



# Equalities Policy

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# 1. Introduction

## 1.1

iExel Education Trust is committed to promoting equality and diversity, at the same time maintaining a welcoming, inclusive and supportive environment for all.

## 1.2

The Trust believes that everyone should have access to a fair environment where the same opportunities are available to all, whilst celebrating the diverse are available to all, whilst celebrating the diverse characteristics of all individuals who together create a positive and inclusive culture within our establishments.

## 1.3

The Trust values everyone highly and is a place where tolerance, understanding, honesty, fairness and a mutual respect for others is fostered. All Trust establishments actively promote equality of opportunity and rejects any form of abuse, harassment, victimisation, offensive behaviour, prejudice and unfair discrimination (both directly and indirectly).

## 1.4

This policy applies to all aspects of the Trust and its establishments' operations, including:

### 1.4.1

Pupil admissions and attendance

### 1.4.2

Provision of education for all pupils (curriculum, teaching and learning, classroom practice)

### 1.4.3

Pupil attainment and progress

### 1.4.4

Pupil access to any benefit, facility or service

### 1.4.5

Pupil behaviour, discipline and exclusions

### 1.4.6

Personal development and pastoral care of all pupils

### 1.4.7

Staff recruitment, promotion, transfer and training opportunities

### 1.4.8

Staff terms and conditions of employment and benefits

### 1.4.9

Staff grievance and disciplinary procedures

1.4.10

Staff conduct at work

1.4.11

Membership of the Board of Trustees and Governing Bodies

1.4.12

Partnerships with parents/carers and communities.

## 2. Aims

2.1

To ensure compliance with relevant legislation.

2.2

To ensure no person receives less favourable treatment for reasons relating to the list of protected characteristics.

2.3

To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the act.

## 3. Policy Ownership

3.1

The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework.

3.2

The Trust has delegated day-to-day responsibility for operating the policy to the Trust Central Team, Local Governing Body and Principal of each Trust school.

3.3

The Local Governing Body and Senior Leadership Team at each Trust school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

## 4. Legislation

4.1

The Equality Act 2010 brings together a number of existing laws into one place, to simplify legislation. The Act 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 pupils, prospective pupils, staff and visitors to the school or treat them less favourably because of their:

4.1.1

Age (not applicable with regard to learners)

4.1.2

Sex (gender)

4.1.3

Race

4.1.4

Disability

4.1.5

Religion or belief

4.1.6

Sexual orientation

4.1.7

Gender reassignment

4.1.8

Marriage or civil partnership

4.1.9

Pregnancy or maternity

4.2

The responsibilities placed on public bodies in relation to equalities have been brought together in to a single 'Equality Duty'.

4.3

The Equality Duty requires all public organisations, including schools to comply with two specific duties: 'General' Equality Duty and 'Specific' Equality Duty.

4.4

The General Equality Duty requires all public organisations, including schools to have due regard to the need to:

4.4.1

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act

4.4.2

Advance equality of opportunity between those who share a protected characteristic and those who do not.

4.4.3

Foster good relations between those who share a protected characteristic and those who do not.

## 4.5

The Specific Equality Duty requires all public bodies, including schools, to:

### 4.5.1

Publish annual information to demonstrate compliance with the general duty, in particular in relation to protected characteristics (both employees and those affected by our policies).

### 4.5.2

Publish Equality Objectives which are specific and measurable at an interval of no more than 4 years.

## 5. Delivery of the Duty

### 5.1

At iExel Education Trust, all establishments will adopt this policy and they will be required to report to the Trust on an annual basis on the operation and effectiveness of this policy and in particular on the actions taken to ensure achievement of the Equality Objectives.

### 5.2

Through this policy the Trust will develop, consult on, set and publish 'Equality Objectives'. The Trust will publish an 'Equalities Statement' to demonstrate compliance with the Equality Duty.

### 5.3

All Trust establishments will produce and publish an Accessibility Plan, incorporated within their Annual Operating Statement and 5 year Development Plan, and ensure appropriate resources are made available to fulfil the requirements of the Accessibility Plan.

