Title	Equality Policy and Objectives
Associated Policies	• Admissions (TSP/ADM/01) • Staff Training and Development (TPO/STA/18) • Teaching Staff Performance Management TPO/STA/17) • Non-Teaching Staff Performance Management (TPO/STA/05) • Student Care and Welfare (TPU/STU/06) • Behaviour and Discipline (TPO/STU/03) • Anti-Bullying (TPO/STU/01) • Special Educational Needs & Inclusion (TPO/STU/05) • Accessibility Plan (TPO/EO/02)

REVIEWED: SEPTEMBER 2020   NEXT REVIEW: SEPTEMBER 2023

1. Policy Statement

1.1 The Trust is committed to fair and equal treatment of individuals regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation ("**Protected Characteristics"**).

1.2 The Trust aims to meet its obligations under the public sector equality duty by having due regard to the need to:
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

1.3 The Equality Policy also reflects the Trust's approach to the promotion of Community Cohesion.

1.4 This document meets the requirements under the following legislation:
- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on the Department for Education (DfE) advice for schools on the Equality Act, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty

1.5 The Trust recognises that there are core values which underpin the ethos of the Trust and this Equality Policy. These are:
- **Fairness** – no Trust or Academy policy will unfairly advantage or disadvantage any member of the Trust community
- **Trust** – all members of the Trust will operate within a culture of trust and individual responsibility
- **Participation** – all members of the Trust will be encouraged to participate in Trust activities and no member of the Trust will be barred from an activity which could be reasonably expected to be open to all
- **Consultation and negotiation** – the Trust is committed to consultation and negotiation with all representative stakeholders over major policy decisions taken by the Trust

- **Collaboration** – all members of the Trust will work together as a team in which every member has a view and a voice that will be valued
- **Transparency** – the rationale behind decisions taken will be open and subject to scrutiny

1.6 The framework established by this policy will be central to all significant decisions taken by the Brooke Weston Trust, or any decisions taken by Principals on day to day matters.

1.7 Brooke Weston Trust's equality objectives for 2020/2021 are detailed in appendix 1.

1.8 This Policy does not form part of any employee's contract of employment and is entirely non-contractual. It may be amended at the discretion of the Trust.

2. Who does this policy apply to?

2.1 This policy applies to the entire Brooke Weston Trust community; trustees, directors, governors, staff, students, parents and carers and anyone seeking to become a member of that community.

3. Roles and Responsibilities

3.1 The board of trustees will ensure that the equality information as set out in this policy is published and communicated throughout the trust, including to local governors, staff, pupils and parents, and that they are reviewed and updated at least once every 3 years

3.2 The board of trustees will delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal and the Local Governing Body

3.3 The Principal will, for their Academy:
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

3.4 All staff across the trust are expected to have regard to this document and to work to achieve the objectives as set out in appendix 1.

3.5 The implementation of this policy will be monitored by the Brooke Weston Trust and the governors of the Academy and remain under constant review by the Principal.

3.6 The SENCO is responsible for ensuring that specific aspects of this policy are implemented in respect of individual students on the SEN register.

3.7 Whilst we recognise that individuals may have different views on equality, it is the responsibility of the whole Trust community to implement the Equality Poin a manner which promotes the inclusive ethos of the Trust.

4. What are the principles behind this policy?

4.1 The Academy is committed to celebrating diversity and will provide a supportive, inclusive and empowering learning community for all students and adults that fosters positive relationships and values diversity as a rich learning resource.

4.2 The Academy recognises that it has to make special efforts to ensure that all potentially vulnerable groups of learners are helped to fulfil their potential including:
- Boys, girls, men and women
- All minority ethnic groups including Gypsy Roma Travellers, refugees and asylum seekers
- Students and others with Special Educational Needs
- Students and others with a range of disabilities
- Looked After Children and their carers
- Young Offenders
- Young Carers
- Children at risk of significant harm
- Children living with vulnerable adults
- Students with EAL

4.3 The Academy is committed to nurturing in all staff and students the personal qualities which we consider to be essential in a member of the Academy community and as a citizen in the wider community and which promote and value equality and respect for all. These include:

- Thoughtfulness
- Honesty
- Integrity
- Caring
- Kindness
- Responsibility
- Humility

4.4 The Academy will ensure that, whilst adhering to the equalities law and safer and fair recruitment practices, every attempt will be made to achieve diversity in the workforce and the governing body to ensure that it is representative of the local community.

