



# Equality and Diversity

**Next Review: June 2018**

<b>Written by</b>	IFT Executive Team	
<b>Reviewed by</b>		
<b>Approved by</b>		
<b>Adopted by academies</b>	By: BFA Crockerne HMA NSETC St Katherine's	
<b>Next Review:</b>	Annually	

Signed: .....  
Chair of Trust / Local Governing Board

Date: .....

**Prepared by:** Inspirational Futures Trust, Executive Team

## 1. Policy statement

- 1.1 Inspirational Futures Trust is committed to creating an inclusive Trust, where people are treated with dignity and respect and where we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.
- 1.2 Inspirational Futures Trust is committed to promoting and advancing equality of opportunity, not only because it is an important part of the vision and values of the Trust, but also because, by attracting and retaining the most diverse range of talented people as learners, staff and partners, we will ensure the Trust's future success.

## 2. Aims

- 2.1 The aim of this policy and scheme is to set out how the Trust carries out its functions with due regard to the Public Sector Equality Duty, to:
- eliminate discrimination and other conduct that is prohibited by the Act;
  - advance equality of opportunity between people who share a protected characteristic and people who do not share it;
  - foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

## 3. Rights and responsibilities

- 3.1 Learners, staff, governors, agency workers, visitors and contractors are required to support and uphold the principles set out in the policy. Partners and employers are expected to maintain these standards when working with Inspirational Futures Trust Learners, through their own Equality and Diversity Policy or by adhering to Inspirational Futures Trust Policies.
- 3.2 Inspirational Futures Trust is responsible for ensuring appropriate procedures and structures are in place. The equality and diversity policy is reviewed by the Education Quality Committee of the Trust and approved by the Trustees on an annual basis, or earlier where required, for example to respond to legislative changes.
- 3.3 The Trust Board of the Inspirational Futures Trust, has overall responsibility for equality and diversity.
- 3.4 The commitment of all members of the Trust's community and the community of each academy is required to make the policy a success. It is the responsibility of each academy to ensure contractors and others who visit the site are aware of the policy.
- 3.5 Failure to comply with this Policy by staff or learners will be investigated and may result in individuals being asked to leave the Trust.
- 3.6 If you experience or witness any harassment, discrimination or bullying, please report it as soon as possible, even if it is not directed at you personally. Reporting procedures are detailed at Appendix A.
- 3.7 The policy is developed within the framework of UK and European legislation, listed at Appendix B.

To ensure that each academy complies with statutory requirements of equalities legislation. Specifically:

- The local governing board is required to set out its commitment to equal opportunities and do all it can to ensure that each academy is fully inclusive to learners, and responsive to their needs based on protected characteristics.
- The local governing board is required to set out how it welcomes all applications to join the academy equally.
- The local governing board is required to set out how it ensures that no learner is discriminated against on account of any protected characteristic.
- The local governing board takes all reasonable steps to ensure that the environment gives access to people with disabilities, and also strives to make communication as inclusive as possible for parents, carers and learners.
- Senior leaders manage the academy on a day to day basis in a way that ensures staff are aware of their responsibilities, that they are given necessary training and support and are able to report to the local governing board who promote the principle of equal opportunity when developing the curriculum; promote respect for other people; ensure equal opportunities for all to participate in all aspects of academy life; treat all incidents of unfair treatment and any incidents of bullying or discrimination including racist incidents with due seriousness.
- Teaching staff promote an inclusive and collaborative ethos in the academy, enabling learners to access learning and maximise their progress, specifically: challenging inappropriate language and behaviour responding appropriately to incidents of discrimination and harassment, referring as necessary to senior leaders, ensuring appropriate support for learners with additional needs.
- The academy ensures learners treat each other with respect, explore diversity with a healthy and positive approach, value diversity and speak out if they witness or are subject to any inappropriate language or behaviour or feel that they have been treated unfairly by other learners, staff or members of the wider community.