### 5.4

The Trust Central Office will undertake an Annual Regulatory Check to ensure compliance with the aims of this policy as well as assist in the preparation of the 'Equalities Statement'.

### 5.5

To fulfil the duty to have 'due regard' to equality considerations, an establishment must, whenever significant decisions are being made or policies developed, give thought to equality implications. This means that:

#### 5.5.1

Decision makers in our establishments must be aware of this duty when making a decision and assess whether it may have particular implications for people with particular protected characteristics;

#### 5.5.2

Establishments must consider the equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis;

#### 5.5.3

The analysis to comply with the duty has to be carried out seriously, rigorously and with an open mind.

5.6

A template Equality Impact Assessment (Appendix 1) will be completed by the Trust and its establishments when required to evidence its duty to have due regard.

## 6. Roles and responsibilities

6.1

All members of the Trust's establishments and its community must recognise that each individual has to uphold the law and the principles of fairness and equality.

### 6.2 Local Governing Body

6.2.1

Each Governing Body will ensure that their establishment complies with the appropriate legislation by ensuring policy and any related procedures are implemented. They will scrutinise the establishment's approach to equalities to ensure that both the general and specific duties under the equality duty are fully complied with.

### 6.3 Head of Establishment

6.3.1

The Head of Establishment will implement this policy and any related procedures, ensuring that all staff are aware of their responsibilities.

6.3.2

The Head of Establishment has responsibility to ensure the establishment's commitment to equality is reflected in:

6.3.2.1

the attitudes and behaviour of staff;

6.3.2.

arranging appropriate training;

6.3.2.3

their willingness to acknowledge and tackle examples of unacceptable behaviour.

### 6.4 All Staff

6.4.1

All staff must:

6.4.1.1

Deal with incidents, knowing how to identify failure to provide equality of opportunities, fair treatment and unfair discrimination;

6.4.1.2  
Lead by example with their attitude and behaviour;

6.4.1.3  
Be willing to acknowledge and encourage good practice by people they manage;

6.4.1.4  
Undertake appropriate training to enhance their awareness and ability to promote equality of opportunity for all stakeholders and to tackle discrimination.

## 6.5 Parents/Carers, Visitors And Contractors

6.5.1  
Parents, visitors and contractors should, where appropriate, be made aware of this policy.

## 7. Equality Objectives

7.1  
Every four years, the Trust will draw up an action plan within the framework of the 5 year development plan and annual operating statement, setting out the specific equality objectives which fulfil the Trusts' 'Specific Equality Duty'.

7.2  
We keep our equality objectives under review and report annually on progress towards achieving them.

7.3  
Our equality objectives are attached to this Policy.

Secondary Phase:
% of disadvantaged pupils at FET schools achieving Grades 9-5 in English and Mathematics to be in the top 10% of schools in the country
% of low prior attainment pupils at FET schools achieving Grades 9-5 in English and Mathematics to be in the top 10% of schools in the country
% of disadvantaged pupils at FET schools achieving the English Baccaulaureate to be in the top 10% of schools in the country
% of low prior attainment pupils at FET schools achieving the English Baccaulaureate to be in the top 10% of schools in the country

## 8. Annual Equalities Statement

8.1

The Trust will publish an Annual Equalities Statement and therefore fulfil the 'Specific Duty' to publish information to demonstrate compliance with the Equality Duty responsibilities.

8.2

Establishments will supply the data on an annual basis to the Trust Central Office to enable completion of the Statement.

8.3

This information will be published on the Trust and its establishments' websites.

8.4

Reporting through to external bodies, where required, will be undertaken by the Trust.

8.5

A template for the information published within the Annual Equalities Statement is at Appendix 2.

## 9. Monitoring, Evaluation And Review

9.1

The Trust will review this policy every four years in consultation with each Trust establishment.

9.2

The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust establishment.

9.3

The policy will be promoted and implemented throughout all Trust establishment.

