

The Auriga Academy Trust

Equalities and Diversity Policy

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1. Scope

This policy covers all aspects of discrimination, and the nine protected characteristics as listed in the Equalities Act 2010 (see Section 4). This policy applies to all staff employed by The Auriga Academy Trust, Governors, Trustees, volunteers, Bikeability instructors and riders and any other individual or company commissioned by the Trust/Schools to provide input to pupils.

2. Aims

We have created this Equal Opportunities Policy to address the conditions and prejudices that fuel inequality and are still prevalent in our society. This creates considerable barriers that prevent the full access of children and young people to the rights and services that are guaranteed to them through both national and international law.

The Trust is committed to promoting equality of opportunity and tackling discrimination in all its forms. Core values of achievement, respect, working co-operatively, participation, high expectations and hard work form the basis for excellence and future success for all. Each pupil is valued both as an individual and as a member of the Trust community.

The Trust is committed to equal opportunities. All pupils should have access to the whole curriculum and be able to take part fully in school life, regardless. Opportunities are offered for all to develop to their full potential and achieve success.

The Trust, and its constituent schools, respects the equal rights of its staff and other members of the Trust community. The Trust aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

The Trust is opposed to, and will challenge, all forms of discriminatory, racist, disablist, sexist or homophobic language or behaviour.

The Trust will promote diversity. Diversity is about appreciating differences between individuals and ensuring that each of these varying attributes and characteristics are valued and not discriminated against.

3. Core Values and Ethos of the Equality Policy

The Trust and its schools will:

- prepare pupils for life in a diverse society and world.
- meet the diverse needs of its pupils.
- ensure that an inclusive ethos is established and maintained. To make the Trust a place where everyone, irrespective of their race, colour, ethnic or national origin, citizenship, sexual orientation, and gender identity feels welcomed and valued.
- respect and value linguistic, cultural and religious diversity in the community.
- develop each pupil's sense of personal and cultural identity and to encourage pupils to be confident, open to change, receptive and respectful towards other identities.
- give equal access to opportunities and employment.
- acknowledge the existence of prejudice and be proactive in tackling and eliminating discrimination.
- ensure that issues related to equality and prejudice are recognised across all areas of Trust activity.
- ensure that equality is an integral part of all planning and decision making within the Trust.

4. Legislation and guidance

This document meets the requirements under current legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination. The Equality Act 2010 lists nine protected characteristics which are age, disability, gender reassignment, marriage/civil partnerships, pregnancy/maternity, race, religion or belief, sex and sexual orientation. It is unlawful to discriminate between people based on any of these. Discrimination can be direct or indirect, and also involves harassment and victimisation.
- [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 Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association:

5. Roles and responsibilities

The Trust's aim is to prepare pupils for life in a culturally diverse society, free from discrimination and prejudice, hence it is expected that every person in the Trust will make a positive contribution to this policy.

- All staff, Governors, Trustees and volunteers should be familiar with this policy and follow it when discrimination is reported.
- All pupils, parents and carers should know what the policy is and what they should do if discrimination arises.
- All members of the Trust community will challenge and act on all forms of discrimination that are witnessed or reported. This includes Bikeability instructors and riders and any other individual or company commissioned by the Trust/Schools to provide input to pupils.

In addition, the Trust / school will;

- Ensure the services it provides are accessible to all and endeavour to positively encourage and benefit people from disadvantaged backgrounds.
- Treat seriously any breaches of the policy, regarding them as misconduct which may lead to disciplinary proceedings

The Trustees and the Local Governing Bodies will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust / schools, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equalities lead for the Trust is the CEO.

The headteachers will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in **Section 10**.

6. Eliminating Discrimination

The Trust, and its schools, are aware of their obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, Trust policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every.

As a Bikeability provider, BeSpokeBeHeard makes all instructors and staff aware of the policy by referring to it as part of the induction process to the Bikeability training programme.

7. Advancing Equality of Opportunity

As set out in the Department of Education guidance on the Equality Act, the Trust / school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to 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. identifying toilets for pupils who identify as non-binary)
- 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 sports activities)

In fulfilling this aspect of the duty, the Trust / school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect Trust pupils.

8. Fostering Good Relations

The Trust / school 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 our 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. Pupils will be encouraged to take a lead in such assemblies and external speakers may be asked to contribute.
- Working with the local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within a school. For example, school councils have representatives from different year groups and

is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures

- The Trust / school will continue to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

9. Equality considerations in decision-making

The Trust / schools have due regard to equality considerations whenever significant decisions are made.

The schools 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 boys and girls

The schools keep a written record (known as an Equality Impact Assessment) to show they have actively considered their equality duties and asked relevant questions. This is recorded with 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.

10. Equality objectives

10.1 Objective 1: Representation

Increase the representation of Trustees, Governors, Leaders and Teachers from black and minority ethnic communities over a 4-year period (from this September to September in 4 years' time), so that this group more closely reflects the pupil ethnicity profile.

10.2 Objective 2: Training

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

10.3 Objective 3: Communication

Ensure that the disability needs of both staff and the parent/carer community are well known, including those which are considered hidden disabilities. Provide training to staff on supporting disability needs and as a Trust / school, ensure that agencies for signposting these stakeholder groups are well known

11. Complaint Procedure

Stage 1:

Any person who experiences, witnesses or is reasonably led to believe that this Equalities policy has not been respected, should immediately bring the situation to the attention the Headteacher or a member of the School Leadership Team. The person responsible for this breach will be reminded of the existence and purpose of this policy and asked to adhere to the policy.

Stage 2:

If the person continues behaving in an unacceptable manner, the matter will be referred to the Headteacher who will decide the best course of action;

- A formal warning being issued
- Disciplinary action being initiated
- A referral to a higher level of authority

Stage 3:

The offending person has the right to appeal any action taken. They will be advised of this process in relation to the action being taken.

12. Monitoring arrangements

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

This policy will be given to all staff through normal management meeting mechanisms and the School Leadership Teams will ensure that it is known and understood by staff and volunteers.

This policy will also be made available to potential applicants for vacant positions in the Trust.

The Local Governing Bodies and the Trust Board will update the published equality information, at least every year.

This document will be reviewed by Local Governing Bodies and the Trust Board at least every 4 years.

This document will be approved by the Trust Board.