KALEIDOSCOPE
Multi Academy Trust

# Equality Policy

| | | | |
|---|---|---|---|
| **Approved by:** | Kaleidoscope Trust Board | **Date:** | December 2019 |
| **Next Review:** | Decemberr 2020 | | |

# Contents


1. Introduction…… 3
2. Aims of the Policy…… 3
3. Purpose…… 3
4. Specific Duties…… 4
5. Equality Objectives 2019-2022…… 4
6. Accessibility…… 5
7. Equality into policy and practice…… 5
   7.1 Teaching and Learning…… 5
   7.2 Admissions…… 5
   7.3 Behaviour, discipline and exclusion…… 5
   7.4 Equal opportunities for staff…… 6
   7.5 Parents, governors and community partnership…… 6
8. Links to other policies and documentation…… 6
9. Responsibilities…… 6
   9.1 The Trust Board responsibilities…… 6
   9.2 The Local Governing Body responsibilities…… 6
   9.3 Headteacher responsibilities…… 7
   9.4 Staff responsibilities…… 7
10. Monitoring and review…… 7

## 1. Introduction

Kaleidoscope Multi-Academy Trust (KMAT) is committed to encouraging and achieving equality and diversity of education and opportunity for all of our school community. The guiding principles in this policy are equally applicable to pupils, staff, visitors, parents/carers, governors and trustees.

KMAT aims to develop a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and are able to participate fully in school life.

## 2. Aims of the Policy

The Equality Policy brings together all previous policies, schemes and action plans around equality including all those that we had previously for race, gender and disability. It includes all the protected characteristics covered under the Equality Act 2010, as well as other aspects which have the potential to discriminate against any individuals within our community.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of the following characteristics:-

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## 3. Purpose

The purpose of the policy is to set out the practices that demonstrate **'due regard**' to the Public Sector Equality Duty (April 2011) which requires all public organisations, including schools to:-

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a 'protected characteristic' and those who do not
- Foster good relations between people who share a 'protected characteristic' and those that do not

Specifically, due regard is to be given within organisational life in order to:-

a) Remove or minimise disadvantages
b) Take steps to meet different needs
c) Encourage participation when it is proportionately low

We welcome our general duty under the equality act 2010 to have due regard to the need to eliminate discrimination, to advance equality of opportunity, and to foster good relations.

We also welcome our specific duties to publish information about our school population, to explain how we have due regard for equality, and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

We have a strong commitment to fairness and equality in everything we do:

- We endeavour to ensure that everyone is treated fairly and with respect
- We work hard to make sure that all trust premises provide a safe and secure environment for everyone
- We recognise that people have different needs and we understand that treating people equally does not always involve treating people exactly the same
- We recognise that for some pupils' extra support is needed to help them to achieve and be successful.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their protected characteristic.

Meeting our duties to promote community cohesion, and the spiritual moral, social and cultural development of pupils, also supports how we meet the needs of different groups of pupils and how we foster good relations.

We welcome the emphasis in the OFSTED inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:-

- Pupils from certain ethnic and cultural backgrounds
- Pupils who are supported by the pupil premium
- Pupils who are disabled
- Pupils who have special educational needs.

## 4. Specific Duties

As public bodies, academies and free schools must comply with the public sector equality duty.

This means we will:

- Publish details of how our schools are complying with the publish sector equality duty – this will be updated every year
- Publish equality objectives – these will be updated at least once every 4 years

We will include details of how our schools are:

- Eliminating discrimination (see the Equalities Act 2010)
- Improving equality of opportunity for people with protected characteristics
- Consulting and involving those affected by inequality in the decisions our schools take to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members or the local community)

## 5. Equality Objectives 2019-2022

- To use performance data to monitor pupil achievement and respond to variations between groups of pupils, subjects, key stages, trends over time and comparisons with other schools.
- To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.
- To provide an environment that welcomes, protects and respects diverse people.
- To ensure that all pupils and other stakeholders are given the opportunity to make a positive contribution to school life.

- To increase pupil awareness and understanding of different communities through assemblies and cultural events.

- To raise awareness of the impact of bullying, especially where this relates to protected characteristics.
- To monitor the incidence of policy breaches.

## 6. Accessibility

This should be read in conjunction with the trust's SEND Policy and Accessibility Plan.

## 7. Equality into policy and practice

As well as the specific objectives that are required, the trust operates equality of opportunity in its day-to-day practice in the following ways:

### 7.1 Teaching and Learning

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education.
- Include teaching and classroom based approaches appropriate for the whole school population which are inclusive and reflective of our pupils

### 7.2 Admissions

The trust arrangements comply with the requirements of the 2014 School Admissions Code and the 2012 School Admission Appeals Code issued, issued under Section 84 of the School Standards and Framework Act 1998.

The admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.

### 7.3 Behaviour, discipline and exclusion

Procedures for managing behaviour and discipline are fair and applied equally to all, irrespective of ethnic background, gender, faith, sexuality or disability. There are strategies in place to support pupils who are vulnerable to exclusion because of behavioural difficulties. The procedure for exclusion will be undertaken in line with each school's behaviour policy.

Schools regularly analyse data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

### 7.4 Equal opportunities for staff

The trust is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

The Equality Act also applies to the trust in their role as employers.

### 7.5 Parents, governors and community partnership

KMAT is committed to the implementation of equal opportunities principles for all members of its community, parents/carers and governors.

We encourage parents/carers to support the trust by participating in parents' and carers' consultations and to contact the trust if they have a concern about discrimination.

Governors are encouraged to play an active role in the trust to be able to fulfil their monitoring role.

The trust seeks to encourage active links with minority community groups.

## 8. Links to other policies and documentation

This policy is a key document for information on the approach to equalities in line with the Public Sector Equality Duty. The trust will also ensure that information on the responsibilities under the Equality Act is also included in school development plans, self-evaluation, promotional material, websites and newsletters. Further references can also be found in other policies such as accessibility, behaviour, admissions, SEND, anti-bullying, teaching and learning and equal opportunities policies.

## 9. Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### 9.1 The Trust Board are responsible for:

KMAT Trust Board will ensure that the Trust complies with all relevant equalities legislation. They will involve and engage all members of the Trust community to support ELAN's commitment to promoting equality and meeting the requirements of the Equality Act. They will support all staff in their responsibilities for meeting the core aims and values under this policy.

### 9.2 The Local Governing Body are responsible for:

The Local Governing Body, alongside the Headteacher and leadership team, will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible.

The Local Governing Body is responsible for ensuring that the school complies with Equality Legislation and fulfils its legal responsibilities. With assistance from the Headteacher, the Local Governing Body will ensure that the policy and its related procedures and strategies are implemented.

### 9.3 Headteacher is responsible for:

- Implementing the policy and ensuring the policy and its procedures are followed.
- Producing regular information for staff and governors about how the policy is working and providing training for them on the policy if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying out their responsibilities.
- Taking appropriate action in cases of harassment and discrimination.
- Making sure the Equality Policy is regularly monitored and reviewed.
- Recording and reporting any breaches of policy and analysing associated data.

### 9.4 All Staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying.
- Being able to recognise and tackle bias and stereotyping.
- Promoting equality and good relations between all groups.
- Keeping up to date with the law on discrimination, and taking up training opportunities.
- Striving to provide images and lesson plans that show positive images of, and are inclusive of, people with a wide range of protected characteristics.
- Reporting all breaches of policy to the appropriate person.

## 10. Monitoring and review

This policy will be reviewed by the trust board or relevant committee every year, following legislative or procedural change, or following any event that demands retrospective action.