



# Equality, Diversity and Inclusion Policy

Approved by	Trust Board	Date Approved	23 March 2023
Review cycle	4 Years	Date of next review	Spring 2027

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Enlighten Learning Trust is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported irrespective of their age, disability, race, religion, belief, sex or sexual orientation. We aim to ensure that students, parents, governors, employees, contractors, partners, clients and other stakeholders within the Trust community are treated fairly, and with dignity and respect.

### 1. Introduction

At Enlighten Learning Trust it is our duty to educate our pupils on how to treat others respectfully, particularly those with protected characteristics. Our pupils are growing up in a wider multicultural and multiracial society where they are subject to a variety of attitudes towards minority groups, certain images of these groups portrayed by the media and their own unconscious bias. It is therefore our duty to protect all our pupils and staff against direct or indirect discrimination, harassment and victimisation on the grounds of specific characteristics. This policy aims to outline how we are achieving this and fulfilling our organisational responsibilities under the Public Sector Equality Duty (PSED) and Equality Act 2010.

As a Trust, we are legally required to publish information to show how we are complying with the PSED under the Equality Act 2010 (“the Act”). This requires organisations to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations.

We believe that by demonstrating how we are promoting equality and eliminating unlawful behaviour (indirect / direct discrimination, harassment and victimisation), we can help to raise standards and, ensure that equality is part of the Trust’s core values both as schools and an employer.

This policy applies to all members of Trust staff, pupils and to school governors and trustees. It provides guidance and information for parents/carers, visitors and other members of the wider Trust community. The key principles set out the Trust’s expectations and required standards of behaviour with regard to equality issues for all within our community.

## 2. Equality Statement

Enlighten Learning Trust will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision making in line with our vision and values. We will provide high quality education services, making sure services are accessible without barrier or discrimination. We will improve what we do by continuing to consult with staff, students, parents and governors, our communities and partners about equalities issues. We will promote our equal opportunities and diversity policy in our contact with parents, staff, governors and external organisations. We recognise that every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion, nationality or caring responsibilities. We recognise that treating people fairly does not necessarily mean treating them all in the same way and where necessary we will implement reasonable adjustments, or additional support, to ensure equality of access to an education and a suitable working environment.

Our staff, trustees and governors will recognise the importance of diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special needs and understanding differences. Behaviour will reach our high standards of conduct (staff and students) and the learning environment we provide will be safe and accessible for all children, young people and adults who study or work within the Trust.

The Trust will adhere to statutory Government legislation and give consideration to other relevant guidance, which aim to make sure that everyone is treated with equity. We will not tolerate any form of discriminatory behaviour against members of the Trust community.

This policy encompasses the following protected characteristics:

- Age
- Disability
- race, colour, nationality, ethnic or national origin
- sex (including transgender)
- gender reassignment
- pregnancy and maternity
- religion or belief
- sexual orientation
- marriage and civil partnership (for employees)

The Trust recognises that it is also unlawful to discriminate by association or perception, e.g. treating a student unfairly based on the Protected Characteristics (or perceived Protected Characteristics) of their parents or other family members.

The policy is aimed at all members of the Trust and we recognise that there are particular groups that are the more likely recipients of the actions that this policy should stimulate. These are listed in Appendix 1.

## 3. Roles and responsibilities

All stakeholders have a role to play in ensuring that the Trust complies with its PSED duty. These are outlined below:

**Trustees:** The Trustees are the responsible body for ensuring that the Trust and schools are following the Equality Act 2010 and compliant with its requirements and therefore the accountability for this and updating this policy lies with them.

The Trust Board (including the Chief Executive Officer) are responsible for ensuring that all Trustees and Governors are aware of their responsibilities stated in this document under equality legislation as follows:

- ensuring that the whole Trust community knows about the Trust's commitment to equality.
- having due regard to the Trust's general equality duty when making decisions.
- ensuring that all Trust policies promote equality and have due regard to equality implications in relation to all new policies, procedures and projects.
- ensuring that this policy is implemented by the headteachers and reviewing the impact of this policy.
- ensuring that the school's Equality Objectives are published at intervals of no more than four years and that Equality Information is published annually.

**Local Governors:** Local Governors have responsibility for:

- regularly monitoring equality issues, where relevant, considering feedback from stakeholders and feeding back to the Trust Board.
- ensuring that all school policies promote equality.
- challenging and interrogate the school's Equality Objectives to ensure they are actively progressed.
- monitoring equality information on an annual basis and ensuring it is published.

**Headteachers:** The Headteachers (with support from the Executive team and governors) have responsibility for:

- demonstrating compliance and due regard to the 3 PSED elements (to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations).
- ensuring that pupils and staff are aware of and conduct themselves in accordance with the statement outlined in this policy.
- ensuring that staff are aware of their responsibilities under the Act and receive appropriate training and support to carry these out.
- appointing a senior member of staff to assume day to day responsibility for coordinating the implementation of the objectives and for monitoring outcomes.
- monitoring how and whether the school's Equality Objectives are being met.
- ensuring that appropriate action (including disciplinary action) is taken in cases of unlawful behaviour and bullying.

