



# EQUALITY AND DIVERSITY POLICY

**Title:** EQUALITY AND DIVERSITY POLICY  
**Policy Code:** HR3b  
**Source:** UST  
**Document Owner:** L.HOWARD  
**Review & Update By:** L.HOWARD  
**Advisory Committee:** RESOURCES COMMITTEE  
**Approval Committee:** UST TRUST BOARD  
**Date Approved:** JULY 2019  
**Date of Publication:** JULY 2019  
**Date of Next Review:** JULY 2020  
**Required on Website:** NO

#### Document Control

Date	Version	Comments
18/06/19	UST RC	



## Contents

1. Policy Aims and Ethos.....	3
2. Trust Ethos, Vision & Values.....	3
3. Public Sector Equality Duty .....	3
4. Roles and Responsibilities .....	4
4.1. Specific Duties .....	4
4.2. The Trust Board .....	4
5. Areas of Consideration .....	5
5.1. School Community .....	5
5.2. Removing Barriers .....	5
5.3. Disability in the Curriculum, including teaching and learning.....	5
5.4. Reasonable Adjustments.....	5
5.5. Student Achievement & Learning Opportunities.....	5
5.6. Admissions, Transitions, Exclusions (including Social Emotional Behaviour Difficulties) .....	6
5.7. Breaches of the Policy .....	6
5.8. Policy Planning and Review .....	6
6. Publishing Equality Objectives .....	6
7. Approval Signature .....	7
8. Appendix 1 – Equality Objectives for 2016-2020 .....	8

### Document Control

Date	Version	Comments
18/06/19	UST RC	



## 1. Policy Aims and Ethos

The Trust is committed to providing the highest standards possible in education. During each child's school career we place strong emphasis on six key areas: Communication, Investigation, Networking, Participation, Scholarship and Vision. It is because students learn to excel in these areas that they gain the confidence to become successful global citizens empowering them to play their full part in society.

Every individual is valued and respected equally, enjoying the highest possible standard of educational provision. The Trust expects all graduates to be fully prepared for the opportunities and the demands of the adult world. Through the curriculum and community life, the Trust seeks to meet the needs of every person to enable them to achieve their full potential.

In the light of this, the Trust aims to:

- recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential;
- ensure that equality of opportunity is available to all;
- welcome, value and respect all who come to the school;
- build a community based on justice and a sense of personal responsibility; and
- promote dialogue and co-operation with the wider community.

## 2. Trust Ethos, Vision & Values

Inclusiveness is at the heart of the Trust's Equality Policy. The central aim of the Trust is to provide the best educational opportunities and experience for all its pupils and staff. Equal opportunity can only be achieved through the delivery of a high quality education that meets the needs of all the students. As such, the Trust is committed to an Equal Opportunity policy which enables all members of the Trust community to feel secure and confident, and to succeed to the best of their abilities.

The Trust is committed to placing the promotion of equality and diversity at the centre of every aspect of its work. The Trust will implement all legal and local requirements regarding equality in an inclusive way in every aspect of the school community. This includes classroom practice, the extracurricular life of each school and the Trust as a whole, employment and staff management, as well as in policy development and implementation.

## 3. Public Sector Equality Duty

The Public Sector Equality Duty requires the Trust and its schools to publish information about Equalities.

The Equality Act 2010 clearly defines nine groups of people who are considered under the legislation to have direct protection from the framework of the Public Sector Equality Duty (PSED). The Trust/School is highly committed to creating and sustaining an environment of mutual tolerance, respect, dignity and good relations. Our values commit us to protecting vulnerable groups and guarding against discrimination, harassment and victimisation in any form. This viewpoint mirrors directly the three General Duties of the PSED.

### Document Control

Date	Version	Comments
18/06/19	UST RC	



#### General Duties

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

## 4. Roles and Responsibilities

### 4.1. Specific Duties

The Trust/school will actively seek to:

- Promote equality of opportunity for all pupils, staff, parents and stakeholders
- Eliminate harassment and discrimination that is unlawful under the Act
- Promote positive attitudes towards all – This means not representing people in a demeaning way; not pretending they do not exist; and not representing them anywhere at all
- Encourage participation by disabled persons in public life - It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, which may mean treating disabled persons more favourably than other persons in particular circumstances.

The Trust and the Local Governing Body of the school must not discriminate against:

- job applicants
- existing members of staff
- a child seeking admission to the school
- existing pupils

It must not discriminate either directly or indirectly on the grounds of:

- race
- disability
- sex
- sexual orientation
- religion or belief
- pregnancy and maternity
- gender reassignment
- age (in relation to employment)
- marriage and civil partnerships

### 4.2. The Trust Board

The Trust Board is responsible for ensuring that the Trust/school complies with legislation, and that the equality scheme and its related procedures and action plans are implemented but also

#### Document Control

Date	Version	Comments
18/06/19	UST RC	



delegates' responsibility for monitoring and ensuring the schools are compliant to the Local Governing Body.

The Trust Board and the Local Governing Body committee will keep aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Trustees will annually evaluate and review the success of the school's Equalities Work taking account of quantitative and qualitative evidentiary data.