#### 4. Implementation

- 4.1 The Policy is implemented through the whole of the Trust's activities.
- 4.2 The [Trust Single Equality Scheme](#) and individual academy Action Plans detail how we are continuously improving our equality practice and how we meet our legal requirements under the general and specific equality duties.
- 4.3 The Trust monitors and reviews equality impact through the Equality Risk Assessment process.
- 4.4 The Trust as part of the Weston College Group and its partners are represented through the Equality and Diversity Committee.

- 4.5 The Trust as part of the Weston College Group has access to equality groups within the Weston College Group which are consulted.
- 4.6 One Trustee has specific responsibilities for equality and diversity and ensures the Trust Board is fully informed of developments in this area.
- 4.7 The Weston College Group has an Equality & Diversity Co-ordinator to manage and coordinate related activities, facilitate developments and communicate responsibilities to appropriate staff within the Weston College Group.
- 4.8 The Trust protects children, young people and vulnerable adults through its Safeguarding Policy. Confidentiality cannot be assured where it conflicts with a safeguarding issue.

## 5. Monitoring and analysis

- 5.1 As a provider of education to learners, the Trust will monitor and expect each academy to monitor the attainment and progress of different learner groups against national performance, and the variation of the performance of these groups within each academy.
- 5.2 The Trust will monitor and expect each academy to monitor:
- exclusions and behaviour logs;
  - the progress of learners with special educational needs;
  - the progress of children who are looked after;
  - attendance for all groups of learners;
  - bullying incidents;
  - racial incidents;
  - sexual harassment/sexual assaults;
  - HATE crimes based on protected characteristics;
  - discriminatory incidents based on protected characteristics or harassment/discrimination based on protected characteristics;
  - feedback from safeguarding training;
  - feedback from parent groups, parents' evenings and parent questionnaires and from the school council, PSHE lessons and our student survey issues raised in student's annual review meetings feedback at local governing board meetings.
- 5.3 On an annual basis the Trust will monitor and expect each academy to monitor and analyse data by each group (learners and staff) with known protected characteristics and report to the appropriate committee of the local governing board.
- 5.4 In reviewing academy policy, the Trust will expect each committee of the local governing board to analyse the impact of policies in relation to groups with protected characteristics.

## 6. Evaluation of equalities objectives

- 6.1 An evaluation of the impact on equality outcomes will be undertaken by the local governing board on an annual basis and will determine the stated equality objective(s) meet the public sector duty.

## 7. Definition of terms

### 7.1 Equality

'Equality' means treating all groups of people fairly, providing equality of opportunity and removing barriers to success. It is not about treating everybody the same because different people have different needs. For example, making reasonable adjustments for disabled people (like providing additional time in exams for dyslexic learners) removes barriers to equality of opportunity and helps prevent discrimination. Increasing our understanding of the needs of different groups of people promotes good relations between people.

### 7.2 Equality protected characteristics

Equality laws exist to protect the groups of people who have traditionally faced discrimination. These groups of people share 'equality protected characteristics' such as age, disability (including physical, mental and learning impairments), race, sex, pregnancy, maternity and breastfeeding, gender identity, marriage or civil partnership status, religion or belief and sexual orientation.

### 7.3 Diversity

Valuing diversity means we consider visible and non-visible individual differences, which include personal characteristics such as background, culture and personality in addition to the equality protected characteristics. The aim of managing diversity is to realise the potential of every individual learner and staff member.

### 7.4 Harassment

Harassment is defined as "unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual." Harassment may include unwanted behaviour that makes you feel uncomfortable, even if it was not intended to do so, and even if it was not directed at you personally. For example, a member of staff makes comments on a learner's sexuality in a way that makes the learner feel uncomfortable.

### 7.5 Discrimination

There are different types of discrimination:

- 7.5.1 **Direct discrimination** is treating a person worse than another because of an equality protected characteristic. For example, a school only shortlists male applicants for interview because they assume women will not fit in. A person can experience direct discrimination because of a protected characteristic, even if the person does not have the characteristic himself or herself.

Discrimination based on 'perception' occurs when someone is treated worse because they are thought to have a protected characteristic, whether correctly or incorrectly. For example, a school decides not to promote a female employee because senior staff believe her to be pregnant, irrespective of whether she is pregnant or not.

