



Equality Statement, Policy and Objectives

Approved by the Trust Board on: 08/06/2020

To be reviewed on: As necessary

Signed on behalf of the Trust Board: T. V. [Signature]

^ An update regarding progress in achieving the objectives is required to be published annually

The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- o eliminate discrimination and other conduct that is prohibited by the Act*
- o advance equality of opportunity between people who share a protected characteristic and people who do not share it*
- o foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.*

In the development of this policy due regard has been given to achieving these objectives.

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Statement of intent

Exceed Academies Trust recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, 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 Trust, its school communities and workforce.

Legislative framework

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

- Eliminate discrimination and other conduct that is prohibited by the Act
- 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.

The effect of the Equality Duty is that schools must have due regard to the above in relation to the management of their pay policies, avoiding direct or indirect discrimination. The Public Sector Equality Duty (PSED) requires public bodies to prepare and publish equality objectives and publish information, to demonstrate compliance with the general duty (the Equality Act 2010 (Specific Duties) Regulations 2011).

1.2 This policy has due regard to statutory legislation including, but not limited to, the following:

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011.

1.3 Exceed Academies Trust and its academies fully understand 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.

1.4 A protected characteristic under the Act is as follows:

- Age
- Disability
- Race, colour, nationality, ethnic or national origin
- Sex (including transgender people)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees).

1.5 In schools, the Act makes it unlawful for 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.

Principles and aims

2.1 We see all employees, learners, potential learners and their parents and carers as of equal value, regardless of their race, gender, disability, religion/belief, sexual orientation or age.

2.2 Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantages which people may face in relation to their race, gender, disability, religion/belief, sexual orientation or age.

2.3 Exceed Academies Trust and its academies will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and promoting good relations between people of different racial groups.

2.4 Exceed Academies Trust will promote disability equality throughout the Trust and its academies, ensuring equality of opportunity, eliminating unlawful discrimination, eliminating disability related harassment and encouraging participation by disabled people in public life.

2.5 Exceed Academies Trust and its academies will promote gender equality by eliminating unlawful discrimination and harassment and promote the equality of opportunity between men and women, girls and boys.

2.6 Transgender people are explicitly covered by the Gender Equality Duty. 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. This Trust and its academies will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within the social community.

2.7 Exceed Academies Trust and its academies are opposed to all forms of prejudice and particularly recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system.

2.8 Exceed Academies Trust and its academies will ensure that all staff comply with the appropriate equality legislation and regulations

2.9 The academies will:

- Ensure that their Admissions Policies do not discriminate in any way.
- Ensure that staff are aware of their responsibilities, are given necessary training and support and report progress to the Governing Body.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships and a shared sense of cohesion and belonging, ensuring that this is promoted in all 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 their race, gender, disability, religion/belief, sexual orientation or age and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove any inequalities and barriers that already exist.
- 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 their race, gender, disability, religion/belief, sexual orientation or age.
- Ensure that 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 equalities.

Roles and responsibilities

3.1 The Local Advisory Board of each academy will:

- Ensure that the academy complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives.
- Approve the academy-specific objectives adopted by the academy.
- Ensure that appropriate equality impact assessments are conducted in respect of the academy's policies and procedures and that these inform future plans.
- Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Local Advisory Board.
- Ensure that consideration is given to the diversity profile of existing staff when recruiting new ones.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.
- Publish information about staff as well as pupil-related data.

3.2 Academy Headteachers /Executive Headteachers will:

- Implement the Equality Statement/Policy and its required procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their HR induction and continuous professional development.
- 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.
- Propose academy-specific objectives to the Local Advisory Board and report annually on progress achieved.

3.3 Academy employees will:

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

3.4 Each Academy will publish the Equality Statement/Policy and academy-specific objectives on its website, in order to demonstrate how it is complying with the Public Sector Equality Duty in the Equality Act 2010 and is advancing equality of opportunity.

Uniform/dress policy

4.1 The Act does not deal specifically with aspects of pupils' and employees' appearance, but the general requirement not to discriminate in the treatment of people applies here in relation to other aspects of the policy.

4.2 Academies will ensure that uniform policies do not discriminate because of race, gender, disability, religion/belief, sexual orientation or age.

4.3 The Trust and its academies will be sensitive to the needs of different cultures, races and religions and act reasonably in accommodating these needs, without compromising important school policies, such as those relating to safety or discipline.

