



The Collegiate Trust
Exceptional Education for All

EQUALITIES POLICY & STATEMENT OF OBJECTIVES

Lead	CEO
Reviewed by ELG	N/A
Consultation with Unions	N/A
Approved by TCT	September 2022
Next Review	September 2023

EQUALITIES POLICY

1. Introduction

- 1.1 *The Collegiate Trust* is a partnership of schools 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 School 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:

- Age
- Disability - so that reasonable adjustments are made
- Marriage or civil partnership
- Pregnancy and maternity
- Race (including colour, nationality, and ethnic or national origin)- so that different cultural backgrounds and experiences of prejudice are recognised
- Sex - so that the different needs and experiences of all young people and all adults are recognised
- Religion, belief or faith background
- Sexual orientation – PSHE lessons are specifically designed to promote an inclusive agenda by covering all sexualities

- Gender reassignment

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 pupils / students and between adults with different gender identities and an absence of sexual and phobic 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 School 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. We celebrate diversity

We do not discriminate against anyone on the grounds of their sex, race, colour, religion, sexual orientation, nationality or ethnicity. We promote the principles of fairness and justice for all through the education that we provide in our schools and ensure that all pupils and students have equal access to the full range of educational opportunities provided. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. We challenge stereotyping and prejudice whenever it occurs. We celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

9. The Curriculum

The Principal and Local Governing Body (LGB) will keep the curriculum in the school under review to ensure that teaching and learning reflect the principles set out above. This will be monitored by the Director of Education and her team.

10. 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

11. 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, homophobia and transphobia
- We report to LGB about the numbers, types and seriousness of equalities and prejudice related incidents in each school

12. Roles and Responsibilities

- *The Collegiate Trust* is responsible for ensuring each school 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.

13. Information, Communication and Resources

- 13.1 Each school 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.
- 13.2 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
- 13.3 Each school will promote discussion on equalities and prejudice in the curriculum PSHEE, assemblies, pastoral time, conferences and other events.
- 13.4 Each school respects the religious beliefs and practices of all staff, students and parents and comply with reasonable requests relating to religious observance and practice.
- 13.5 Each school seeks to identify opportunities to acknowledge, examine and celebrate major world faiths through assemblies, pastoral time, conferences and other events.
- 13.6 Each school will ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
- 13.7 Breaches of this policy will be dealt with in the same ways that breaches of other Trust or school policies are dealt with, through the Staff Disciplinary or Student / Pupil Behaviour Policies.
- 13.8 *The Collegiate Trust* will collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- 13.9 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.

14. Objectives for 2022/23

- 14.1 To ensure that the agreed RSE Policy is being implemented in each school within the Trust.
- 14.2 To evaluate the impact of staff recruitment practices on the diversity of the workforce; this will be carried out by conducting detailed analysis on 3 advertised posts in each school in 2022/23.
- 14.3 To identify key ways to impact on the gender pay gap within the Trust.