



Model Equality, Equity, Diversity and Inclusion Policy

Adopted By: Board of Trustees

Date: September 2025

Review Date: September 2026

Equality, Equity, Diversity and Inclusion Policy

Date of Issue:	September 2025
Policy applies to:	All pupils and staff within the Wessex Multi-Academy Trust
Policy Version Number:	4
Purpose of the document:	To provide an understanding of policy and best practice in building a culture of equity, diversity and inclusion across the trust.
Summary of the main points:	<p>The document provides:</p> <ol style="list-style-type: none"> 1. Context and vision for EDI across the trust 2. Our EDI objectives 3. Detail of individual/group responsibilities 4. Support to develop an action plan to support progress towards our EDI objectives
Approved by:	This policy has been approved by the Wessex MAT Board of Trustees
Reviewer:	Governance Manager
Summary of amendments:	The policy has been re-written
Next review due:	June 2026

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Statement of Intent

Wessex Multi-Academy Trust understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Equity in education aims to create a level playing field for all staff and pupils by supporting those who need it most. Equity is achieved when each individual receives what they need to be on an equal footing with others in the same environment.

Our vision for equality, equity, diversity and inclusion is "Shaping a culture of hope and optimism for now and for future generations. Celebrating and embracing difference, where belonging is key" (Wessex MAT DEI Group).

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

The Trust welcomes a diverse community of staff and pupils. We seek to develop a community whose members value each other and contribute to our mission statement '*learning is everything*'. Our aim is for an open, supportive environment where pupils and staff are given the support needed to realise their goals and aspirations. We seek to remove the barriers that prevent historically disadvantaged groups from realising their potential. We will treat all staff, pupils, visitors and applicants for employment equitably. No one will be accorded less favourable treatment because of age, disability, race, sex, gender reassignment, maternity and pregnancy, family circumstances, marital/civil partnership status, race, religious beliefs, or sexual orientation.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. The principles of non-discrimination and equality of opportunity also apply to the way in which staff treat pupils, parents, governors, third party organisations and former staff members.

This policy does not form part of any employee's contract of employment and may be amended at any time.

1. **Legal framework**

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Protection from Harassment Act 1997

1.2. This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

1.3. This policy operates in conjunction with the following school policies:

- Grievance Policy
- Disciplinary Policy and Procedure
- Flexible Working Policy
- Staff Appraisal Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- School Uniform Policy
- Admissions Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- [school to add any other relevant policies]

1.4. **Public Sector Equality Duty (PSED)**. PSED requires public bodies to have due regard to the need to:

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

2. Principles underlying this policy

- 2.1. Our equality objectives will detail how we will ensure equality is applied to the core provisions listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.
- 2.2. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. Community cohesion is generally defined as 'Working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community.'
- 2.3. We recognise that these duties 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.
- 2.4. In accordance with this policy, the Trust and its schools commit to:
 - Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, where individual differences and the contributions of all are recognised and valued.
 - Promoting dignity and respect for all.
 - Training managers and all other employees about their rights and responsibilities under this policy.
- 2.5. This policy applies to all aspects of the Trust's relationship with staff and pupils and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.
- 2.6. Instances of bullying, harassment, victimisation and unlawful discrimination will be dealt with as misconduct, in line with the Trust's Grievance Policy and/or Disciplinary Policy and Procedure, and appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice.
- 2.7. Sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations. Harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic – is a criminal offence.

