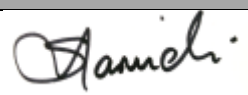
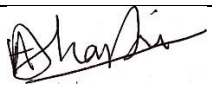
EQUALITY POLICY

Date this policy takes effect:	Review frequency:	Date to review:	Date to be ratified:
22.2.2022	Annually	Executive Headteacher Autumn 2023	Board of Trustees Autumn 2023
How will Trustees be assured this has been implemented?		Evidence of Equalities Impact Assessment; Objectives and update on progress against agreed objectives	
Signed:		Sash Hamidi (EXECUTIVE HEADTEACHER)	
Signed:		Aliya Dhanji (CHAIR OF TRUSTEES)	

All policies are subject to change or review in light of Government guidance or when applied.

This policy works alongside the following policies:

Accessibility, Admissions, Anti Bullying, Code of Conduct, Behaviour, Charging, Complaints, all HR policies, Safeguarding & Child Protection

THE PEGASUS PARTNERSHIP TRUST

"Children First"

Our Vision Statement

Within The Pegasus Partnership Trust, our vision and aims of education are underpinned by the UNICEF United Nations Conventions on the Rights of the Child (UNCRC).

We believe:

- All learning should be purposeful and experiential
- In learning values and skills for whatever the future brings
- We can be world changers

We are a PRIMARY MAT for PRIMARY SCHOOLS so every child's PRIMARY EXPERIENCE enables lifelong learning

This means we are committed to providing an education, for all children, that should develop their personality, talents and abilities to the full (article 29). We encourage a sense of community spirit, where children pastoral care and well-being underpins academic, co-curricular and sporting excellence. We aim to achieve this through an inspiring curriculum, that is child-centred (article 3), and extends child learning beyond the constraints of the classroom. We want to instil a life-long love of learning and equip children with skills that develop their independence, critical thinking, self-awareness, resilience and self-confidence.

Statement of intent

The Pegasus Partnership Trust aims to ensure that all personal data collected about staff, children, parents/carers, those in governance, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill. The academy may, from time to time, be required to share personal information about its staff or children with other organisations, mainly the LA, other schools and educational bodies, and potentially social services. This policy applies to all personal data, regardless of whether it is in paper or electronic format.

Safeguarding Statement

The Pegasus Partnership Trust respects and values all children and are committed to providing a caring, friendly and safe environment for all our children so they can learn, in a relaxed and secure atmosphere (article 31). We believe every child should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm (article 19). This is the responsibility of every adult employed by, or invited to deliver services to academies within the Trust. We recognise our responsibility to safeguard all who access school and promote the welfare of all our children by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality Statement

At The Pegasus Partnership Trust, we ensure equality of education and opportunity for all children, staff, parents/carers receiving services from the academy, irrespective of age, race, gender (re-assignment), disability (article 23), religion and belief (article 14), sexual orientation, marital/cohabiting status or socio-economic background (article 2). We develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in academy life.

The achievement of children is monitored by race, gender and disability and we use this data to support children, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This policy sets the expectation that all staff at The Pegasus Partnership Trust (the "Trust") see themselves as learners and therefore reflects their development as professionals.

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- Principle 4: Recruitment, retention and ongoing staff development.
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1.0 Introduction

The Equality Act came into effect from autumn 2010 (amendment order 2012) and placed a new single Public Sector Equality (PSED) duty on all public bodies, including academies. This duty has three main elements and in carrying out our functions (as a public body) we are required to have due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Act,
2. Advance equality of opportunity between people who share a protected characteristic (see list below) and people who do not share it,
3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

- The Trust has this policy to help us ensure we meet our statutory duty.
- Site / Asset Management and Health & Safety

This document sets out how children, employees and visitors to the Trust's Academies with the following **protected characteristics** (previously known as equality strands) will be protected in our Trust from harassment and/ or discrimination:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

This document also extends to cover all aspects of vulnerability, including those associated with socio-economic factors where known (e.g. children qualifying for free school meals).

This policy will be evaluated and findings reported to the Trustees annually. A full review will be conducted every three years.