All parents are encouraged to stand for election to the Local Governing Bodies.

## 5. Areas of Consideration

### 5.1. School Community

Each school within the Trust is aware of and celebrates, different faiths and respect diversity.

### 5.2. Removing Barriers

This refers to physical, curriculum and information (communications) issues. The Trust plans to reduce barriers in these areas are highlighted in the individual School's AEN policy.

### 5.3. Disability in the Curriculum, including teaching and learning

The Trust/School will ensure that people with disabilities are portrayed in a positive way. Disability and harassment are also issues covered in RE lessons & tutor times and relevant links made where appropriate in all areas of the curriculum. Students, parents and staff are aware of how any forms of harassment are dealt with by the schools.

### 5.4. Reasonable Adjustments

The Trust/school will make reasonable adjustments to the curriculum and teaching methods as appropriate. When a member of staff has a disability known to the Trust, staff will work together to meet the needs of the individual, and the school / Trust as a whole. The Trust will liaise carefully with Occupational Health and Trades Unions.

### 5.5. Student Achievement & Learning Opportunities

The Trust/school strives to ensure that all students with a disability are given full access to learning opportunities in the curriculum so they have maximum opportunity to flourish. All children who are disabled with / without SEN have their attainment monitored in accordance with each school's assessment policy. The resulting data is analysed in respect of gender, ethnic-group, ability or additional educational needs and looked-after status.

In addition, to rule out any potential disadvantage, quality assurance procedures ensure that each school meets its duty to positively promote diversity (e.g. quality of provision reviews record evidence of differentiation, and texts are reviewed to ensure appropriateness and

#### Document Control

Date	Version	Comments
18/06/19	UST RC	



inclusivity). The data collected is used to inform further school planning, target-setting and decision-making.

### 5.6. Admissions, Transitions, Exclusions (including Social Emotional Behaviour Difficulties)

Admissions, transition and exclusion data are all closely monitored. Records are collated by the AEN Lead within each school and reported to governors on a termly basis and as appropriate to the Trust Board. This data is presented to the individual School Leadership teams where trends are closely monitored.

### 5.7. Breaches of the Policy

In all cases, instances of perceived discrimination and inequality will be investigated and appropriate action taken to resolve the matter. Where there is evidence to substantiate that a breach of the policy has occurred, and depending on the circumstances of the case, action under the Trust's Disciplinary Policy and Procedure may be required.

In the event of a breach, with regard to pupils, a tutor or Year Team Leader should be approached. In the case of staff, the direct line manager should be approached. However, if necessary, a member of SLT should also be informed. Complaints not able to be resolved at school level will be referred to governors and the Trust.

### 5.8. Policy Planning and Review

Whilst the Trust has a duty to develop and publish equality schemes in relation to both gender and disability, the Trust must consider all aspects of diversity and equality. The Trust's duty in relation to diversity and equality will be revised on an ongoing basis as part of the Trust's Strategic Plan.

## 6. Publishing Equality Objectives

In line with this policy, the Trust/School publishes an Equality Action plan that is monitored by the Governing Body and the Trust Board and its relevant committees.

These priorities apply to all members of the Trust community equally and seeks, where appropriate, to reduce attainment gaps between different groups and develop a community where all achieve their full potential, regardless of their sex (gender), race, disability, religion or belief, or sexual orientation.

In order to help schools in England meet the general equality duty, there are two specific equality duties that they are required to carry out. Schools have to:

- Publish information to demonstrate compliance with the general equality duty at least annually
- Publish one or more specific and measurable equality objectives at least every four years.

The specific objectives set for the Trust for the current period can be found in Appendix 1.

#### Document Control

Date	Version	Comments
18/06/19	UST RC	



### 7. Approval Signature

Signature of (enter position e.g. Chair) \_\_\_\_\_

Print name \_\_\_\_\_

Date \_\_\_\_\_

Document Control

Date	Version	Comments
18/06/19	UST RC	



## 8. Appendix 1 – Equality Objectives for 2016-2020

1. To ensure the outcomes for learners at all stages is outstanding: All students will make at least 3 levels of progress across KS2-4 in English and mathematics, with many achieving 4 levels of progress.
2. To ensure that all students are given the opportunity to make a positive contribution to the life of the schools and its values by increasing the level of pupil voice by extending the school councils to include a fair representation of all pupils in each school, and in this way to foster good relationships in each school between those who have protected characteristics and those who do not.
3. Increase the membership of vulnerable pupils in out-of-school clubs and activities so that all students are given the opportunity to make a positive contribution to the life of the UST schools.
4. To narrow the gap in achievement between vulnerable groups of pupils and other pupils, and in this way to reduce or remove inequalities in attainment throughout the UST schools, particularly inequalities relating to the protected characteristics listed in the Equality Act.
5. To narrow the gap in achievement between boys and girls in KS3 and KS4.
6. To narrow the gap in achievement between students who receive FSM and those who do not.
7. Continue to improve accessibility across the schools for students, staff and visitors with disabilities, including access to specialist teaching areas.

### Document Control

Date	Version	Comments
18/06/19	UST RC	