3. The roles and responsibilities within our Trust community

3.1. We believe that promoting Equality is a Trust community responsibility:

School Community	Responsibility
Our Trustees will:	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that the objectives detailed in this policy support the trust’s strategic intent <input type="checkbox"/> Ensure compliance with discrimination law <input type="checkbox"/> Monitor the composition of the workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief and disability. <input type="checkbox"/> Monitor how the composition of the workforce encourages equality, equity, diversity and inclusion, and meets the aims and commitments set out in this policy <input type="checkbox"/> Ensure EDI information respecting Trustees is published annually <input type="checkbox"/> Assess how this policy, and any supporting action plans, are working in practice, reviewing them annually and considering and taking action to address any issues
Our School Governance Committees will:	<ul style="list-style-type: none"> <input type="checkbox"/> Designate a link governor with specific responsibility for the Equality Policy; this could be in conjunction with another link role (e.g. Stakeholder Engagement, Safeguarding. etc.) <input type="checkbox"/> Support the Head of school / Headteacher in implementing any actions necessary <input type="checkbox"/> Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to: <ul style="list-style-type: none"> ○ Admissions. ○ The way the school provides and education for pupils. ○ How pupils are provided with access to benefits, facilities and services. ○ The exclusion of a pupil or subjecting them to any other detriment. <input type="checkbox"/> Engage with parents and partner agencies about the policy <input type="checkbox"/> Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher/head of school <input type="checkbox"/> Review the reported progress against the objectives annually, hold school leaders to account for progress and impact and receive, discuss and approve updated objectives every 4 years
The Headteacher/Head of School will:	<ul style="list-style-type: none"> <input type="checkbox"/> Set an appropriate standard of behaviour and lead by example <input type="checkbox"/> Oversee the effective implementation of the policy <input type="checkbox"/> Ensure that those they manage adhere to this policy and promote the Trust and school’s aims and objectives with regard to equal opportunities for all <input type="checkbox"/> Ensure staff have access to training which helps to implement the policy

	<ul style="list-style-type: none"> <input type="checkbox"/> Take appropriate steps to accommodate the requirements of different religions, cultures and domestic responsibilities, in line with the Trust's Flexible Working Policy <input type="checkbox"/> Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available <input type="checkbox"/> Monitor the policy and report to the School Governance Committee at least annually on the effectiveness of the policy and publish this information <input type="checkbox"/> Ensure that the Leadership Team is kept up to date with any development affecting the policy or actions arising from it
Each SLT will:	<ul style="list-style-type: none"> <input type="checkbox"/> Have responsibility for supporting other staff in implementing this Policy <input type="checkbox"/> Provide a lead in the dissemination of information relating to the Policy <input type="checkbox"/> Work with the Head of school / headteacher to provide advice/support in dealing with any incidents/issues <input type="checkbox"/> Assist in implementing reviews of this policy <input type="checkbox"/> Ensure EDI information respecting the SGC is published annually

School Community	Responsibility
Each school's staff will:	<ul style="list-style-type: none"> <input type="checkbox"/> Be fully aware of the Equality Policy and how it relates to them <input type="checkbox"/> Understand that this is a whole school issue and support the Policy <input type="checkbox"/> Conduct themselves to help the school provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination <input type="checkbox"/> Be alert to the possible harassment of pupils, both inside and outside of the school, and deal with incidents of harassment and/or discrimination as the highest priority <input type="checkbox"/> Understand that they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against their colleagues, pupils, suppliers, visitors and the public <input type="checkbox"/> Carry out their statutory duties relating to equal opportunities and inclusivity pertaining to their specific roles. <input type="checkbox"/> Have due regard to the sensitivities of all pupils, and not provide material that may cause offence <input type="checkbox"/> Act as a role model for equality, diversity and inclusion across the whole school community <input type="checkbox"/> Make known any queries or training requirements
Parents/Carers will:	<ul style="list-style-type: none"> <input type="checkbox"/> Be given accessible opportunities to become involved in the development of the Policy <input type="checkbox"/> Have access to the Policy through a range of different media appropriate to their requirements

	<input type="checkbox"/> Be encouraged to actively support the Policy <input type="checkbox"/> Be informed of any incident related to this Policy which could directly affect their child
Pupils will:	<input type="checkbox"/> Be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability <input type="checkbox"/> Be expected to act in accordance with the Policy <input type="checkbox"/> Be encouraged to actively support the Policy
Relevant voluntary or community groups and partner agencies will:	<input type="checkbox"/> Be involved in the development of the Policy <input type="checkbox"/> Be encouraged to attend any relevant meetings and activities related to the Policy

4. Stakeholder consultation and involvement

4.1. We are committed to further develop our consultation to ensure annual involvement of staff, pupils and other relevant stakeholders in reviewing the progress of the Scheme and Action Plan. We will ensure that the whole school community is aware of the Equality, Equity, Diversity and Inclusion Policy and our published equality information and equality objectives by publishing them on the school website and other mediums as identified by the School Governance Committee.

