



## Equality and Diversity Policy

<b>Version</b>	1
<b>Approved by:</b>	Board of Trustees
<b>Approval Date:</b>	28/04/21
<b>Review Frequency:</b>	Every four years – unless new advice or legislations is implemented. If no substantive changes be required at that point, the policy will move to the next cycle.
<b>Review Date:</b>	28/01/25

**Inclusion** – Improving education for everyone.

**Integrity** – We are consistently open, honest, ethical, and genuine.

**Initiative** – We have the courage to always seek a better way to a better future.

**Involvement** – We encourage our community to take ownership and responsibility.

**Inspiration** – We use our drive and commitment to energise, engage and inspire.

Table of version reference: -

Revision	Date	Comments
V.1	Jun'21	Sent to Unions 30/06/21 – no feedback received after 10 days

## **1 Introduction**

- 1.1 The content of this statement applies to all members of Inmates including:
- staff;
  - LAC governors;
  - trustees;
  - pupils
  - visitors when in the academy or when engaged with off-site learning.
  - Any temporary staff or contractors delivering services to, or on behalf, InMAT; and
  - students/trainees on placements.
- 1.2 InMAT fully recognises its responsibilities for equality for all and will work to ensure fair treatment for all within the context of the most recent legislation and the legit aims of the organisation.

## **2 Equality of opportunity**

- 2.1 Equal opportunity is about the right of everyone to:
- equal chances,
  - make good progress and achieve well;
  - fair and equal access to provision and opportunities; and
  - be respected for who they are.
- 2.2 Equal opportunities should permeate all aspects of Trust and academy life and is the responsibility of every member of the academy community.
- 2.3 All members of the academy community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of ethnicity, gender, social background, ability, disability, belief, age, marital status, nationality, citizenship or sexual orientation.
- 2.4 Within InMAT we are aware that the academy leaders are instrumental in demonstrating mutual respect between all members of the academy community. There should be an 'openness' of atmosphere which welcomes everyone to the academy. Staff and pupils should be expected to greet visitors to the academy with friendliness and respect.

## **3 Definitions**

- 3.1 The Equality Act 2010 covers policies that were previously separate under the headings of disability, race and gender. These broad areas and some new definitions are now encompassed in one policy commitment.
- 3.2 This policy refers to equality in the following groups and covers a number of areas of discrimination.

### 3.3 Protected Characteristics:

- Age
- Disability: a person who has a physical or mental impairment which has a substantial and long term effect on his/her ability to carry out normal day to day activities
- Gender reassignment: a person who proposes to, starts or has completed a process to change his/her gender. This does not have to be under medical supervision
- Marriage & civil partnership
- Pregnancy and maternity: pregnancy related illness must not be taken into account when considering a woman's employment
- Race: this encompasses colour, nationality, and ethnic or national origins
- Religion or Belief: this covers all faith with a structure and belief system which has weighty and substantial influence on human life and behaviour. Those of no faith are also covered
- Sex: both men and women are protected under the Act
- Sexual Orientation: The Act protects bisexual, gay, heterosexual, and lesbian people

### 3.4 Types of Discrimination:

- Direct discrimination: someone is treated less favourably than another person because of a protected characteristic
- Discrimination by Association: direct discrimination against someone because they associate with another person who possesses a protected characteristic
- Discrimination by Perception: direct discrimination against someone because others think they possess a particular protected characteristic
- Indirect Discrimination: resulting from a rule or policy that applies to everyone but disadvantages a particular protected characteristic
- Harassment: behaviour that is offensive to other seven if not directly aimed at them
- Harassment by a Third Party: The Trust are potentially liable for harassment of those in our organisation by people they don't employ
- Victimisation: someone is treated badly made or supported a complaint under the Equality Act 2010

## 4 Responsibilities

### 4.1 The Trust board and LACs:

- To ensure the academy complies with the Equality Act 2010
- To ensure the equality policy and its procedures are followed

### 4.2 The Head Teacher:

- To ensure the equality policy is readily available and that all stakeholders can easily access it
- To ensure the equality policy and its procedures are followed
- To ensure all staff and trustees are well informed about the policy and trained where necessary
- To ensure appropriate action is taken in response to breaches of the equality act
- To ensure the academy has identified all staff and students with protected characteristics

- 4.3 All staff
- To comply with the content of this policy
  - To recognise and deal with breaches of the equality act
  - To promote equality for all
  - To keep up to date with the provisions of the equality act

## 5 **Complaints Procedure**

- 5.1 If any pupil or parent feels they have a complaint which falls under the Equality Act they should, in the first instance, report this to the Headteacher.

## 6 **Promoting Equality**

- 6.1 The Trust and academies will promote equality in the following ways:

### 6.1.1 Pupil achievement and progress

- Will be monitored by protected characteristics
- Will be supported by strategies to tackle underachievement in protected characteristic groups
- Will be analysed at SLT level to ensure all pupils are making appropriate progress
- Will be valued across the whole academy

### 6.1.2 The academy will endeavour to

- ensure all pupils have equal access to extra-curricular activities;
- ensure all pupils are offered the guidance and support they need;
- challenge all discrimination as outlined in the equality act; and
- ensure that pupils on work experience or other off-site activities are treated in a fair and equal way

### 6.1.3 Religious and Cultural Diversity

- The academy will use formal assemblies and group worship opportunities to celebrate awareness and understand in our faiths from around the world
- Teachers and other role models will be encouraged to share with pupils their experiences about what faith means to them

### 6.1.4 The Curriculum

- The academy will promote equality and diversity through an inclusive curriculum
- Discrimination will be challenged in all areas of the curriculum
- Curriculum planning will take account of the needs of all
- Curriculum provision will be monitored and evaluated by senior colleagues
- Allocation of pupils to classes and option groups will reflect equality for all
- Assessment outcomes will be used to revise curriculum provision where appropriate
- Teaching methods will be diverse and appropriate for all needs and learning styles
- Resourcing will reflect the need to provide equal access for all
- The academy will seek to make full use of resources available within the wider community

### 6.1.5 Pupil Behaviour Policies

- Procedures for managing behaviour and discipline will be fair and applied equally to all.
- The academy will seek to adopt good practice strategies that have been shown to

- reducerates of exclusion for all
- The exclusion process will apply equally to all
- Strategiestoreintegratelongtermtruantsandexcludedpupils will address the needs of pupils with any protected characteristics

#### 6.1.6 Admissions and Transfers

- The academy will adopt local authority procedures to ensure that admission is fair for all
- The academy will monitor and act upon data gathered about the attendance of all pupils but with particular reference to those with protected characteristics
- The academy will recognise the need for some pupils to take time off for religious observance and seek to use IT solutions to support learning during these periods

#### 6.1.7 Language

We recognise that it is important that all members of the learning community use language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of all groups
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals

## 7 **Impact Assessment**

- 7.1 The academy will monitor the impact of this policy via analysis of data collected (as identified elsewhere in this document) to ensure that there is no disadvantage to those with protected characteristics within the academy's activities.