2.0 Our Guiding Principles

In fulfilling our legal obligations , the Trust is guided by the following principles:

Principle 1: all members of the Trust and its wider community are of equal value

- We see all members of the Trust and wider community of equal value

Principle 2: we recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated as appropriate, to take account of differences in life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

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

- Positive attitudes,
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents;
- Mutual respect and good relations between boys and girls, women and men and an absence of sexual harassment;
- Positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our Trust's vision and values, for benefit all employees and potential employees.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist and take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

Principle 6: we consult widely as recognise that people affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Wherever possible and/or deemed appropriate we will strive to do so.

Principle 7: Children, their families, staff and the wider community as a whole should benefit from the Trust's policies and core/ enhanced curriculum activities supporting greater social cohesion, and greater participation in public life. The Trust aims to contribute to community cohesion in the areas its Academies serve by creating opportunities, through the curriculum and activities where children can interact with those from different backgrounds and cultures. This enriches their understanding of the community and its diversity.

3.0 Aims of our Equality Policy

To articulate the Trust's commitment to equality which permeates and supports all Trust policies, protocols, procedures and practices;

- To ensure that everyone who belongs to, or comes into contact with, our Academy communities is valued, respected and their individual needs are supported;
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation;
- To ensure all children have the opportunity to reach their full potential;
- To promote and support the continued professional development of all staff;
- To comply with statutory duties under equalities legislation in one single document.

This is made into a key statement in every policy:

Equality Statement

At The Pegasus Partnership Trust, we ensure equality of education and opportunity for all children, staff, parents/carers receiving services from the academy, irrespective of age, race, gender (re-assignment), disability (article 23), religion and belief (article 14), sexual orientation, marital/cohabiting status or socio-economic background (article 2). We develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in academy life. The achievement of children is monitored by race, gender and disability and we use this data to support children, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

4.0 The Purpose of the Equality Policy

This Equality Policy sets out how the Trust will work to:

- Eliminate discrimination (see appendix 2);
- Eliminate harassment or victimisation related to any aspect of social identity or diversity;
- Promote equality of opportunity;
- Promote positive attitudes to all aspects of social identity and diversity;
- Encourage participation by disabled people and people representing different aspects of social identity in public life;
- Take steps to take account of difference even where that involves treating some people more favourably than others;
- Take proportionate action to address the disadvantage faced by particular groups of children. This includes progress reviews of children by groups as identified in data monitoring sets.

5.0 Planning to eliminate discrimination and promote equality of opportunity

We want to promote equality in every aspect of both our operations and the education we provide. Through a relentless focus on equality by all stakeholders, we should develop and share a language of equality across the Trust.

6.0 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the Trust operates equality of opportunity in its day to day practice in the following ways:

6.1 Ethos and Organisation

The Trust will ensure that its Equality principles apply to the full range of its Academies' policies, procedures and practices including those that are concerned with:

- Learners' progress, attainment and assessment;
- Learners' and staff personal development, welfare and well-being;
- Teaching styles and strategies;
- Admissions and attendance;
- Staff and recruitment of governance, retention and professional development;
- Care, guidance and support;
- Behaviour, discipline and exclusions;
- Working in partnership with parents/carers
- Working with the wider community;
- Participation of groups in wider school activities;
- Preparing all members of the learning community for living and positively contributing to a diverse society of modern Britain.

6.2 Teaching and learning

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will ensure the following:

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- The achievement of children will be monitored by race, gender, disadvantage and disability and we will use this data to support children, raise standards and ensure inclusive teaching. We will use this contextual data to improve the ways in which we provide support to individuals and groups of children;
- We will consider the achievement of all children when planning for future learning and setting challenging targets;
- We will ensure equality of access for all children and prepare them for life in a diverse society;
- We will use materials that reflect the diversity of the Trust's academies, population and local community in terms of race, gender, disadvantaged and disability without stereotyping;
- We will promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- We will provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- We will actively seek to involve all parents/carers in supporting their child's education;
- We will encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact of such subjects on learning;
- We will include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our children.