**Trust Staff:** All members of ELT staff are responsible for:

- being aware of their responsibilities under the Act and this policy and recognising that they have a role and responsibility in their day-to-day work to promote equality, inclusion and good community relations.
- keeping up to date with equality legislation relevant to their work.
- highlighting any training or development they require to carry out their responsibilities under the Act or this policy and attending any related training or learning opportunities.
- promoting equality of opportunity and good relations and not discriminating on any grounds.
- fostering good relations between groups with protected characteristics and those without protected characteristics.
- dealing fairly and professionally with any bullying and discriminatory incidents.
- encouraging pupils to recognise their roles as responsible citizens treating others with kindness, dignity and respect and making them aware of their responsibilities below.

- being able to recognise and challenge prejudice, bias, discrimination, stereotyping and any inappropriate language or behaviour.
- promoting an inclusive and collaborative ethos in their lessons and being role models for equal opportunities through their words and actions.

It is important to appreciate that an employee is *personally responsible* for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee caught doing so will be subject to disciplinary action.

**Pupils:** Pupils must be encouraged to recognise that they have a role and responsibility to themselves and others so they understand and are able to:

- promote equality, inclusion and good community relations.
- challenge inappropriate language and behaviour.
- tackle bias and stereotyping.
- work to promote anti bullying strategies.
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.
- regard people of all faiths, races and cultures with respect and tolerance.
- support the school's approach and commitment to equality.

**Visitors** (including parents/carers and contractors) are expected to:

- support the school's approach and commitment to equality and to comply with the provisions within this policy.
- refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.
- abide by the Trusts key principles stated above.

#### **4. Duty to make reasonable adjustments**

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable. For further information, visit the Equality and Human Rights Commission website at: [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

#### **5. Admissions policy**

Our admissions criteria are defined under the admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.

#### **6. Curriculum delivery**

The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in each school's curriculum. Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any young person in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.

## 7. Exclusion policy

The decision to either suspend or permanently exclude a child is a last resort. Our exclusion criteria are defined under the relevant policy and are applied consistently to every young person, irrespective of any protected characteristic.

## 8. Recruitment and selection

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made based on aptitude, ability and/or merit, where appropriate. Where appropriate, Enlighten Learning Trust will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection is carried out by a third party, on behalf of Enlighten Learning Trust, we will take all reasonable steps to ensure they adhere to the principles of this policy.

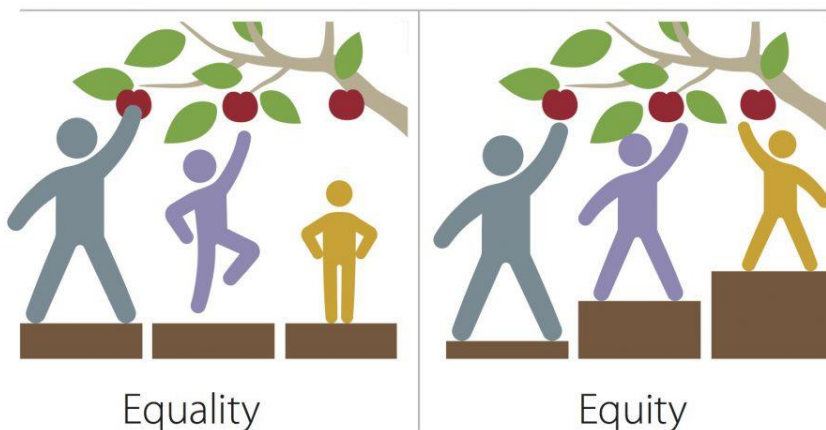
## 9. Complaints and grievances

If an individual member of staff believes that they have been discriminated against, harassed or victimised, they are asked to follow our grievance procedure. If an individual who is not a member of staff believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints procedure.

## 10. Implementation, monitoring, evaluation and review

The Headteacher has overall responsibility for the implementation, monitoring and evaluation of the equality and diversity policy within their schools. The CEO has responsibility for the Trust as a whole.

This policy document will be reviewed every 3 years and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.



## Appendix 1 - Further information about equality and diversity

### 1. Types of unlawful discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).
- **Discrimination by association** is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
- **Perception discrimination** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
- **Indirect Discrimination** occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
- **Discrimination arising from disability** occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
- **Harassment** occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.
- **Third-party harassment** occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of the school and the harassment relates to a protected characteristic.
- **Victimisation** occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

## Appendix 2 – Key Groups

The following groups have been identified as key recipients in terms of the provision of this statement:

- Are being looked after or on the edge of care
- Have special educational needs/learning difficulties and disabilities
- Are excluded or at risk of exclusion from school
- Are from an ethnic group, including those from Gypsy, Roma, Traveller background
- Have English as an additional language
- Are missing in education
- Have ill health, including hospitalisation, affecting attendance at school
- Are not in education, employment or training (NEET)
- Have drug or alcohol abuse
- Are school age/teenage parents
- Are young carers
- Are offending or at risk of offending
- Have mental health issues
- Are in receipt of free school meals
- Live in areas of deprivation
- Are gender questioning or going through transition
- Are lesbian, gay or bisexual.

The above list is not exhaustive, and individual settings may identify other key recipients.