5. Equality Act 2010 Protected Characteristics

- Age: The Act protects people of all ages; however, differential treatment because of age is not unlawful direct or indirect discrimination if it can be justified, i.e. if you can demonstrate that it is a proportionate means of achieving a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.
- Disability: The Act protects people who are disabled; the Act defines this as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- Gender identity and/or reassignment: The Act protects transgender people. The Act no longer requires a person to be under medical supervision to be protected, so a person who does not undergo any medical procedures would be covered by these protections.
- Marriage and civil partnership: The Act protects people who are married or in a civil partnership against discrimination. Single people are not protected.
- Pregnancy and maternity: The Act protects people against discrimination on the grounds of pregnancy and maternity during the period of their pregnancy and any statutory maternity leave to which they are entitled.
- Race: The Act protects people of all races; the Act's definition of race includes colour, nationality, and ethnic or national origins.
- Religion or belief: The Act protects people of any religion, including specific denominations or sects, as well as a lack of religion, i.e. employees or jobseekers who do not follow a certain religion or do not follow any religion are protected. The Act protects people of any belief; this is defined as any religious or philosophical belief, or a lack of such belief, that is a weighty and substantial aspect of human life and behaviour.
- Sex: The Act protects men and women.
- Sexual orientation: The Act protects lesbian, gay, bisexual and heterosexual staff.

PUPILS

6. Sex

- 6.1. For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some pupils identify as a gender different to the sex they were assigned at birth, and will support pupils through their transitioning phases.
- 6.2. Staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.
- 6.3. The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:
 - Pupils will suffer a disadvantage connected to their sex
 - One sex has needs that are different from the needs of the other sex
 - Participation in an activity by pupils of one sex is disproportionately low
- 6.4. The school will consider non-statutory exceptions on a case-by-case basis and regularly review the impact of any separation to ascertain whether it remains lawful.
- 6.5. Pupils will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.
- 6.6. There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the school will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.
- 6.7. Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

7. Race and ethnicity

- 7.1. Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the school will regularly review its practices to ensure that they are fair. Staff will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times. The school will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as

direct discrimination.

- 7.2. The school may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

8. **Disability**

- 8.1. Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.
- 8.2. The school will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 8.3. Staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 8.4. The school will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.
- 8.5. The school will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.
- 8.6. The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

9. **Religion and belief**

- 9.1. Staff will ensure that pupils are not singled out or treated less favourably because of their religion or belief. **The school will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.** Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy. **The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.**

10. **Sexual orientation**

- 10.1. Staff will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that

given to other pupils.

- 10.2. The school will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. The school will educate pupils on positive relationships, families and gender identities within the SGCTQ+ community. RSHE lessons will be taught in accordance with the school's policy.
- 10.3. Staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.
- 10.4. Staff will support SGCTQ+ pupils to feel comfortable and ensure they can celebrate their identity. The school will ensure that there is a designated safe space where pupils can discuss issues of sexual orientation without fear of discrimination.

11. Gender reassignment

- 11.1. Staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The school recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.
- 11.2. Pupils will have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our School Uniform Policy.
- 11.3. The school is aware that the law requires the provision of single-sex toilets for boys and girls over the age of 8, and single-sex changing facilities for boys and girls over the age of 11.
- 11.4. As pupils who identify as trans girls (biological boys) are not permitted to use the girls' toilet or changing facilities, and pupils who identify as trans boys (biological girls) are not permitted to use the boys' toilet or changing facilities the school will provide suitable alternative provision, such as suitable private or unisex toilet, washing and changing facilities.
- 11.5. The school will support trans pupils to feel comfortable and ensure they can celebrate their identity. The school will ensure that there is a designated safe space within the school where trans pupils can discuss issues of gender without fear of discrimination. The school will abide by its SGCTQ+ Policy containing further information addressing equal opportunities for trans pupils.