6.3 The Curriculum

The Trust will actively seek opportunities to review the curriculum (including the enhanced curriculum) and curriculum subject / areas in order to ensure that teaching and learning reflect our equality principles. *

With regards to children entitled to access the Pupil and Recovery Premium, the Trust has a duty to ensure the provision offered to these children ensures they at least attain equally good outcomes, make at least equally good progress and equally succeed those children not entitled to Pupil Premium. High expectations and aspirations for all children is a fundamental bedrock of the Trust's 'Children First' vision.

6.4 Admissions and exclusions

Our admissions arrangements (run through the Local Authority) are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. When deemed necessary the decision to exclude a child will always be based on the agreed strategy within the trust's Behaviour and Inclusion policies. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

6.5 Equal Opportunities for Staff

The Trust is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. Whilst we try to ensure that the staffing of its academies reflects the diversity of our community, all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

6.6 Employer duties

As an employer the Trust recognises the need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff, allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention (including bullying and harassment of staff);
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

7.0 Addressing Prejudice and Prejudice-related bullying

The Trust is opposed to all forms of prejudice. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our academies and how they were dealt with in line with existing legal requirements.

8 Roles and Responsibilities

8.1 The Executive Headteacher will:

Ensure that all staff, volunteers and parents/carers in the Trust's academies are aware of the Equality Policy and that there is a collective responsibility to apply our equality principles in all situations;

- Ensure that the policy is implemented effectively (supported by the **Board of Trustees**).

The HR Lead/Manager will:

- Ensure that an Equalities Impact Assessment is completed for all new policies

The Academy Lead will:

Ensure that all staff, volunteers and parents/carers in their academy are aware of the Equality Policy and that there is a collective responsibility to apply our equality principles in all situations;

- Ensure that the policy is implemented effectively (supported by the Local Stakeholder Group)
- Manage any day to day issues arising from the policy whether for children or for the academy as an employer and treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness. Any action taken will be guided by the strategic policy ratified by academy's Local Stakeholder Group (LSG);
- Ensure staff have access to training which helps to implement the policy;
- Regularly monitor and report annually to the Local Stakeholder Group (LSG) on the effectiveness of the policy;
- Ensure that all Senior and Middle Leaders are kept up to date with any development affecting the policy;
- Provide appropriate support and monitoring for all children

Ensure that all appointments panels give due regard to this policy to ensure there is no discrimination in employment or training opportunities;

Promote the principle of equal opportunity when developing the curriculum; promote respect for other people and equal opportunities to participate in all aspects of academy life.

8.2 The Local Stakeholder Group (LSG)

The LSG has set out its commitment to equal opportunities in this policy and will continue to do all it can to ensure that the Trust is fully inclusive to children, and responsive to their needs based on race, gender, disadvantage and disability. They will:

- Ensure that the Trust complies with all relevant equalities legislation;
- Recommend all LSG members receive up to date training in all the equalities duties;

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- Designate a lead with specific responsibility for Equality;
- Establish that the objectives arising from this policy are part of the Academy Development Plan;
- Support the Academy Lead in implementing any actions necessary;
- Inform and consult with parents/carers about the policy;
- Conduct a review of the policy;
- Conduct on-going and a full annual evaluation of the objectives;
- Seek to ensure that people are not discriminated against when applying for employment on grounds of race, gender, sexual orientation or disability;
- Take all reasonable steps to ensure that the Academy environment gives access to people with disabilities, and also strive to make academy communications as inclusive as possible for parents/carers;
- Welcome all applications for admission to its academies, whatever a child's socio-economic background, race, gender or disability;
- Ensure that no child is discriminated against on account of their race, gender, disadvantage or disability.

8.3 The Academy leaders and managers will:

- Have general responsibility for supporting other staff in implementing this policy;
- Provide a lead in the dissemination of information relating to the policy;
- Identify good quality resources and CPD opportunities to support the policy;
- Under the direction of Academy Lead, provide advice/support in dealing with any incidents/issues;
- Assist in implementing reviews as detailed in the Academy Development Plan.