Discrimination because of 'association' with someone who has a protected characteristic occurs when, for example, an employee is overlooked for promotion because their partner has undergone gender reassignment.

7.5.2 **Indirect discrimination** is when the same rule is applied to everyone but it has a worse impact on people with a particular protected characteristic and cannot be justified. For example, an employer who requires staff to commit to working from 8pm to 11pm every evening indirectly discriminates against women, who are more likely to be primary carers of children.

7.6 **Disability-related discrimination** or 'discrimination arising from disability' and failure to make reasonable adjustments are forms of discrimination unique to disability, that involve treating a disabled person in a particular way that, because of their disability, amounts to treating them unfavourably. For example, a learner with diabetes, carrying medication related to their condition, is refused entry by the school to an event with a no drugs policy.

7.7 **Victimisation** means treating someone worse than another because s/he has asserted their legal rights in line with equality legislation or helped someone else to do so. For example, a learner alleges that they have encountered racism from a tutor, and as a result they are ignored by other staff members.

7.8 **Bullying** is a form of abuse involving persistent, offensive, abusive, intimidating or insulting behaviour, abuse of power or unfair penal sanctions which makes the recipient feel upset, threatened, humiliated or vulnerable,. Bullying may be emotional, verbal or physical and it is not always obvious or apparent to others. It can be between two individuals or it may involve groups of people.

Bullying, harassment and discrimination can occur in any media, not just face to- face actions. For example, it may take the form of written communications, by phone, email, social networking sites, by SMS (texting), screen-savers or posters.

7.9 **Safeguarding** is about the protection of children and vulnerable adults and our approach is detailed in our Safeguarding Policy.

## 8. Responsibilities

8.1 Trustees, governors, school governors, staff and learners have obligations under the Public Sector Equality Duty which includes monitoring and promotion of equality and publication of equality information.

8.2 Each academy will set its equality objectives (which need to be published) every four years in accordance with the legislative requirements.

- 8.3 Each academy will be required to produce its own equality action plans each September.

## **Next Policy Review**

June 2018

## **Appendix A:**

### **Reporting Discrimination, Harassment or Bullying**

If you experience or witness harassment, discrimination or bullying, it is important that you report the incident as soon as possible. The views of the complainant will be taken into account when decisions to resolve formally or informally are made. Decisions will be made in consultation with the complainant.

#### **Staff**

It is the responsibility of each academy to ensure its staff are trained to report incidents to their Line Manager, a member of the IFT Executive Team, a member of the Human Resources team or a Union Representative. Each academy must inform its staff about which managers are trained in disclosure. Each academy must publish its Whistleblowing Policy annually.

Formal cases will be dealt with through the Trust Anti-Harassment and Bullying Policy, the Grievance Policy and/or the Disciplinary Policy as appropriate to each individual case.

#### **Learners**

It is the responsibility of each academy to ensure its learners are taught to report incidents related to discrimination, harassment, bullying or a racist incident to a trusted adult.

### **Reporting Hate Incidents**

A hate incident is any type of incident perceived to be racist, homophobic or driven by other prejudice by the victim or any other person. If you experience or witness a hate incident, please report it to your Line Manager, a member of the IFT Executive Team, a member of the Human Resources team or a Union Representative. Children and young people should be taught to report a hate incident to a trusted adult who will follow due process.

## Appendix B:

### Legal Framework

The Trust is committed to promoting equal opportunity. On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools must take account of.

[http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

[http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpgacs\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpgacs_20100015_en.pdf)

Guidance for schools published in 2014

[https://www.equalityhumanrights.com/sites/default/files/technical\\_guidance\\_on\\_the\\_pse\\_d\\_england.pdf](https://www.equalityhumanrights.com/sites/default/files/technical_guidance_on_the_pse_d_england.pdf)

[http://www.equalityhumanrights.com/sites/default/files/psed\\_guide\\_for\\_schools\\_in\\_england.pdf](http://www.equalityhumanrights.com/sites/default/files/psed_guide_for_schools_in_england.pdf)

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