



# Greywood

## Multi-Schools Trust

The House, Eastern Avenue, Lichfield,  
Staffordshire, WS13 7EW

## Equalities Policy

| Date Published            | Review date |
|---------------------------|-------------|
| 1 <sup>st</sup> July 2019 | June 2021   |

| Policy links to   |
|---|
| Child Protection and Safeguarding Policy and Procedure<br>Special Educational Needs Policy<br>Anti-Bullying Policy<br>Equal Opportunities (Staff) Policy<br>Complaints Procedure<br>Admissions Policy<br>Accessibility Policy<br>School Improvement Plan<br>Medical Needs Policy<br>Educational Visits Policy |

### Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes about which the Trust and its schools need to be aware. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. The law identifies seven protected characteristics which may not be discriminated against:

- Age
- Disability
- Gender reassignment
- Marriage and Civil partnership, Pregnancy and Maternity
- Race, Religion or belief
- Sex
- Sexual orientation

It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

### Roles and Responsibilities

The Greywood Multi-Schools Trust Board has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. Day-to-day operational responsibility, including regular review of this policy, has been delegated to the Chief Executive Officer and the Local Governing Body for each school. The Trust





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Board will ensure all policies promote the equality principles as set out in this policy and monitor the progress towards our equality objectives.

### Forms of Discrimination

Discrimination by or against a learner is generally prohibited unless there is a specific legal exemption.

Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs when someone is treated less favourably because of one or one of the protected characteristics as set out at the start of this policy.

Indirect discrimination occurs when someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristics at a particular disadvantage. For example, if all learners must demonstrate a level of physical fitness before being admitted to a school, it is indirectly discriminating against disabled learners – unless the academy can show that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

Associative discrimination is when an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic.

Perceptive discrimination is where an individual is directly discriminated against or harassed based on a perception that they have a particular protected characteristic when they do not, in fact, have that protected characteristic (this does not include marriage and civil partnership, and pregnancy and maternity).

By not making reasonable adjustments to the environment, the curriculum or other activities constitutes discrimination. Every effort will be made to make sure on occasions positive discrimination will take place in form of making reasonable adjustments to ensure pupils and staff are not discriminated against.

### Aims and Values

All of the schools in the Trust are welcoming, everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. The Trust is committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community. All schools and the Trust aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement.





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### To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share our policies and impact assessments with the whole community
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- Use all available information to set suitable learning challenges for all
- Respond to pupils' diverse needs and overcome any potential barriers to learning
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- Have high expectations of behaviour which demonstrates respect to others

### Greywood Multi-School's Trust is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community
- Encouraging, supporting and enabling all students and staff to reach their potential and make a positive contribution
- Working in partnership with families, stakeholders and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality Policy is followed

### Responsibilities

#### The Trust Board and Local Governing Bodies have responsibility to:

- Ensure that the schools comply with equality legislation
- Ensure that the schools meet legal requirements to publish equality schemes
- Ensure that the Trust's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- Scrutinise the recording and reporting procedures at least annually
- Adhere to the criteria outlined in the Admissions Policy. The Admissions Policy is evaluated and monitored for equality impact on learners, parents and carers.
- Monitor attendance and take appropriate action where necessary
- Have equal opportunities in staff recruitment and professional development and membership of the Trust Board and Local Governing Bodies
- Be involved in dealing with serious breaches of the policy
- Be pro-active in recruiting high-quality applicants from under-represented groups

#### The Headteacher has responsibility to:

- Implement the policy and its strategies and procedures
- Ensure that all staff receive appropriate and relevant continuous professional development
- Actively challenge and take appropriate action in any cases of discriminatory practice
- Deal with any reported incidents of harassment or bullying in line with LA guidance
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy
- Produce a report on progress for the Trust Board and governors at least annually





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### All Staff members have a responsibility to:

- Be vigilant in all areas of the school for any type of harassment and bullying
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

### Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the TrUst Board and Local Governing Bodies as required.

### Equality Objectives

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not
- **Foster good relations** between people who share a protected characteristic and people who do not.

Equality objectives are included in the School's Improvement Plan. The School Improvement Plan is shared with Governors and reviewed at least annually.

### The Public Sector Equality Duty

The Equality Act 2010 (Statutory Duties) Regulations 2011 impose a specific duty on Greywood Multi-School's Trust to publish information relating to the protected characteristics of its employees.

To give effect to the duty under the Regulations, The Trust will report the results of its monitoring in anonymised form to the Trust Board and Local Governing Bodies.

### Measuring the Impact of the Policy

Where a discriminatory incident occurs a copy of the Discriminatory Incident Reporting Form (Appendix 1) is completed and filed at the academy. A scanned copy of the form is submitted to the CEO.

The Equalities Policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers. The main findings from equality impact assessments will be presented to the Local Governing Body.





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Policy accepted by Trust Board June 2019

### Appendix 1

| Discriminatory Incident Reporting Form   |   |
|--|---|
| School   |   |
| Site the incident took place   |   |
| Name of people involved  |   |
| Contact details if not a member of staff or pupil  |   |
| Date and time of incident  |   |
| Nature of incident   |   |
| People present at the incident and did they provide a statement (append statements to this form) |   |
| Give details of actions taken  |   |
| Were any of the following contacted  | Police Yes <input type="checkbox"/> No <input type="checkbox"/><br>Ambulance Yes <input type="checkbox"/> No <input type="checkbox"/> |

Policy accepted by Trustees May 2019