# Appendix 1: Equality Impact Assessment

<b>Policy Or Decision:</b>	
<b>Carried Out By (Name And Position):</b>	
<b>Date:</b>	

Groups With Protected Characteristics	Following Consideration it is assessed that this policy could have a:			Positive Impact: Comments	Negative Impact: Please Provide Details As To Why Reasonable Adjustments Are Not Being Made
	Positive Impact	Neutral Impact	Negative Impact		
Age (Adults only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Marriage and civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Religion/Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

# Appendix 2: Annual Equalities Statement

## Meeting Our Public Sector Equality Duty In <Year>

### **1. Eliminating discrimination and other conduct that is prohibited by the Equalities Act 2010**

<Details of relevant training>  
<Details of briefings and meetings (staff or governing body) that discussed responsibilities of the Act>  
<Link to outcomes from the delivery of the Equality Objectives and Action Plan>

### **2. Advancing equality of opportunity between people who share a protected characteristic and people who do not have it.**

<Details of actions taken to remove or minimise disadvantage suffered by individuals who are connected to a particular characteristic>  
<Details of steps taken to meet the needs of a particular characteristic>  
<Details of actions taken to encourage learners who have a particular characteristic to participate in activities>  
<Information about what the Trust and its establishments are doing to advance equality in response to analysis of data>  
<Link to outcomes from the delivery of the Equality Objectives and Action Plan>  
<Link to outcomes from the delivery of the establishment's Accessibility Plan>

### **3. Fostering good relations across characteristics - between people who share a protected characteristic and people who do not share it**

<Details of action within the establishment to demonstrate tolerance, friendship, shared understanding of religion or cultures, anti-bullying and positive community activities>  
<Link to outcomes from the delivery of the Equality Objectives and Action Plan>

#### 4. Student Profile

Data to reflect characteristics – specified in line with data collected on students but not so as to breach data protection (to prevent the identification of individuals). Data will be validated by RAISE where available.

	Number	% of Establishment Population	Attendance <Indicator Used>		Progress <Indicator Used>		Attainment <Indicator Used>	
			National Establishment		National Establishment		National Establishment	
<b>Special Educational Needs (SEN)</b>								
Number identified with SEN								
<b>Gender</b>								
Male								
Female								
<b>Ethnicity and Race</b>								
White British								
White Irish								
White – other								
Mixed White and Black Caribbean								
Mixed White and Black African								
Mixed White and Asian								
Mixed – other								
Asian or Asian British Indian								
Asian or Asian British Pakistani								
Bangladeshi								
Other Asian or Asian British								
Black or Black British Caribbean								
Black or Black British African								
Other Black or Black British								
Chinese								
Other								
Prefer not to say								

## 5. Staff Profile

Data to reflect characteristics – specified in line with data collected on students but not so as to breach data protection (to prevent the identification of individuals). Data will be validated by RAISE where available.

	<Current Year>		<Previous Year>		<Year on Year Change>	
	HEADCOUNT	FULL TIME EQUIVALENT (FTE)	HEADCOUNT	FULL TIME EQUIVALENT (FTE)	HEADCOUNT	FULL TIME EQUIVALENT (FTE)
Trust Total						
	<Current Year>		<Previous Year>		<Year on Year Change>	
	Number	%	Number	%%	Number	%
<b>Age</b>						
16-24						
25-34						
45-54						
55-64						
65+						
<b>Disability</b>						
Yes						
No						
<b>Ethnicity and Race</b>						
White						
BME						
Prefer not to say						
<b>Religion and Beliefs</b>						
Religion <Category X>						
Religion <Category Y>						
<b>Gender</b>						
Male						
Female						

### NOTE:

DP: Data is not published as to do so could breach data protection (enabling the identification of individuals).

NYC: Data is not yet collected but the establishment is working to establish data collection.


## 6. Staff: Gender Pay Gap


The Trust will publish the following information:


- Mean gender pay gap
- Median gender pay gap
- Mean bonus gender pay gap
- Median bonus gender pay gap
- Proportion of males and females receiving a bonus payment
- Proportion of males and females in each pay quartile A supporting narrative will also be published.



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