4.5 The Academy is committed to regular monitoring and evaluation of the attainment and achievement of all students including those from vulnerable groups to enable us to identify areas where additional intervention and support may be required.

5.	Eliminating Discrimination

5.1 Anyone wishing to join the Trust has the right to be treated equally. The Trust is aware of its obligations under the Equality Act 2010 and is committed to ensuring that we comply with non-discrimination provisions.

5.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct, and we carry out Equality Impact Assessments on all relevant policies.

5.3 Trustees, Local Governors and Staff receive training on the Equality Act as part of their induction or as part of the Annual Governors Conference.

5.4 The Academy promotes an inclusive ethos in all aspects of its operation. Our approach to behaviour management is based upon creating strong relationships built on trust and individual responsibility. This positive approach to behaviour management enables all students in the Academy to develop positive behaviour patterns and for us to support those most vulnerable students more effectively.

5.5 The Academy will ensure that it has commonly understood processes for challenging inappropriate language; behaviour and prejudice against these equality groups and that any such incidents are reported and recorded.

5.6 The Academy will ensure that it has an effective anti-bullying policy which is applied equally to all students and does not advantage or disadvantage any member of the Academy community. The Academy recognises that the equality groups covered in this policy may be more vulnerable to bullying and harassment and that all incidents of reported bullying are acted upon swiftly and recorded accordingly, reporting to parents as necessary.

6.	Advancing Equality of Opportunity

6.1 As set out in the DfE guidance on the Equality Act, the trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

6.2 In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will publish information to show:

- Gender pay-gap reporting and other pay equality issues
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys
- We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6.3 The Academy will seek to make reasonable adjustments to ensure the equality of opportunity of all members of the Academy community including students, staff, governors, parents and carers and other visitors to the Academy. These include:

- Ensuring the building is physically accessible to all including wheelchair users, the visually impaired and those with other physical disabilities

- Working closely with external support agencies to ensure the most effective support is in place

- Providing specific and targeted training to enable staff to meet the needs of individuals

- Sharing good practice in respect of teaching and learning to ensure equality of access for all

- Purchasing a range of specific equipment, software and resources to enhance learning and support for individuals, where reasonable.

- Providing a range of extra-curricular activities to allow choice and access for all

6.4 The Academy is committed to ensuring that all members of the Academy are fully supported and recognises that some groups may have particular needs. These include:

- Arranging individual meetings with parents of students with a disability or special educational needs to determine the most appropriate strategy and intervention
- Providing one to one support for students with literacy and numeracy developmental difficulties
- Working closely with external agencies to provide support for students and families including mentoring and counselling
- Providing and regularly reviewing Individual Education Plans for students with special educational needs
- Providing individual academic targets for all students and reviewing progress against these targets identifying intervention strategies on an individual and/or group basis
- Ensuring appropriate access to translation services for parental meetings

6.5 The Academy is committed to providing a rich and relevant curriculum which celebrates diversity, actively promotes community cohesion and ensures their understanding and appreciation of faith, diversity and the common values which underpin society which is broader than the planned teaching in RE, PSHE and citizenship. These include opportunities for:

- Offering and listening to different viewpoints

- Understanding the different rights and beliefs of equality groups and developing greater individual tolerance as a member of the Academy

- Learning about and understanding the history of oppression and inequalities in society with particular reference to the equality groups in this policy

- A broad range of educational trips and visits for all students

- Participation for all students in all aspects of Academy life, including extra-curricular activities

- The richness and breadth of the curriculum is reviewed regularly as part of the Academy's Spiritual, Moral, Social and Cultural Audit (SMSC).

7.	**Fostering Good Relations**

7.1 The Academy will ensure wherever possible that the equality groups represented in this policy are reflected in the images and languages of all Academy publications and that positive images of these equality groups are represented in learning resources and displays.

7.2 The trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues
- Making sure pupils work with their local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures
- Schools develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

7.3 The Academy works in partnership and collaboration with a range of other schools, colleges, charities and organisations which also promote equality and can maximise equality of opportunity for all members of the Academy community.

8.	**Equality Considerations in Decision-Making**

8.1 The trust ensures it has due regard to equality considerations whenever significant decisions are made.

8.2 In all of our schools, we will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils irrespective of their gender

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment. See Appendix 2 for a template.

