



Staploe Education Trust

# Equality Policy

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The purpose of this policy is to define Staploe Educations Trusts commitment to equality in both education and employment provision.

This policy applies to pupils/students, staff, parents/carers, those in governance and volunteers who are part of our Trust community.

## **Aims of this Policy**

- The Trust and our schools aim 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.

Through the operation of this policy we aim to:

- Communicate the commitment of the Trust and each school to the promotion of equal opportunities;
- Promote equal treatment across the Trust and in each school for all members of the Trust community.
- Create and maintain an open environment which is free from discrimination.

## **Whole School Equality Policy**

- Adopt positive attitudes so that everyone can feel valued within our Trust community.
- Remove or help to overcome barriers where they may exist.
- Ensure that there is no unlawful discrimination against any person on the basis of Protected Characteristics. This includes the following;
  - Disability
  - Gender reassignment
  - Pregnancy and maternity
  - Race
  - Religion or belief (including lack of religion or belief)
  - Gender
  - Sexual orientation
  - Marital or civil partnership status, and
  - Age
- Ensure clarity in that all discriminatory words, behaviours and images are treated as unacceptable.
- Take reasonable steps to avoid putting people with a disability at a substantial disadvantage.
- Set out how the Trust will publish information to demonstrate its commitment to equality.
- Set out the details of each school's equality objectives.

## Legislation and Guidance

We aim to ensure that all policies and practices conform with the principle of equal opportunities and comply with the Public Sector Equality Duty.

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 Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreements and articles of association.

## Related Policies

The policies detailed below are relevant and should be read alongside this policy:

- Safer Recruitment Policy,
- Admissions Policy,
- Behaviour Policy,
- Anti-Bullying Policy,
- Students with Medical Needs Policy,
- SEND Policy, and our
- Accessibility Plan.

## Responsibilities

All members of the Trust community are expected to comply with this policy and therefore treat others with dignity at all times.

The Trust Board will:

- Ensure that the equality information and objectives as set out in this statement and any corresponding documentation are published and communicated throughout our schools, including to staff, pupils and parents/carers, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher of each school.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Ensure staff receive appropriate training and support.
- Take necessary action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos inside and outside of the classroom.

- Deal with any prejudice related incidents that may occur.
- Plan and deliver curricula and lessons that reflect inclusivity.
- Support pupils for whom English is an additional language.
- Keep updated with equalities legislation relevant to their work.

## **Public Sector Equality Duty**

The trust and each school are committed to promoting equality when carrying out our functions, in accordance with the Public Sector Equality Duty, we will have due regard to the need to;

- Eliminate unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those without.
- Adopt good relationships between people who share a protected characteristic and those who do not.

We also;

- Publish information to demonstrate how we are complying with the Public Sector Equality Duty, and
- Prepare and publish equality objectives.

Each school's equality information and objectives are published on their individual school website.

This information is published at least annually, and new objectives are published at least every four years.

## **Forms of unlawful discrimination**

Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

### ***Direct discrimination***

Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic.

It can also occur when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity).

### ***Indirect discrimination***

Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example their race or sex.

### ***Discrimination arising from disability***

Discrimination arising from disability occurs when a person with a disability is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a student with a disability who is also a wheelchair user is told they are unable to attend a school trip because there is no wheelchair access and alternative options have not been investigated.

### ***Discrimination by perception***

Where there is direct discrimination due to that person having been perceived to have a protected characteristic (not including marriage and civil partnership and pregnancy and maternity).

### ***Harassment***

Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. *Harassment is dealt with further in the trust's Bullying and Harassment policy.*

### ***Victimisation***

This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

## **Equal Opportunities Education Provider**

### ***Admission***

Each school accepts applications from and admits pupils irrespective of their protected characteristics and will not discriminate on these grounds in the terms on which a place is offered. Every application is treated in a fair, open minded way. Each school's admissions policy reflects the trusts approach to equal opportunities and is consistent with this policy.

### ***Equal access***

Each school will enable all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their protected characteristics, subject to conditions of safety and welfare.

### ***Positive action***

The schools may afford pupils of a particular racial group or students with a disability or special educational needs access to additional education or training to meet the special needs of the pupils within that group.

## ***Exclusions***

The schools will not discriminate against any pupil by excluding them from school or by subjecting them to any other detriment on the grounds of their protected characteristics.