Promoting equality

In order to meet their equality objectives, academies will:

- 5.1 Ensure that all pupils have access to a 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, academies will take every opportunity to promote and advance equality.
- 5.2 Equality and diversity will be fully integrated into the learning experience and will be evident in curriculum planning, developing schemes of work and delivering teaching, learning and assessment.
- 5.3 Have a clearly defined disciplinary system which is consistently enforced.
- 5.4 Increase physical and other forms of access for children and young people who have disabilities or other special needs to the school curriculum and take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments, enabling pupils to take as full a part as possible in the activities of the school, including extra-curricular activities.
- 5.5 Seek the views of advisory staff, outside agencies and local schools as appropriate.
- 5.6 Plan ongoing events and activities to raise awareness of equality and diversity.
- 5.7 Carefully monitor bullying and prejudice and deal with it accordingly, recording any incidents. Training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

Employment

- 6.1 Exceed Academies Trust aims to employ a workforce that reflects the community which it serves.
- 6.2 In seeking to achieve a balanced workforce at all levels, the Trust will ensure that no employee, job applicant or candidate for promotion will be disadvantaged or treated less favourably because of conditions or requirements that are not related to the job.
- 6.3 Staff will be expected to treat each other in a fair and respectful manner that is free from discrimination.
- 6.4 Reasonable adjustments will be made to working arrangements and premises to ensure equal access for employees or potential employees who have a disability or a particular health concern.
- 6.5 All staff will receive relevant equality and diversity training, commencing at induction.

External Partners

7.1 External partners working with Exceed Academies Trust and its academies will be required to comply with the requirements of this Policy.

Monitoring and review

8.1 Exceed Academies Trust and academies will review and publish this policy every year.

8.2 The Trust and its academies will report annually on the progress made in achieving their equality objectives.

8.3 The objectives of the Trust and its academies will be reviewed at least every four years.

8.4 Data to be published may include, but not be limited to: school performance, anti-bullying policies, school development plans, equality milestones and curriculum materials.

8.5 Progress will be monitored and evaluated with reference to the following:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying.

8.6 The Trust's Human Resources Department will be responsible for the maintenance and reporting of equality data relating to the Trust's employees.

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

Complaints

9.1 Members of staff who believe they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the appropriate grievance procedure.

9.2 Exceed Academies Trust will take any allegation of discrimination, harassment or victimisation very seriously. If on investigation, it is established that discrimination, victimisation or harassment has occurred, disciplinary action will be taken.

Equality objectives

Exceed Academies Trust has adopted the Equality Objectives listed below. Progress on achieving these will be reported on annually.

Objective 1

Identified concern:	The Trust has identified the need to carry out analysis on its current employees
Objective:	To undertake an initial analysis of data relating to current employees with regard to race, gender and disability by 31 August 2020 and report this to the Trustee Board
Aim:	To ensure that current information is collated, as a base for determining strategies to be adopted.
Action:	To achieve this objective, the central team will: <ul style="list-style-type: none"> • undertake an initial analysis of data relating to current employees with regard to race, gender and disability
Responsibility:	The central team – HR, Operations & CEO
Affected parties:	All employee data
Timescales:	Review to be carried out by 31 st August 2020
Success criteria:	Full analysis of data on its current employees
Review:	Annual

Objective 2

Identified concern:	The Trust has identified a need to strengthen the use of its own data relating to employment
Objective:	To strengthen the use of internal data to enhance our equality monitoring and identify any actions required to ensure fair employment policies and practices Outcome to be reported to Trustee Board
Aim:	To ensure that data is collated and analysed annually and to identify any potential inequality, demonstrating that the Trust is attempting to eliminate discrimination and advance equality.
Action:	<ul style="list-style-type: none"> • Making use of available data from recruitment monitoring forms to inform future recruitment strategies • Using information available to us on our Management Information System about our staff and student profile in terms of the protected characteristics • Introducing an internal equality monitoring questionnaire for staff • Ensuring that key statutory policies undergo an equality impact assessment as part of their regular review
Responsibility:	The central team – HR, Operations & CEO
Affected parties:	All employee data
Timescales:	Ongoing
Success criteria:	Regular analysis of data relating to employment
Review:	Annual

Objective 3

Identified concern:	Ensure that all academies have adopted the Trust Equality Policy and are reporting annually
Objective:	To ensure that all academies have adopted an Equality Plan/objectives and are reporting on progress annually.
Aim:	Ensuring compliance with the requirements of the Trust-wide Equality Statement/Policy.
Action:	<ul style="list-style-type: none"> • Schools to discuss Objectives with Central Team as required • Schools to present annually to their Local Advisory Boards
Responsibility:	Headteachers and LAB
Affected parties:	Individual academies
Timescales:	Annual
Success criteria:	Annual report to LAB
Review:	Annual

Objective 4

Identified concern:	
Objective:	To capture staff recruitment data relating to equal opportunities centrally by 31 December 2020
Aim:	To assess the application of the Equality Statement/Policy and objectives across the Trust.
Action:	To achieve this objective, the central team will: <ul style="list-style-type: none"> • undertake an initial analysis of data relating to current employees with regard to equal opportunities
Responsibility:	The central team – HR, Operations & CEO
Affected parties:	All employee data
Timescales:	Review to be carried out by 31 st August 2020
Success criteria:	Full analysis of data on its current employees
Review:	Annual

