



E15 EQUALITY, DIVERSITY AND INCLUSION POLICY

Version 1.0

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Equality, Diversity and Inclusion Policy

1.0 Introduction

- 1.1 Esteem is committed to encouraging equality, diversity and inclusion amongst our staff, and eliminating unlawful discrimination.
- 1.2 The aim is for our workforce to be truly representative of all sections of society and our stakeholders, and for each employee to feel respected and able to give their best.
- 1.3 Esteem MAT in providing educational services is also committed against unlawful discrimination of all stakeholders and/or members of the public.

2.0 Aims

- 2.1 Esteem aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:
 - 2.1.1 Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
 - 2.1.2 Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - 2.1.3 Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.
- 2.2 Protected characteristics are identified in the Equality Act 2010 as:
 - 2.2.1 Age
 - 2.2.2 Disability
 - 2.2.3 Gender reassignment
 - 2.2.4 Marriage and Civil Partnership
 - 2.2.5 Pregnancy and Maternity
 - 2.2.6 Race (ethnicity)
 - 2.2.7 Religion and Belief
 - 2.2.8 Sex
 - 2.2.9 Sexual Orientation
- 2.3 Our trust aims to promote respect for difference and diversity in accordance with our values, such as 'Celebrating Difference' and 'Being Brave'.

3.0 Legislation and Guidance

- 3.1 This document meets the requirements under the following legislation:
 - 3.1.1 [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.
 - 3.1.2 [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools and Trusts to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

- 3.2 This document is also based on the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and guidance from the [Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).
- 3.3 This document also complies with our funding agreement and articles of association.

4.0 Roles and Responsibilities

The Board of Trustees

- 4.1 The board of trustees will:
- 4.1.1 Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to local governing boards, staff, pupils and parents.
 - 4.1.2 Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
 - 4.1.3 Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The Headteacher

- 4.2 The headteacher will, for their school:
- 4.2.1 Promote knowledge and understanding of the equality objectives amongst staff and pupils.
 - 4.2.2 Identify any staff training needs, and ensure training is provided as necessary.
 - 4.2.3 Monitor success in achieving the objectives and report back to governors.

All Staff Across the Trust

- 4.3 All staff across the trust are expected to have regard to this document and to work to achieve the objectives.

5.0 Eliminating Discrimination

- 5.1 The trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- 5.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 5.3 Trustees, Local Governing Boards and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- 5.4 New staff receive online training on the Equality Act as part of their induction, and all staff have access to refresher training every year:
- 5.4.1 Bullying and Harassment in the Workplace
 - 5.4.2 Equality and Diversity
 - 5.4.3 Raising Awareness of LGBT

6.0 Advancing Equality of Opportunity

- 6.1 As set out in the DfE guidance on the Equality Act, the trust aims to advance equality of opportunity by:
- 6.1.1 Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have. For example: Staff or pupils with disabilities.
 - 6.1.2 Taking steps to meet the particular needs of people who have a particular characteristic.

- 6.1.3 Encouraging people who have a particular characteristic to participate fully in any activities.

Information about Pupils

- 6.2 In fulfilling this aspect of the duty, Esteem expects each school within the Trust to:
 - 6.2.1 Analyse attainment data for each academic year showing how pupils with different characteristics are performing.
 - 6.2.2 Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response.
 - 6.2.3 Make evidence available identifying improvements for specific groups.
 - 6.2.4 Identify any issues which could affect our pupils such as issues associated with particular protected characteristics.

Information about staff

- 6.3 In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will:
 - 6.3.1 Report to Trust Board the make-up of our workforce, with breakdowns of staff with different protected characteristics.
 - 6.3.2 Publish Gender pay-gap reporting and action plan.
 - 6.3.3 Ensure policies and procedures are in place to address equality concerns from staff. These included but are not limited to (Documents listed below are available on the Staff HR/Payroll Portal):
 - 6.3.3.1 E02 Grievance Policy.
 - 6.3.3.2 E03 Dignity at Work: Protection from Harassment, Bullying and Victimisation Policy.
 - 6.3.3.3 E07 Disciplinary Policy.
 - 6.3.3.4 E11 Whistleblowing Policy.
 - 6.3.3.5 E12 Staff Professional Behaviours Policy (Code of Conduct).
 - 6.3.4 Review Management Information Systems (MIS) reporting capability regularly to develop reports to the Trust Board where information on protected characteristics is captured.
- 6.4 We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

7.0 Fostering Good Relations

- 7.1 Each academy within our Trust must have their own equality objectives, dependent on their current demographic. However, as a Trust we aim to foster good relations between those who share a protected characteristic and those who do not share it by:
 - 7.1.1 Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
 - 7.1.2 Holding assemblies dealing with relevant issues. Pupils will be encouraged to engage in such assemblies, and we will also invite external speakers to contribute, where appropriate.
 - 7.1.3 Setting an expectation that our schools work with their local community. This includes organising school trips and activities based around the local community.

- 7.1.4 Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures.
- 7.1.5 Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach.

8.0 Equality Considerations in Decision-making

- 8.1 The trust ensures it has due regard to equality considerations whenever significant decisions are made.
- 8.2 In all of our schools, we will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:
 - 8.2.1 Cuts across any religious holidays.
 - 8.2.2 Is accessible to pupils with disabilities.
 - 8.2.3 Has equivalent facilities for all pupils irrespective of their gender.
- 8.3 The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

9.0 Equality Objectives

- 9.1 Esteem Equality Objectives form part of our People Strategy (to be finalised in 2024) and will be represented in all six strands:
 - 9.1.1 Workforce Theme 1: Health and Wellbeing
 - 9.1.2 Workforce Theme 2: Our Brand, Recruitment and Induction
 - 9.1.3 Workforce Theme 3: Reward and Recognition (Structure, Pay and Policy)
 - 9.1.4 Workforce Theme 4: Performance and Talent Management (workforce development)
 - 9.1.5 Workforce Theme 5: Equality and Inclusion
 - 9.1.6 Workforce Theme 6: Quality processes and procedures – cradle to grave
- 9.2 Each school has their own school specific objectives linked to pupils in line with the overall approach to equality we have set above.

10.0 Monitoring arrangements

- 10.1 Those responsible for reviewing the equality information described in sections 5 to 8, will update the equality information we publish, at least every year.
- 10.2 This document will be reviewed by the Trust Board at least every 4 years.
- 10.3 School-specific equality objectives will be reviewed by the headteacher and Local Governing Board at least every 4 years.