## ***Teaching and school materials***

Efforts are made to recognise and be aware of the possibility of bias so that it can be eliminated in both teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

## ***Student interaction***

All pupils are encouraged to work and interact freely with and have mutual respect for all other pupils irrespective of their protected characteristics, subject to considerations of safety and welfare. Positive attitudes are encouraged towards all groups in society through the curriculum and ethos. Pupils are encouraged to question assumptions and stereotypes.

## ***Bullying***

The trust will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include the following;

- Relating to race, religion, belief or culture;
- Related to SEN, learning difficulties or disabilities;
- Related to appearance or health condition;
- Bullying of young carers or looked after children or otherwise related to home circumstances;
- Related to sexist or sexual bullying.

Each school's anti-bullying policy contains more information about each school's anti-bullying practices.

## ***School uniform***

Each school's school uniform is consistent with this policy.

The same policy applies to all pupils equally, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare.

However, we will consider reasonable requests to alter the school uniform, for example for genuine religious requirements and reasonable adjustments for pupils with a disability.

## ***Students with SEN***

Each school's policy on Special Educational Needs includes details about the welfare and educational provision for students with Education, Health and Care (EHC) plans.

## ***Students with English as an additional language***

Students with English as an additional language will receive additional learning support if necessary. The pupils and their parents will be consulted with as appropriate. Linguistic diversity is positively recognised across the trust. Each school will ensure that:

- Home school links are made to involve parents directly in the work of the school;
- Interpretation and translation services are made available;
- Links are established with the local community;
- Staff work effectively with other local services;
- Learning support for ethnic minority pupils is efficient and effective;
- Provision is made for the spiritual, moral, social and cultural education supported by appropriate resources and information;
- Pupils names should be accurately recorded and correctly pronounced; pupils should be encouraged to accept and respect names from cultures other than their own.

## **Equal Opportunities Employer**

### ***Employment***

This policy applies to all aspects of employment from the advertising of jobs, recruitment, terms and conditions of employment, career development, counselling, training, promotion, grievance and disciplinary procedures through to reasons for termination of employment.

### ***Applicants***

The Trust will accept applicants from and recruit staff irrespective of their protected characteristics and will not discriminate on these grounds in the terms on which a position is offered. Every application will be treated in a fair and open minded way. Our Safer Recruitment policy reflects our approach towards equal opportunities and is consistent with this policy.

### ***Equal access***

The Trust will ensure that all staff have equal access to all benefits, services, facilities and opportunities for development irrespective of their protected characteristics subject to consideration of safety and welfare.

### ***Disabilities and reasonable adjustments***

The Trust has a duty to make reasonable adjustments for individuals with a disability in respect of both employment and the education and associated services provided to ensure that such staff and pupils are not placed at a substantial disadvantage in comparison with other staff and pupils.

The Trust is not legally required to make adjustments which include physical alterations to buildings.



In making reasonable adjustments the trust is required to provide auxiliary aids and services for pupils with a disability.

### ***Informing us***

Please notify either the Headteacher or HR Manager if you are aware or suspect that you, a member of staff or child has a disability. Please provide copies of all written reports and other relevant information upon request to enable us to provide the appropriate support and adjustments. Confidential information will only be shared on a “need to know” basis. The Trust will have due regard to any request to treat the nature or existence of a person’s disability as confidential.

### **Access**

The Trust and its schools will monitor the physical features of its premises to consider whether users of the premises with a disability are placed at a substantial disadvantage compared to other users. Where possible and proportionate the Trust will take steps to improve access for disabled users of the premises.

Each school has an Accessibility Plan which is reviewed annually and is available on the Trust’s website.

### **Monitoring**

To ensure that this policy is operating effectively, and to identify those sections of the local community which may be under-represented, each school monitors staff and pupil applicants’ gender, race, disability and religion or belief. We also monitor achievement, exclusions and bullying incidents against gender, race, disability and special educational needs. We maintain records of this data in an anonymised format for the purposes stated in this policy.

### **Review**

The headteacher within each school, together with representatives from the central trust team are responsible for the ongoing monitoring and analysis of the data monitored in accordance with this policy and will arrange for the taking of appropriate steps to eliminate unlawful direct and indirect discrimination where necessary.

Policies will normally be reviewed on a 3-year cycle unless otherwise stated. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance or a change in school objectives.

