



CMAT EQUALITY AND DIVERSITY POLICY AND OBJECTIVES

A thriving family of schools who work together to celebrate differences, and support each other in pursuit of excellence.

DOCUMENT CONTROL

This document has been approved for operation within:	All Chancery schools.		
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Approved by:	Board of Directors		
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Summary of changes within this version

This is the first version of this document and combines the CMAT Single Equality Policy and CMAT Equality and Diversity in Employment Policy.

Contents:

Statement of intent

1. Legal framework
2. Principles and aims
3. Roles and responsibilities
4. Equality objectives
5. Collecting and using information
6. Publishing information
7. Promoting equality
8. Addressing prejudice-related incidents
9. Complaints procedure
10. Curriculum
11. Monitoring and review

Statement of intent

Chancery Trust recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following Trust/school policies:

- Admissions Policy
- Complaints Procedures
- Dignity at Work Policy
- Data Protection Policy
- Maternity Schemes for Teachers and Support Staff

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the schools is Chancery Multi Academy Trust.

The trust's liability not to discriminate, harass or victimise does not end when a pupil has left the schools, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

2. Principles and aims

We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school will:

- Promote **race equality** and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- Promote **disability equality**, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- Promote **gender equality** by eliminating unlawful discrimination and harassment, and promote the equality of opportunity amongst individuals of all genders.

Transgender people are explicitly covered by the Public Sector Equality Duty (PSED). For the purposes of this policy, the term '**transgender**' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system. This includes discrimination towards their parent and carers. The school will ensure that all staff comply with the appropriate equality legislation and regulations. The school's Admissions Policy will not discriminate against any protected characteristic in any way.

The school will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.

- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

3. Roles and responsibilities

The Trust board will:

- Ensure that the schools comply with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty (PSED) to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the trust's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure the trust's website contains an equality page, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

The local governing boards will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.

- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteachers will:

- Implement this policy and its procedures.
- Ensure the school website contains an equality page, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to a member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

4. Equality objectives

The trust is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

To achieve this, the trust has established the following objectives:

- To ensure that the individual needs of all pupils are met, so that any gaps in the attainment and progress of different groups of learners are narrowed (each school to identify vulnerable groups).
- To develop pupils' understanding of diversity and their ability to celebrate and respect others from different backgrounds and cultures within school and their wider communities.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To maximise the inclusion of learners with Special Educational Needs in order to build their confidence as learners, promote independence and raise self-esteem.
- To ensure that all vacancies are filled using the principles of equal opportunities and safer recruitment.

5. Collecting and using information

In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will use the information they obtain to analyse any gaps present in their equality documentation.

6. Publishing information

The trust will publish equality information on the trust's website to demonstrate its compliance with the Act annually.

The school will not provide this information if:

- Numbers are so low that individuals could be identified.
- The employer does not have, and it is not reasonably practicable for the employer to obtain the data.

The trust will update its equality objectives at least every four years and publish on the trust website. The trust will publish information on the trust website every year which will show the progress made towards the achievement of the equality objectives.

7. Addressing prejudice-related incidents

The trust is opposed to all forms of prejudice. The schools will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the Trust and LA.

8. Complaints procedures

The trust aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the schools provide.

The schools will adhere to the Complaints Procedures to ensure a straightforward, impartial, non-adversarial process that allows a full and fair investigation, respects confidentiality and delivers an effective response and, appropriate redress. If a complaint has completed the trust's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures.

The trust works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we want our employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the trust's Grievance Policy.

9. Curriculum

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum, the schools will take every opportunity to promote and advance equality. When teaching the curriculum, the schools will promote equality and will not subject individuals to discrimination. The schools will develop an appropriate curriculum for all pupils in all vulnerable groups and will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

10. Monitoring and review

The CEO will review this policy every 4 years, or sooner if legislation changes. The policy will be monitored and evaluated by the CEO and Trust board in the following ways:

- Individual attainment data
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all members of staff.