9.	**Monitoring and Review**

9.1 The Academy will monitor the following data in respect of the equality groups identified in this policy and analyse this in comparison with the Academy community as a whole and national trends:

- Attainment
- Progress
- Attendance
- Exclusion
- Bullying

The Academy will subsequently identify appropriate interventions to minimise any discrepancies from the equality groups.

9.2 The Academy will ensure that all aspects of employment, including recruitment, disciplinary issues, complaints, grievances and allocation of responsibilities, professional development and other opportunities for all staff are monitored to ensure that equality is upheld.

9.3 The Equality Policy will be reviewed on a three year cycle by a representative working party consisting of the following stakeholders:
- Students
- Parents
- Staff
- Governors
- Community representatives

9.4 The effectiveness of the Equality Policy will be assessed using a self-evaluation framework and an assessment of progress against targets together with stakeholder views. This will be reported in the annual equality report.

9.5 Following this evaluation, recommendations will be made for changes to the policy and action planning for the future to continue to improve the culture of equality for all within the Trust.

The following information will demonstrate how we comply and achieve our PSED objectives:
- Reviewing pupil progress and attainment data. This data will be used to plan intervention
- Mentoring and enrichment programmes
- PSHE programmes, including tutor sessions, assemblies and celebrations involving students
- Data and information published on our websites, including; Pupil Premium and SEN reports
- Academy Improvement Plans, Governing Body reports and minutes
- School improvement officer, SENCo and Directors reports.
- Taking advice from relevant parties e.g. disability experts, HR professionals
- Information on SEN or specific support programmes
- Work profile data and recruitment monitoring information
- Equality Impact Assessments
- Policies that are in place across the Trust

10.	Policy Review

10.1 This policy will be reviewed every 3 years as part of the Academy's annual review process. Equality Objectives will be reviewed annually.

Appendix 1: **Brooke Weston Trust Equality Objectives 2020/2021**

	Objectives	**Strategies**	**Success Criteria**
Objective 1	To ensure that Line Managers are aware of current legislation surrounding equality and diversity and understand how to support members of their team	Line Manager training on Public Sector Equality Duty; BWT policies implemented across the schools reflect equality responsibilities.	Greater awareness and understanding of equalities duties, evidenced through policy development and attendance at training sessions
Objective 2	Increase the representation of teachers from local black and minority ethnic communities over a 3 - year period	Setting up a Trust BAME network to explore issues affecting BAME staff and how the Trust can be more affective in addressing them	See an increase in the number of successful BAME applicants
Objective 3	To actively close the gaps in attainment and overall achievement between students for all groups of students, especially disadvantaged students, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.	Early identification of need through tracking of individual student performance. Provision of tailored support and intervention to enable access to the curriculum and other specialist support available.	Improved attendance and performance for all student groups. Regular challenge, support and monitoring of progress through Executive Principal meetings, Local Governing Body meetings, Education Standards Committee meetings and quality assured through external moderation.
Objective 4	To become a Disability Confident - Leader employer over a 3-year period.	Provide training to Senior Leaders on equality, diversity and inclusion. Promote equal, fair and inclusive culture of BWT.	Receive the Disability Confident Leader badge.
Objective 5	To promote mental health awareness and develop appropriate interventions where necessary. Ensure staff across the Trust have Mental Health First Aid training.	Provision of external support for students and staff where required; consideration of workload for teachers and support staff; staff forums for discussion/recommendations about how work-life balance can be maintained	Progress in outcomes of the Trust employee questionnaire, increased staff and student attendance.

Name of Assessment	
Name of completing officer	
Date of Assessment	
Approved by	
Date of Approval	
Review Date (if applicable)	

The Public Sector Equality Duty places a general duty on all public bodies to have due regard to the need to achieve the objectives set out under s149 of The Equality Act 2010;

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under The Equality Act.
- To advance equality of opportunity for those covered by The Equality Act
- To foster good relations

We do this by undertaking Equality Impact Assessments (EIAs) to help us consider and understand the implications of policies and decisions on people with protected characteristics. It is a way to make sure individuals and teams think carefully about the likely impact of their work on employees and take action to improve activities, where appropriate.

Part 1 should be completed to determine if a full EIA is needed. If it is determined that a full EIA is needed, then section 2 should also be completed.