### **Reporting and recording incidents of discrimination**

If you believe that you or your child has received less favourable treatment on any of the unlawful grounds listed within this policy or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the Trust’s complaints procedure, available on the Trust and individual school’s websites. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.

## **Record**

All reported breaches of this policy will be recorded, and this record will be reviewed annually.

## Appendix 1: Equality Objectives

The equality objectives for each school will be documented in a school specific separate document.

### Soham Village College

To enable us to further support students, raise standards and ensure inclusive teaching, we have set the following objectives:

- Ensure the school environment does not tolerate bullying or sexual harassment.
- Ensure that if bullying, sexual harassment, aggression, discrimination or derogatory language occurs, it is dealt with quickly and effectively.
- This objective will be achieved by;
  - Continuing the regular safeguarding segments in staff briefing and half-termly Trust wide safeguarding bulletin.
  - Working in conjunction with the student and staff focus groups to devise surveys on sexual harassment for all staff and students, sharing the results and implications with these groups.
  - Use continuing professional development to develop teachers' understanding of how to tackle sexual harassment.
  - Review the school's behaviours policy to ensure that strategies adopted to tackle bullying are as effective as possible.
- Ensure equality of opportunity and diversity are promoted effectively.
- This objective will be achieved by:
  - Further develop work undertaken in achieving the Rainbow Flag Award by promoting school ethos through the curriculum and assemblies.
  - Continue to work towards the Anti-Racism School Award with the student focus group. Develop student leadership opportunities; update school policies and appoint an Equalities Advisory Body member.

### Kennett Primary School

1. To promote cultural development and understanding through a rich range of experiences both in and beyond the school.
2. To work closely with the children entitled to Pupil Premium, to ensure they are not at risk from underachievement.
3. To open the children's minds to possibilities and broaden their horizons.

### The Shade Primary School

1. To monitor and support the needs of students from multi- disadvantaged groups.
2. To Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity.

3. To embed a knowledge of possibilities for the futures available to our children challenging all stereotypical ideology.

### **The Weatheralls Primary School**

To enable us to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

- To promote cultural development and understanding through a rich range of experiences ensuring pupils` opportunities are not limited in any area of the curriculum and wider school life.
- To commit to closing gaps in attainment and achievement especially for:
  - Pupils eligible for Pupil Premium
  - Pupils with Special Educational Needs and Disabilities
  - Looked After Children
- By overcoming barriers to learning, ensuring that pupils within these groups achieve in line with their peers and thrive within school.
- To review and improve our levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

## Appendix 2: Equality Information

We maintain confidentiality and work to the principles set out in the General Data Protection Regulations (GDPR) to protect personal data. We publish information in a way so that no student or staff member can be identified.

### Staff at Staploe Education Trust

	Summer 2024
Age	<ul style="list-style-type: none"> <li>• 17-19 years – 0%</li> <li>• 20-29 years - 9%</li> <li>• 30-39 years – 21%</li> <li>• 40-49 years – 32%</li> <li>• 50-59 years – 25%</li> <li>• 60-69 years – 13%</li> <li>• 70+ years – 1%</li> </ul>
Disability	<ul style="list-style-type: none"> <li>• Disabled – 4.77</li> <li>• Not disabled – 69.23%</li> <li>• Declined to specify – 1.85%</li> <li>• Not known - 24.13%</li> </ul>
Gender Reassignment	We are committed to supporting any staff member towards gender reassignment
Marriage & Civil Partnerships	The Trust complies with its equalities duties in this regard.
Pregnancy and Maternity	The Trust complies with its equalities duties in this regard.
Race / Ethnicity	<p>Our staff profile comprises:</p> <ul style="list-style-type: none"> <li>• Any other Asian background – 0.3%</li> <li>• Any other mixed background - 0.8%</li> <li>• Any other white background – 4.5%</li> <li>• Gypsy / Roma – 0.5%</li> <li>• Indian – 0.8%</li> <li>• White British – 85.6%</li> <li>• White Irish – 0.3%</li> <li>• White &amp; Asian – 0.3%</li> <li>• White &amp; Black African – 0.3%</li> <li>• Refused – 1.3%</li> <li>• Information not obtained – 5.3%</li> </ul>
Religion and Belief	<p>Our staff profile comprises:</p> <ul style="list-style-type: none"> <li>• Christian – 24.5%</li> <li>• Islam – 0.3%</li> <li>• Judaism – 0.3%</li> <li>• Not collected – 41.1%</li> <li>• No religion – 22.9%</li> <li>• Other religion – 0.3%</li> <li>• Prefer not to say – 10.7%</li> </ul>
Gender - Male/Female	<p>Our staff profile comprises:</p> <ul style="list-style-type: none"> <li>• Male – 17.3</li> <li>• Female – 82.7%</li> </ul>