12. Pregnancy and maternity

- 12.1. The school will ensure that pupils are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding. The school will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils who are pregnant or have just given birth. To ensure all school-age parents and pregnant pupils are properly supported and the school can fulfil

its duty of care, the school will implement and monitor a Supporting Pregnant Pupils and School Age Parents Policy.

13. **Looked after children (LAC)**

- 13.1. LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of our Admissions Policy. Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.
- 13.2. A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.
- 13.3. Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.
- 13.4. The school will adhere to its LAC Policy containing further information addressing equal opportunities for LAC.

14. **The curriculum**

- 14.1. Pupils will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.
- 14.2. To ensure equality, diversity and acceptance are taught and promoted throughout each subject area, the school will:
 - [Outline the ways in which you ensure these elements are promoted throughout the curriculum, for example discussion of stereotypes, cultures and difference in lessons.]
- 14.3. The observation of inclusive teaching strategies will remain a key aspect of the SLT's annual programme of monitoring.
- 14.4. The school will respect the right of parents to withdraw their child from sex education.

STAFF

15. Forms of discrimination

15.1. Discrimination by or against an employee 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 where someone is treated less favourably because of one or more of the protected characteristics outlined in Appendix A. For example, rejecting an applicant on the grounds of their race because they would not “fit in” would be direct discrimination.
- Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.
- 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 an 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.

16. Recruitment and selection

16.1. The Trust and its schools will aim to ensure that no job applicant suffers discrimination because of any of the protected characteristics. Our recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria will be regularly reviewed to ensure that it is relevant to the job and not disproportionate. The shortlisting of applicants will be done by more than one person wherever possible.

16.2. Job advertisements will avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying. The Trust and its schools will take

steps to ensure that vacancies are advertised to a diverse labour market.

16.3. Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which will only be used with HR approval, such as:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
- Positive action to recruit disabled persons.
- Equal opportunities monitoring (which will not form part of the decision-making process).

16.4. The Trust and its schools are required by law to ensure that all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, will be expected to produce original documents, e.g. a passport, before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Border Agency.

16.5. To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in our organisation, the Trust will monitor applicants' ethnicity, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information will be voluntary and will not adversely affect an applicant's chances of recruitment or any other decision related to their employment. The information will be removed from applications before the shortlisting process, and will be kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps the Trust take appropriate steps to avoid discrimination and improve equality and diversity.

17. **Staff training and promotion and conditions of service**

17.1. Staff training needs and associated development opportunities will be identified through regular staff appraisals, in line with the Trust's Appraisal Policies. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made based on merit. The Trust and its schools will adopt good practice in terms of data collection and use this data to monitor and measure the attraction, recruitment, retention and progression of staff.

18. **Termination of employment**

18.1. The Trust and its schools will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

18.2. The Trust and its schools will also ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or

other disciplinary action, in line with the Trust's Disciplinary Policy and Procedure.

19. **Disability discrimination**

- 19.1. The Trust will encourage staff who are disabled or become disabled to inform the headteacher/head of school or their line manager about their condition so that the school can support them as appropriate.
- 19.2. Staff experiencing difficulties at work because of their disability (physical or otherwise) may wish to contact their line manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Their line manager may wish to consult with the staff member and a medical adviser about possible adjustments.
- 19.3. The school governance committee will monitor the physical environment of the school premises to consider whether certain features place physically disabled staff, job applicants, service users, or other stakeholders at a substantial disadvantage compared to others. Where reasonable, the school will take steps to improve access for disabled staff and service users.