Academies: Specific objectives will be adopted by each Academy. These will be referred to on the Academy's website and progress on achieving these will be reported annually in the following format:

Identified concern:	Continually updating relevant training in line with government legislation and DfE guidance
Objective:	Continue to ensure that all staff members receive the appropriate and regular equality and diversity training as part of their continuous professional development
Aim:	To ensure staff are equipped with the relevant skills and knowledge to not only promote equalities, but ensure pedagogy is outstanding.
Action:	<ul style="list-style-type: none"> • Equalities lead to ensure they are up-to-date with developments in government policy and DfE guidance around equalities • Ensure all staff who are new to school, receive relevant Equalities and diversity training through the induction process • Source and provide relevant training for all staff in-line with any changes to government policy and DfE guidance
Responsibility:	Equalities lead will be responsible for keeping up to date on changes and feeding this back to SLT. SLT and staff are responsible for implementing and attending training sessions
Affected parties:	SLT and Staff
Timescales:	Ongoing: Reviewed in-line with SIP priorities and updated to government policies/DfE guidance
Success criteria:	<ul style="list-style-type: none"> • Staff will have sufficient skills and knowledge to actively promote equalities across all areas of school • Where relevant, staff will have sufficient skills and knowledge to ensure pedagogy on equalities is outstanding
Review:	In-line with SIP priorities and updated to government policies/DfE guidance

Identified concern:	Monitoring incidence of bullying
Objective:	Continue to monitor any incidence of harassment or bullying in the academy
Aim:	To ensure any instances of harassment or bullying between any stakeholders is dealt with appropriately and in a timely manner
Action:	<ul style="list-style-type: none"> • Robust policy in place to promote positive relationships at all levels • Any incidents of workplace bullying to be reported immediately in-line with MAT policy • PSHE curriculum ensures pupils are aware of what bullying is and that it is not tolerated • All instances of bullying between pupils is recorded on CPOMs • SLT monitor all CPOMS logs, to ensure instances of bullying are dealt with in a timely manner
Responsibility:	SLT will be responsible for ensuring this is dealt with, however all staff will be responsible for following policy, procedure and delivering relevant pedagogy.
Affected parties:	SLT, Staff and Pupil
Timescales:	Ongoing: Reviewed in-line with SIP priorities
Success criteria:	<ul style="list-style-type: none"> • The number of bullying instances will remain extremely low • Where bullying occurs, this will; be dealt with in a timely manner
Review:	In-line with SIP Priorities

Equality Impact Assessment

Identified concern:	Access and engagement with remote learning throughout the school closure for all pupils
Objective:	Continue to monitor students' access and engagement with remote learning to ensure fair access to learning for all pupils during the National Lockdown closure periods and when pupils are required to isolate following government guidance.
Aim:	To ensure all pupils continue to make progress and their academic needs are met whilst they are learning from home
Action:	<ul style="list-style-type: none"> • Pupils access to digital devices and wifi at home are assessed and those pupils who do not have access will be loaned a device by school and/or provided with a data sim card or dongle • Weekly phone calls made to pupils in order to check welfare and assess engagement and access to lessons and lesson materials • Quizzes provided by teachers to assess pupil understanding at the end of each week • Pupils identified as those of Key workers or being vulnerable are invited to attend school as part of the key worker provision if required • Where gaps are identified in pupil learning, teachers plan subsequent activities to increase pupil knowledge and achievement • 'Teams' live sessions provided twice daily to engage home learners • Paper packs are provided to those struggling with online learning
Responsibility:	SLT are responsible for overseeing pupil progress throughout any National Lockdown. SENDCo and class teacher are responsible for overseeing provision for SEND pupils and those with specific needs. Teachers are responsible for making calls to pupils and their families and feeding back where relevant to members of SLT.
Affected parties:	SLT, Teachers and pupils
Timescales:	Ongoing: Reviewed Monthly throughout the School Closure/ in-line with SIP priorities

Success criteria:	<ul style="list-style-type: none">• Pupil will have access to a digital device to support remote learning• Pupils will be accessing remote learning and engaging with content• Teachers will make weekly phone calls and provide quizzes and other assessment opportunities for pupils in order to assess their knowledge and understanding• Teachers will be aware of and provide subsequent learning activities where gaps in learning are identified
Review:	Reviewed monthly throughout any prolonged school closure/ in-line with SIP priorities