Guidance on the toolkit is set out in Appendix 1

All assessments must be approved by NAME and included as an appendix to any written policy.

Part 1 – Screening

The following questions should be completed to determine if the full EIA is required.

- If you answer **YES** to **any** of the screening questions, complete Part 2 Equality Impact Assessment
- If you answer **NO** to **any** of the screening questions, provide supporting evidence that explains your answer
- If you answer **NO** to **all of** the questions, include the following statement within the policy "This policy / project was screened for impact on equalities on [insert date]. The following evidence [Evidence] has been considered. No full equality impact assessment is required."

Question	Yes/No	Include any explanation required
1. Does the policy affect employees or service users? *(A potential to affect a small number of people in a significant way is as important as a potential to affect many people)*		
2. Are there any aspects of the policy that could contribute to equality or inequality?		
3. Does it relate to an area where there are known inequalities? *(for example, disabled people's access to public transport, the gender pay gap, racist or homophobic bullying in schools, educational attainment of Gypsies and Travellers, etc).*		
4. If this is an amendment of an existing policy, was the original policy impact assessed?		
Is an Equality Impact Assessment needed?	Yes / No	

Part 2 – Equality Impact Assessment

Summary of aims and objectives of the policy / activity / event etc being assessed
Set out what provision is currently in place and who the current stakeholders are.   *What is the proposal to be considered, or what changes are being made to the current provision/policy/activity?*

What involvement and consultation has been done in relation to this policy / activity / event etc?
Any relevant groups that this has been discussed or consulted with.

Who is affected by this policy / activity / event etc? What evidence is there to show the impact?
Any relevant groups/ individuals that may be affected by this change / new policy etc

Tick the relevant box for each line	Based on the above information, what impact will this proposal have on the following groups? *see appendix 2 for more details on how each group may be affected, and appendix 3 for possible impacts		
	Positive / Negative / Neutral	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Sex			
Gender Reassignment			
Age			
Disability			
Race & Ethnicity			
Sexual Orientation			
Religion or Belief (or No Belief)			
Pregnancy & Maternity			
Other Groups (rural isolation, socio-economic exclusion etc)			

Evaluation:

Question	Explanation / Justification
Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?	

Final Decision:	Tick the relevant box	Include any explanation / justification required
5. No barriers identified, therefore activity will **proceed.**		
6. You can decide to **stop** the policy or practice at some point because the data shows bias towards one or more groups		
7. You can **adapt** or **change** the policy in a way which you think will eliminate the bias		
8. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore, you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision		

Appendix 1

Guidance Document

This Toolkit provides guidance for undertaking Equality Impact Assessments (EIA) and is designed to assist Principals and other leaders who will have to undertake Equality Impact Assessments in the course of their work.

Why

As a Public Authority the Trust has a legal requirement to meet the Public Sector Equality Duty. Public Sector Equality Duties give public bodies legal responsibilities to demonstrate that they are taking action to promote equality in relation to policy making, the delivery of services and employment.

The Trust has a legal responsibility to assess our activities, and to set out how we will protect people from discrimination on the basis of the following 'protected characteristics:

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

Equality Impact Assessment should not be seen as a separate exercise for Principals or Leaders to undertake. It should be built in as an integral part of continuous service and performance review. Assessing for equality impact is an aspect of delivering service improvements. For some of the services, equality considerations may already be well integrated into service planning and review. The Equality Impact Assessment Process will simply enable services to document equality deliberations and conclusions and show transparency and accountability to the wider community.

What

The purpose of an Equality Impact Assessment (EIA) is to improve the work of the Trust by making sure it does not discriminate and that, where possible, promotes equality. It is a tool to help decision makers think carefully about the likely impact of their work on service users and take action to improve activities, where appropriate.

The Equality Impact Assessment (EIA) focuses on assessing and recording the likely equality impact of an activity or policy. There is a focus on assessing the impact on people with protected characteristics. This involves anticipating the consequences of activities on these groups and making sure that, as far as possible, any negative consequences are eliminated or minimised and opportunities for promoting equality are maximised.

The Trust will use a two-step process for completing the EIA. The first step will identify if any groups of employees are at risk of discrimination. If a potential risk is highlighted, then the full EIA will be completed.

The EIA is carried out by completing the form, drawing on existing research, monitoring information, and consultation. Once this has been completed, action plans can be drawn up and any decisions to change the delivery of an activity or policy can be made.

