



The Collegiate Trust  
Exceptional Education for All

## **EQUALITIES POLICY & STATEMENT OF OBJECTIVES**

|                                 |              |
|---------------------------------|--------------|
| <b>Lead</b>                     | CEO          |
| <b>Reviewed by ELG</b>          | October 2018 |
| <b>Consultation with Unions</b> | N/A          |
| <b>Approved by TCT</b>          | January 2020 |
| <b>Next Review</b>              | January 2021 |

# EQUALITIES POLICY

## 1. Introduction

- 1.1 *The Collegiate Trust* is a partnership of academies in Crawley and Croydon whose purpose is to build collaboration to deliver exceptional education, and whose vision is exceptional education for all. This is reflected in our Trust's values: **ambition & collaboration**, as well as in our desired outcomes: **achievement & enjoyment**. This policy provides a key mechanism that informs our wider Academy Improvement Strategy.
- 1.2 *The Collegiate Trust* recognises and values our duty under the *Equality Act 2010* to eliminate discrimination, advance equality of opportunity and foster good relations in regard to age, disability, ethnicity, gender, religion and sexual identity. We also recognise the need to promote community cohesion in order to be an inclusive and caring community.
- 1.3 We comply with the public sector equality duty (PSED) set out in clause 149 of the *Equality Act 2010* by demonstrating our progress towards greater equality in minutes of the Trust and by publishing this policy on the Trust's website.
- 1.4 *The Collegiate Trust* appreciates that these duties also reflect international human rights standards as expressed in the *UN Convention on the Rights of the Child*, the *UN Convention on the Rights of people with Disabilities* and the *Human Rights Act 1998*.

## 2. All pupils / students are of equal value

We embody the Trust view of equality through the Trust's vision of *exceptional education for all*, and the Trust's key values and expected outcomes as set out in the *Strategic Plan*.

We value equally all members of the Trust, their families and our community:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

## 3. We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities take account of differences of life experiences, outlook and background, and of the kinds of barriers and disadvantage which people may face in relation to:

- Disability - so that reasonable adjustments are made
- Ethnicity - so that different cultural backgrounds and experiences of prejudice are recognised
- Gender - so that the different needs and experiences of male and female young people and male and female adults are recognised
- Religion, belief or faith background
  - Sexual identity – PSHE lessons are specifically designed to promote an inclusive agenda by covering all sexualities

## 4. We foster positive attitudes and relationships as well as cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice related bullying and incidents
- Mutual respect and good relations between male and female students and between male and female adults and an absence of sexual and homophobic harassment

## **5. We observe good equalities practice in staff recruitment, retention and development**

5.1 We ensure that all policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to parenthood.

5.2 We regularly analyse salary levels and comparisons, applications and promotion opportunities to ensure that there are no anomalies or barriers to equality. To this end the Trust Board receives a report in the spring term comparing the gender make-up of the staff team and an analysis of their salaries, as well as the *Gender Pay Gap Analysis*

## **6. We aim to reduce and remove inequalities and barriers that already exist**

6.1 In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Male and female students - and male and female adults
- Transgender students and adults.

6.2 Regular analysis is made of exclusions by gender and ethnicity and details of these are reported to each LGB, and the Trust Board where they are of concern. Our admissions are carefully monitored, and the *Admissions Policy* of each Academy is properly implemented to ensure access is fair, meeting all statutory requirements. Our curriculum is regularly reviewed to ensure that all groups have access to what we offer, and analysis is made of student choices.

## **7. Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as the non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both male and female adults and male and female students
- People of all sexual orientations
- People of all genders.

## **8. The Curriculum**

The Principal / Headteacher and Local Governing Body (LGB) will keep the curriculum in the academy under review to ensure that teaching and learning reflect the principles set out above.

## 9. Ethos and Organisation

We ensure that the principles listed above apply to the full range of our policies and practices, in particular those that are concerned with:

- Students' progress, attainment and achievement
- Students' personal development, welfare and well being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community

## 10. Addressing Prejudice and Prejudice Related Bullying

*The Collegiate Trust* is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the Introduction to this Policy:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities and those directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia
- We report to LGB about the numbers, types and seriousness of equalities and prejudice related incidents in each academy

## 11. Roles and Responsibilities

- *The Collegiate Trust* is responsible for ensuring each academy complies with legislation and that this Policy and related procedures and actions are implemented
- The Chair of the Trust is responsible for ensuring the delivery and implementation of this Policy
- The Principal is responsible for implementing the Policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination
- The Principal is the senior member of staff who has day to day responsibility for coordinating implementation of the Policy, although this may be delegated to a member of the SLT
- All staff are required to promote an inclusive and collaborative ethos in their classroom
- All staff are required to deal with any prejudice related incidents that may occur
- The Principal is required to maintain systems to log equalities related incidents
- Teachers must plan and deliver curricula and lessons that support this Equalities Policy
- Staff will support students in their class for whom English is an additional language
- All staff will keep up to date with equalities legislation relevant to their work.

## 12. Information, Communication and Resources

12.1 Each academy will ensure that the content of this policy is known to all staff, Governors and, as appropriate, to all students and pupils, and their parents and carers.

12.2 All staff and Governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail

12.3 Each academy will promote discussion on equalities and prejudice in the curriculum PSHEE, assemblies, pastoral time, conferences and other events.

- 12.4 Each academy respects the religious beliefs and practices of all staff, students and parents and comply with reasonable requests relating to religious observance and practice.
- 12.5 Each academy seeks to identify opportunities to acknowledge, examine and celebrate major world faiths through assemblies, pastoral time, conferences and other events.
- 12.6 Each academy will ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
- 12.7 Breaches of this policy will be dealt with in the same ways that breaches of other Trust or academy policies are dealt with, through the Staff Disciplinary or Student / Pupil Behaviour Policies.
- 12.8 *The Collegiate Trust* will collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- 12.9 The Collegiate Trust will collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special education needs; ethnicity, culture, language, national origin and national status; gender.

### **13. Objectives for 2019/20**

- 13.1 To develop clearer approaches to impacting on the gender pay gap in the Trust.
- 13.2 To continue to move towards the *London Living Wage* for all staff.
- 13.3 To analyse carefully the areas of particular success within the Trust of work with disadvantaged students and ensure best practice is informing all of our work.