Identified concern:	Significant impact on attainment and progress due to school closures, class bubble closures and individual isolation periods
Objective:	Continue to monitor students' progress and academic needs to ensure that appropriate support is in place when they return to school after any National Lockdown/isolation period to reduce attainment gap and support catch-up
Aim:	To ensure all pupils' are able to catch-up on any missed learning and reduce the impact of school closure/isolation period on pupil attainment and progress
Action:	<ul style="list-style-type: none"> • Assessments used effectively to identify pupils' gaps in learning in order to address them • Planning of a bespoke curriculum put in place in a timely manner to address potentially missed content and gaps in knowledge and skills • Bespoke interventions put in place for individual and/or groups of pupils requiring targeted support to close the gap • Covid Catch-up funding used appropriately to enable pupils to close any gaps in their knowledge, understanding and skills • Pupil premium funding used effectively to support this group of pupils to reach age related expectations and above
Responsibility:	SLT are responsible for overseeing pupil progress after any period of National Lockdown/isolation period. Teachers are responsible for identifying gaps in pupil learning and putting a bespoke curriculum in place. Teachers and support staff are responsible for providing bespoke learning provision, where necessary and feeding back where relevant to members of SLT. SLT responsible for allocating the Covid Catch-up funding and pupil premium funding appropriately in order to allow pupils to close any gaps in their knowledge , understanding and skills.
Affected parties:	SLT, Teachers, support staff and pupils
Timescales:	Ongoing: Reviewed in-line with Curriculum Impact Meetings and in-line with SIP priorities
Success criteria:	<ul style="list-style-type: none"> • Pupil progress and gaps in attainment will be quickly identified after the school reopens to all pupils

	<ul style="list-style-type: none">• Teachers and support staff will deliver a high quality bespoke curriculum for the pupils• Teachers will feedback to the SLT regarding the bespoke curriculum and further provision for pupils in their care• SLT will identify where and how the Covid Catch-up funding and pupil premium will need to be spent.
Review:	In-line with Curriculum Impact Meetings/ in-line with SIP priorities

This document should be completed when developing or reviewing all policies and procedures, both at Trust level and by individual Academies

Stage 1 – The policy/procedure

Title of policy/procedure	Equality Statement, Policy and Objectives
Department responsible for the policy/procedure	Human Resources / LAB
Is it a new or previously approved policy/procedure?	New
If previously approved, what was the date?	N/a
Name and role of assessor(s)	HR and Chair of Trustees

Stage 2 – Further information

1. Describe the main aims, objectives and purpose of the policy/procedure	To put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the Trust, its school communities and workforce
2. Who is expected to benefit from this policy/procedure?	Employees and pupils of the Trust and Exceed Academies
3. Which individuals/groups/organisations have been consulted [^] regarding this policy/procedure (name and roles)?	Guidance has been sought from The Key, School Bus and the National Governance Association (NGA). Examples of policies adopted by a number of other organisations have been referred to

[^] If any further consultation would be beneficial in ensuring that there is no adverse impact, this should be done prior to the policy/procedure being submitted to the approving body

Stage 3 – Assessing the impact on different groups of people

In the checklist within this document please indicate whether (and how) the policy/procedure affects particular groups of people (primarily 'Equality Target Groups') compared to others. Please complete the checklist, noting the following guidance:

Positive impact: a policy or practice where the impact on a particular group of people is more positive than for other groups, e.g., accessible website design. It can also include legally permitted positive action initiatives designed to improve workforce imbalance, such as job interview guarantee schemes for disabled people.

Negative impact: a policy or practice where the impact on a particular group of people is more negative than for other groups, e.g., where the choice of venue for a staff social occasion precludes members of a particular faith or belief group from participating.

Neutral impact: a policy or practice with neither a positive nor a negative impact on any group or groups of people compared to others.

Stage 4 – Confirming completion of the Assessment

The manager responsible for developing or updating the policy/procedure is required to sign this document. The complete document (including the checklist) should then be attached to the draft policy/procedure and submitted for reference to the body which is responsible for approving it.

Stage 5 – Including a statement regarding the equality impact assessment process

The following text should be inserted (in italicised text) into the introductory section of all draft policies/procedures:

- The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:
- eliminate discrimination and other conduct that is prohibited by the Act
- 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.

In the development of this policy/procedure due regard has been given to achieving these objectives.

Confirmation of completion of the equality impact assessment process by the manager who is responsible for developing or reviewing the policy/procedure:

Name:
Role

Name
Role

Enc: completed checklist

Equality Impact Assessment Checklist

Groups	Level of impact of the policy			Reasons / comments
	Positive	Negative	Neutral	
Equality Target Groups				
Men	Yes			Given the nature of the policy, it aims to have a positive impact on all groups
Women	Yes			
People from black and other minority ethnic communities	Yes			
People with a disability or additional needs	Yes			
Gay, Lesbian and Bi-sexual people	Yes			
Transgender people	Yes			
Older people (50+)	Yes			
Younger people (age 17–25)	Yes			
Faith or belief groups	Yes			
Other groups				
People with mental health issues	Yes			
People with economic/social needs	Yes			