When

Whether an EIA is needed or not will depend on the likely impact that the policy may have and relevance of the activity to equality. Policy' needs to be understood broadly to embrace the full range of functions, activities and decisions for which the organisation is responsible.

The EIA should be done when the need for a new policy or practice is identified, or when an existing one is reviewed. Ideally, an EIA should form part of any new policy, event or activity and be factored in as early as one would for other considerations such as risk, budget or health and safety.

To determine if a full EIA should be conducted the School should first use the Screening tool in Section 1.

Appendix 2

The following are key points to consider when undertaking your EIA with regards to each of the following Protected Characteristics:

AGE:
- Equal access to recruitment, personal development, promotion, entitlements and retention
- Policies which relate to length of service etc

DISABILITY:
- Equal access to recruitment, personal development, promotion and retention
- Reasonable steps that can be taken to accommodate the disabled persons requirements, including
    - Physical access
    - Format of information
    - Time of interview or event
    - Personal assistance
    - Interpreter
    - Induction loop system
    - Content of interview or course
- Steps to make reasonable adjustments to service delivery and employment practices to ensure 'accessible to all'

GENDER REASSIGNMENT:
The process of transitioning from one gender to another.
- Equal access to recruitment, personal development, promotion and retention
- Enabling staff to use facilities appropriate to their gender
- The maintenance of confidentiality about an individual's sexuality
- Staff in transition require time to attend regular appointments
- Change to existing staff records (name/gender)

MARRIAGE AND CIVIL PARTNERSHIP:
- Equal access to recruitment, personal development, promotion and retention
- Same sex partners receive the same rights, conditions and entitlements such as parental leave and opportunities for flexible working

PREGNANCY AND MATERNITY:
- Equal access to recruitment, personal development, promotion and retention for female employees who are pregnant or on maternity leave
- Unlawful to treat a woman unfavourably because she is breast feeding
- Equal access to pay for female employees who have been on maternity leave
- Staff require time to attend clinic appointments.
- Communications during parental leave period
- Consider appropriate facilities for expressing milk

RACE AND ETHNICITY:
- Equal access to recruitment, personal development, promotion and retention
- The provision of an interpreter for people whose first language is not English
- Written communication and the use of language particularly jargon or colloquialisms etc
- Respect in terms of religion, belief and culture

RELIGION / BELIEF AND CULTURE:
- Food options available for those with religious dietary requirements
- Equal access to recruitment, personal development, promotion and retention
- Prayer facilities for staff
- Respect for requests from staff to have time off for religious festivals and strategies
- Respect for dress codes
- Expecting staff to attend meetings or events during their religious holidays

SEX / GENDER:
- Equal access to recruitment, personal development, promotion and retention
- Flexible working opportunities

SEXUAL ORIENTATION:
- Equal access to recruitment, personal development, promotion and retention
- Recognition of same sex relationships in respect to consent
- The maintenance of confidentiality about an individual's sexuality
- Terminology – not assuming a partner is of a different sex/gender

Appendix 3
Example of positive and negative impacts on colleagues with protected characteristics
Positive Impacts (where is could benefit)
The Policy or Function may have a positive impact on any of the equity groups in relation to
- Promoting equal opportunities and equality
- Improving relations and opportunities within equality minority groups
- Providing targeted support to highlighted groups

Examples:
1. A new building project to create a 6th Form Centre has a full access audit and is accessible for people with physical disabilities
2. Recruitment policy which states all job adverts should have a statement in that says "the employer welcomes applications from a [particular group]. (For example, men at a nursery where the workforce is, and has been, 80% female)
3. A recruitment policy which favours the job candidate from an under-represented group, where two candidates are 'as qualified as' each other

Negative Impacts (where it could disadvantage)
The Policy or Function may have an adverse impact on any of the equity groups in any way
- Promoting equal opportunities and equality
- Improving relations and opportunities within equality minority groups
- Providing targeted support to highlighted groups

Examples:
1. An event is being help in a building with stair only access and therefore would have a negative impact on those with physical disabilities
2. Policies are produced using jargon language and in small print. This may adversely affect users with visual impairments and those people who do not have English as their first language
3. A new catering company is being introduced and they only offer one food option per day. If the option includes pork, then both Jewish and Muslim colleagues may not be able to eat