Sexual Orientation	We are committed to supporting all staff members regardless of sexual orientation
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### Students at Staploe Education Trust

	Summer 2024
Age	Our students range in age from 3-16 years.
Disability	Reasonable adjustments are made where appropriate.
Gender Reassignment	We are committed to supporting any student towards gender reassignment.
Race/Ethnicity	<p>Our student profile comprises of:</p> <ul style="list-style-type: none"> <li>• Any other Asian background - 0.86%</li> <li>• Any other Black background - 0.32%</li> <li>• Any other ethnic group - 0.41%</li> <li>• Any other mixed background - 1.40%</li> <li>• Any other white background - 9.80%</li> <li>• Asian and Any Other Ethnic Group - 0.05%</li> <li>• Bangladeshi - 0.05%</li> <li>• Black African - 1.63%</li> <li>• Black Nigerian - 0.14%</li> <li>• Chinese - 0.18%</li> <li>• Egyptian - 0.09%</li> <li>• Filipino - 0.05%</li> <li>• Gypsy/Roma - 0.46%</li> <li>• Indian - 0.45%</li> <li>• Other Gypsy/Roma - 0.14%</li> <li>• Pakistani - 0.09%</li> <li>• Refused - 1.26%</li> <li>• White British - 79.05%</li> <li>• White Irish - 0.23%</li> <li>• White &amp; Asian - 1.26%</li> <li>• White &amp; Black African - 1.04%</li> <li>• White &amp; Black Caribbean - 0.68%</li> <li>• White Eastern European - 0.09%</li> <li>• White Other - 0.14%</li> </ul>
EAL (English as an Additional Language)	<p>14.54% - EAL</p> <p>The languages spoken by our students are:</p> <ul style="list-style-type: none"> <li>• Abkhazian</li> <li>• Afrikaans</li> <li>• Albanian/Shqip</li> <li>• Arabic</li> <li>• Bengali</li> <li>• Castilian</li> <li>• Chinese</li> <li>• Dutch/Flemish</li> <li>• Edo/Bini</li> </ul>

	<ul style="list-style-type: none"> <li>• French</li> <li>• German</li> <li>• Greek</li> <li>• Hebrew</li> <li>• Hungarian</li> <li>• Italian</li> <li>• Latvian</li> <li>• Lithuanian</li> <li>• Malayalam</li> <li>• Moldavian</li> <li>• Ndebele (Zimbabwe)</li> <li>• Panjabi</li> <li>• Polish</li> <li>• Portuguese</li> <li>• Romanian (Moldova)</li> <li>• Romanian (Romania)</li> <li>• Russian</li> <li>• Shona</li> <li>• Sinhala</li> <li>• Spanish</li> <li>• Swahili</li> <li>• Tagalog/Filipino</li> <li>• Tamil</li> <li>• Thai</li> <li>• Turkish</li> <li>• Ukrainian</li> <li>• Urdu</li> <li>• Vietnamese</li> <li>• Xhosa</li> </ul> <p>Yoruba</p>
Religion and Belief / No Belief	<p>Our student profile comprises of:</p> <ul style="list-style-type: none"> <li>• Buddhist – 0.45%</li> <li>• Christian – 38.15%</li> <li>• Hindu – 0.41%</li> <li>• Jewish – 0.05%</li> <li>• Muslim – 0.81%</li> <li>• Sikh – 0.09%</li> <li>• Other religion – 0.63%</li> <li>• No religion/not disclosed – 56.57%</li> </ul>
SEND	<p>Students identified with a Special Educational Need</p> <ul style="list-style-type: none"> <li>• Education, Health &amp; Care Plan – 4.70%</li> <li>• School support – 11.69%</li> </ul>
Gender – Male/Female	<ul style="list-style-type: none"> <li>• Female – 50.16%</li> <li>• Male – 49.84%</li> </ul>
Sexual Orientation	<p>We are committed to supporting all students regardless of sexual orientation</p>
Pupil Premium	<p>Students eligible:</p> <ul style="list-style-type: none"> <li>• 21.35%</li> </ul>