20. **Part-time, zero hours and fixed term employees and agency workers**

- 20.1. The Trust will monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. The Trust and its schools will ensure requests to alter working hours are dealt with appropriately under the Flexible Working Policy.
- 20.2. The Trust and its schools will monitor its use of zero hours and fixed-term employees and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. The Trust and its schools will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

21. **Breaches of this policy**

- 21.1. If a member of staff believes that they may have been discriminated against, they will be encouraged to raise the matter through the Trust's Grievance Policy. If they believe that they may have been subject to harassment, they will be encouraged to raise the matter with their line manager.
- 21.2. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Policy and Procedure.
- 21.3. Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The school takes a strict

approach to serious breaches of this policy.

22. **Monitoring and Review**

- 22.1. Implementation, monitoring and review are the responsibility of the Trust's Leadership Team and Trustees who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives. Implementation in our schools is the responsibility of the Heads of School / Headteachers and the School Governance Committees.
- 22.2. We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

23. Equality objectives

23.1. We have developed 6 equality objectives:

Objective 1	The Trust's commitment to equality in its strategic and development planning.
Objective 2	Barriers to participation are removed to enable all our staff and pupils to play a full part in the life of the school.
Objective 3	All our staff and pupils are aware of their own and their school's responsibilities for advancing a culture of equality.
Objective 4	Equality is reflected in our learning, teaching and assessment activities leading to an excellent pupil experience at the school.
Objective 5	Our commitment to equality is reflected in behaviour and practices throughout each school.
Objective 6	Our awareness and understanding of equality is increased through the analysis of data relating to staff and pupils and the findings used to improve our policies and practices

EQUALITY OBJECTIVES PROFORMA**Appendix 1**

Objective 1:				
The school's commitment to equality is evident in its strategic and development planning.				
Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
a) Ensure that the school's commitment to equality is evident in its key strategies, policies and documents	Commitment to be included in documents for 2025-26.	<ul style="list-style-type: none">The school's commitment to equality is evident in the following key documents: WMAT & School's Improvement Plans School's Prospectus / Website Staff Handbook	Head	Annually by LT and SGC
b) Ensure that the school's commitment to community cohesion is evident in its key strategies and policies	Commitment to be included in 2025-26	<ul style="list-style-type: none">The school's commitment to equality is evident in the following key document: WMAT and School's Improvement Plans	Head	Annually by LT and SGC

Objective 2:				
Barriers to participation are removed to enable all our staff and pupils to play a full part in the life of the school.				
Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
a) Ensure that the school's commitment to equality is evident in its admission procedures	Admission procedures for admission in 2025-26	<ul style="list-style-type: none"> Admission procedures (including in-year applicants) diverse, non-stereotypical images in all marketing materials, including resources shown at school/ feeder school information events 	Trustees Head	Annually by MAT Board of Trustees Annually by SGC
b) Develop further the school's employment policies and procedures in order to provide a barrier-free environment for recruitment and employment	Recruitment procedures reviewed annually	<ul style="list-style-type: none"> All applicants receive full and fair treatment and are considered solely on their ability to do the job All applicants for employment who have a disability and who meet the essential criteria are invited for interview Availability of information about vacancies in alternative formats (large print, audio) 	Leadership Team	Annually by LT and SGC
c) Ensure that where practicable, all new and existing school buildings are accessible to all staff and pupils	Ongoing	<ul style="list-style-type: none"> Planning documentation Wheelchair access wherever possible to all areas of the school Provision of study / social space for pupils with disabilities Contractors employed by the school are aware of the school's expectations regarding equality 	Leadership Team	Annually by LT and SGC

Objective 3:				
All our staff and pupils are aware of their own and the school's responsibilities for advancing a culture of equality.				
Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
a) Provide a clear and coherent learning experience for all pupils which enable them to understand others, value diversity and human rights, and participate responsibly in their communities	Ongoing	<ul style="list-style-type: none"> Curriculum provision/documentation 	Leadership Team	Annually by LT and SGC
b) Provide opportunities for pupils and their families to interact positively with people from different backgrounds and communities and provide extended services which make a positive contribution to the community	Ongoing	<ul style="list-style-type: none"> Curriculum provision/documentation Provision of activities Assemblies involving members of different communities 	Leadership Team	Annually by LT and SGC

c) Integrate appropriate forms of on-going training on equality and community cohesion issues into the school's staff development programme	Ongoing	<ul style="list-style-type: none"> • The school's staff development programme • Training for new teachers in providing reasonable adjustments (e.g. handouts, board work, use of voice) and in how to approach the possible differences in learning needs • Raised awareness of new staff of the range of disabilities and associated technical terms 	Leadership Team	Annually by LT and SGC
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Objective 4:

Equality is reflected in our learning, teaching and assessment activities leading to an excellent pupil experience at the school.

Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
a) Provide a broad and balanced curriculum that meets all pupils' needs		<ul style="list-style-type: none"> • Evaluation of the quality of the curriculum – its match to pupils' needs – and improvement over time 	Leadership Team	Annually by LT and SGC
b) Evaluate the quality teaching and its impact on the learning of all protected characteristic groups		<ul style="list-style-type: none"> • The school's own evaluations of the quality of teaching • External evaluations of the quality of teaching • The views of pupils, parents and staff of the quality of teaching • Analysis of pupil progress by subject, cohort, pupil group and teaching group • The effective strategies for improving teaching: identifying and using best practice; monitoring and acting on the findings; coherent CPD (including coaching, training (inc Child Protection), mentoring, curriculum development, and tackling underperformance) • systematic performance management 	Leadership Team	Annually by LT and SGC

Objective 5:				
Our commitment to equality is reflected in behaviour and practices throughout the school.				
Actions	Target Date	Evidence	Responsibility	Monitoring and Review
a) Ensure the systematic and consistent management of behaviour		<ul style="list-style-type: none"> • Policies and systems for managing behaviour, exclusions and attendance • Views expressed by pupils, parents, staff and governors about behaviour, bullying, safety, respect and courtesy • Behaviour evidence from lesson observations, 'learning walks' and off-site provision • Overall and persistent absence and attendance rates for different groups of pupils • Punctuality tracking • Rates of permanent and fixed term exclusion • Tracking of behavioural sanctions/rewards and evaluations of impact • Tracking of incidents of bullying and their resolution <ul style="list-style-type: none"> • Tracking and evaluation of racist incidents • Evidence of pupils' risk awareness from lesson observations and pupil feedback; • Evidence of the impact of teaching about risk. • Analysis and evaluation of incidents and breaches of IT protocols 	Leadership Team	Annually by LT and SGC
b) Ensure that all pupils are safe.		<ul style="list-style-type: none"> • Management of safeguarding arrangements, including safe recruitment and identifying pupils at risk or in need • Appropriate arrangements for child protection • Following up absence • Promoting safety through the curriculum. 	Leadership Team	Annually by LT and SGC

		<ul style="list-style-type: none"> Engagement with parents and carers in supporting pupils' achievement, behaviour and SMSC 		
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Objective 6:				
Our awareness and understanding of equality are increased through the analysis of data relating to staff and pupils and the findings used to improve our policies and practices.				
Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review
a) Use performance data to monitor learner achievement and respond to variations between groups of pupils, subjects, courses and key stages, trends over time and comparisons with other schools.		<ul style="list-style-type: none"> Attainment and progress from historic exam/test results and comparisons with national standards and floor targets Attainment and progress of current pupils Attainment and progress of sub-groups of pupils, including by SEND, Disadvantaged, LAC, intake ability Attainment and progress in different subjects 	Leadership Team	Annually by LT and SGC

*Rationale for People of Colour work throughout St Osmund's School***Be proud of the skin you are in.**

We should be able to be transparent about culture and race to protect everyone. In society there is fear of being called racist and well as fear of being seen as demonstrably racist.

We do not want to be a 'colour-blind' school where we don't talk about race and we treat everyone the same; we have to accept that the experience of a student of colour will be different to that of a white student. We will not erase the experience they bring. We will have conversations about what it means to be white, black, Asian and of other and multi-heritage. We will celebrate all identities, including white identity, culture and heritage. We will develop a humane, inclusive community.