8.4 All Academy Staff and Volunteers will:

- Accept that this is an academy issue and support the implementation of the policy and objectives;
- Be aware of this policy and objectives and how it relates to them;
- Make known any queries or training requirements;
- Know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- Know procedures for reporting incidents of racism, harassment or other forms of discrimination.
- challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Academy Lead/ Senior Leadership Team;
- Qualified teachers will support teaching assistants / support staff working in their classrooms and encourage them to intervene in a positive way against any discriminatory incidents;
- Not discriminate on racial, disability or other grounds;
- Keep themselves up to date with relevant legislation and attend training and information events organised by the Trust, academy partnerships or the local authority
- Ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the academy's Equality Policy and Objectives;
- Ensure that children from all groups are included in all activities and have full access to the curriculum;
- Will strive to provide material that gives positive images based on race, gender, disadvantage and disability, and challenges stereotypical images;
- Promote equality and diversity through teaching and through relations with children, staff, parents/carers, and the wider community;
- Monitor and, where necessary, guide the practice of volunteers, visitors and contractors
- Any concerns should be reported to the Academy Lead and/ or Senior Leadership Team.
- Ensure any peer support programme within each academy promotes understanding and supports children who are experiencing discrimination.

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8.5 Children will:

- Be made aware of any relevant part of the policy, appropriate to age and ability;
- Be expected to act in accordance with any relevant part of the policy;
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society and modern Britain;
- Understand the importance of reporting discriminatory bullying and racially motivated incidents;

8.6 Parents & Carers will:

- Have access to the policy;
- Be encouraged to support the policy;
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the policy;
- be informed of any incident related to this policy which could directly affect their child.

All visitors, volunteers and contractors are responsible for complying with the Trust's Equality Policy - non-compliance will be dealt with in the first instance by the Academy Lead.

9.0 Consultation and involvement

Our Equality Objectives are reviewed with each academy's Local Stakeholder Group (LSG). In addition to on-going reporting, a full review of the Equality Objectives will be scheduled as a Local Stakeholder Group (LSG) agenda item on an annual basis. Equality objectives will also be identified through consultation with key stakeholders using an appropriate audit tool e.g. Inclusion Quality Mark.

Staff in each academy will contribute to the development of these objectives to ensure they are aware of targets, can implement and embed best practice. The policy and objectives are available on TEAMS and on each academy's website. It can also be made available on request to the academy Office. We recognise the importance of engaging the whole academy community and where language presents difficulties in accessing or understanding either document, and each academy will endeavour to assist.

It is a requirement that the development of this policy is informed by the input of staff, children and parents/carers. We have achieved this by using the following to shape the plan:

- Input from the Local Stakeholder Group (LSG) through academy's policy development and ratification processes;
- Input from staff through the Trust's Policy Review Schedule (in TPPT Staff Bulletin);
- Input from any relevant staff surveys or through staff meetings/INSET;
- Feedback from parents/carers
- Feedback from the school council;
- PSHCE curriculum content- long term planning;
- Issues identified in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps/ EHC Plans, mentoring and support.

10.0 Action Planning

This policy is supported by the Trust's Equality Objectives (set out in a separate document), the progress of which is monitored and evaluated by the Board of Trustees. The effectiveness of this policy will be evaluated and reflected in:

- Trust's self-evaluation;
- The Trusts' work towards the Inclusion Quality Mark;
- Discussions with the Board of Trustees.

11.0 Publishing the Equality Information

In order to meet statutory requirements, the Trust will:

- Publish Equality information on the Trust and Academy websites;
- Place an electronic copy of the policy on TEAMS for all staff
- Raise awareness of the policy through the academy newsletter, assemblies, staff meetings and other communications;
- Ensure paper copies are made available on request;
- Ensure support is offered to children and parents/carers where English is not their primary language to assist in understanding the content of the Trust's policy.

Appendix 1 Equality and the law

DfE's Equality_Act_Advice_Final.pdf (publishing.service.gov.uk)

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