejudice-related incidents that may occur
  - 7.4.3. plan and deliver the curriculum and lessons that reflect the nine principles of equality and diversity we have adopted
  - 7.4.4. support pupils in their class for whom English is an additional language
  - 7.4.5. keep up to date with equalities legislation relevant to their work.
  - 7.4.6. In addition, each member of the Trust community is responsible for preventing unfair discrimination, harassment, or victimisation which it is within their control to prevent and challenging or reporting such in appropriate behaviour if it occurs.

## **8. Information and resources**

- 8.1. We ensure that the content of this policy is known to all staff and, as appropriate, to all pupils and their parents and carers via the Trust website.
- 8.2. All staff have access to a selection of resources which discuss and explain concepts of equality, diversity, and community cohesion in appropriate detail.

## **9. Religious observance**

- 9.1. We respect the religious beliefs and practice of all staff, pupils, and parents, and comply with reasonable requests relating to religious observance and practice.

## **10. Staff development and training**

- 10.1. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **11. Breaches of the policy**

- 11.1. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body or CEO and Trust Board for Trust level issues.

## **12. Monitoring and review**

- 12.1. We collect, study, and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. We collect, analyse, and use data in relation to achievement, broken down as appropriate according to:
- 12.1.1. prejudices around disability and special educational needs
  - 12.1.2. prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia,
  - 12.1.3. Prejudices that are directed against Travellers, migrants, refugees, and people seeking asylum or prejudices reflecting sexism, transphobia, and homophobia