Research shows us that up to and including age 11, children make friends readily and easily across racial groups. At every year beyond age 11 this changes and becomes increasingly less so. We seek to tackle early bias and talk openly in order to tackle systemic inequalities before they happen.

We recognise that there is typically an unconscious bias towards Caucasian/white people in majority white communities. We want our students to be proud of the skin they are in. We want our students to be able to find positive examples of people who look like them within the curriculum and within our school's reach. We want to take a proactive approach to increase the confidence of any minority within our student population and we don't want this to be left to chance. We want to support actively anti-racist thinking.

**Preventing and tackling discrimination in primary schools**

Helpful guidance on how your school can support children and families, make them feel included, and work towards preventing - and tackling – discrimination.

Offer support

- Those who have experienced any type of discrimination – or are at risk – should be offered extra support to minimise long-term risks. This could be through pastoral care or school counselling, [school nurses](#) or through referral to [community-based support](#).

- All school staff should normalise conversations about wellbeing and seeking help. It is also important for staff to build trusting relationships with children.

Prevent and challenge discrimination

- Children who act in a discriminatory or racist manner in school should have their assumptions and attitudes challenged. Support should be offered so that they understand about different races, cultures and faiths.
- Help all children to feel good about their race, ethnicity, culture and faith.
- Be aware that children from ethnic and religious groups may experience negative stereotypes which can undermine their wellbeing and sense of self.
- Celebrate diversity and address prejudice early in an age-appropriate way. From [early years foundation stage upwards](#), schools can include work about acceptance and about avoiding stereotypes and prejudice. This can include exploring other types of families using resources such as Stonewall's ["different families, same love"](#).
- Challenge gender stereotypes, for example that there is a "typical boy" or "typical girl". This will help children feel happier in themselves and help create a sense of belonging at school.

Speak up

- Encourage pupils to speak out against unfairness or any kind of discrimination.
- Be alert early on for the different ways in which children might be communicating that something is wrong. Think creatively about adjustments that might help them thrive and achieve.

Make sure curriculum and lesson plans are inclusive

- School and classroom posters, pictures, books, music, toys, dolls and other materials should be diverse in terms of race, ethnicity, faith, gender, age, family situations, disabilities, etc.

- Develop the curriculum to meet the needs of SGCTQ+ pupils by reviewing the content of books and resources, and making sure staff do not make assumptions about children's families.
- Sex and relationship education should be relevant to all children and sensitive to their age and needs.
- Acknowledge key festivals across different faiths, particularly representing the school's student cohort.

Implement policies and offer staff training

- Discrimination can be unconscious and difficult to spot. It requires all school staff to be self-aware and think about their own day-to-day responses, strategies and practices. There also needs to be a culture of reflection and of challenging behaviour, language and attitudes. Training is important along with good links with neighbourhood organisations to support children from all types of communities.
- Make sure that effective [anti-bullying policies](#) are implemented and that school staff are not passive bystanders to discrimination.
- Set clear ground rules for appropriate language, and challenge anything written or said in a discriminatory way. Stonewall has created some [scripts](#) to help schools address incidents where derogatory or offensive language is used.
- Recognise the potential needs of SGCTQ+ children as one of the priorities in your school's health and wellbeing strategies and policies. See this [government evaluation of a number of programmes](#) that have tackled homophobic, biphobic and transphobic bullying.
- Teaching around sexual health and safe relationships should be discussed with governing boards, where appropriate.

Engage families and communities

- Engage families and communities in ways that are meaningful, recognising cultural sensitivities.
- Be sensitive to SGCTQ+ children and families and ensure they are supported in the context of a wider [whole-school ethos](#) about respect for others, celebrating difference, inclusivity, equality, diversity, fairness and justice.

- Schools should liaise with parents and carers over the content of sexual health and safe relationships education, and the context in which issues will be presented. This [template letter](#) can be used to send to parents or carers before sex education lessons.