

THE EDUCATION VILLAGE ACADEMY TRUST

Education Village
Academy Trust 

**Equality Information and
Objectives Statement**

EVAT Version Control Document

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				model and best practice from other trusts		
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This policy is reviewed every **two years** by the Policy Owner, **M Butler**.
The scheduled review date for this policy is **February 2025**.

Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
 - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
 - putting children and young people first
 - behaving ethically
- **A**mbitious and aspiration for all
 - irrespective of background or barriers – being truly inclusive
- **T**eamwork
 - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

This policy, and its associated procedures and protocols, are based on these key principles

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1. Statement of intent

The Education Village Academy Trust recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to a number of characteristics.

As a trust, we welcome our duties under the Equality Act 2010. The Trust's general duties with regard to equality are:

- Eliminating discrimination
- Fostering good relationships
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our Trust is committed to not only eliminating discrimination, but also increasing understanding of and appreciation for diversity.

2. Legal framework

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

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

2.1.2. This statement also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- <https://safeschoolsallianceuk.net/wp-content/uploads/2022/11/Guidance-for-maintained-schools-and-academies-in-England-on-provision-for-transgender-pupils.pdf>

2.1.3. This statement operates in conjunction with the following Trust policies:

- Admissions Policy
- Complaints Policy

2.2.

For the purpose of this statement, the Equality Act 2010 will be referred to as 'The Act'.

2.3.

The Act makes it unlawful for the responsible body of a Trust or Academy to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

2.4. The Trust's liability not to discriminate, harass or victimise does not end when a pupil has left, but will apply to subsequent actions connected to the previous relationship between the Academy and pupil, such as the provision of references on former pupils or access to "old pupils'" communications and activities.

2.5. The Trust will also promote equality of opportunity for all staff and job applicants.

3. Principles and aims to eradicate discrimination

3.1. Our Trust aims to create a prejudice-free environment.

- 3.2. We see all learners and potential learners, and their parents and carers, as of equal value, regardless of any protected characteristic.
- 3.3. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- 3.4. The Trust will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- 3.5. The Trust will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- 3.6. The Trust will promote gender equality by aiming to eliminate unlawful discrimination and harassment, and promoting the equality of opportunity between men and women, girls and boys.
- 3.7. Transgender people are explicitly covered by the PSED. For the purposes of this statement, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.
- 3.8. The Trust will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.
- 3.9. The Trust is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 3.10. The Trust will ensure that all staff comply with the appropriate equality legislation and regulations.
- 3.11. The Trust's Admissions policies will not discriminate against any person with a protected characteristic in any way.
- 3.12. The Trust will:
 - Ensure staff are aware of their responsibilities, given training and support where necessary, and report progress to the governors and/or trustees, as required.
 - Ensure that the recording and reporting of equality and diversity are sufficiently scrutinised.
 - Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure they are promoted in our policies, procedures and activities.
 - Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all

employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.

- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos across the Trust and in its Academies, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.
- Aim to create and maintain an inclusive environment where individuals feel confident and at ease by:
 - being respectful
 - always treating all members of the Trust community fairly
 - developing an understanding of diversity and inclusion and the benefits it can have
 - adopting an inclusive attitude and ensuring that the whole trust community understands what inclusive behaviour looks like in school and how this aligns with the Trust's and school's values
 - adopting an inclusive curriculum that is accessible to all
 - encouraging compassion, kindness and open-mindedness
 - challenging bias and calling it out.

4. Roles and responsibilities

4.1. The Trust Board and its Education Standards Committees will:

- Ensure that the Trust complies with the appropriate equality legislation and regulations
- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication
- Ensure that Trust policies and procedures are developed and implemented with consideration of any impact on equality in mind
- Ensure that the Trust's Admissions policies do not discriminate in any way
- Ensure equal opportunities in staff recruitment and promotion practices, professional development programmes, and in membership of the Board and its Committees
- Proactively recruit high-quality applicants from under-represented groups
- Provide information in appropriate and accessible formats
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

4.2. Executive and Senior Leaders will:

- Implement relevant actions contained in this statement

- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD
- Actively challenge and take appropriate action in any case of discriminatory practice
- Address any reported incidents of harassment or bullying in line with DfE guidance
- Review progress in implementing the provisions of this statement on an annual basis and report such to their Education Standards Committee.

4.3. Employees will:

- Be mindful of any incidents of harassment or bullying in the Trust's Academies
- Address any minor issues of harassment or bullying and report any major breaches of the policy to their Principal, the Chief Operating Officer, or the Chief Executive
- Identify and challenge bias and stereotyping within the curriculum and the Academy's culture
- Promote diversity, equality and good relations, and not harass or discriminate in any way
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place
- Keep up to date with equality legislation and its application by attending the appropriate training, and proactively seeking training if necessary
- Encourage and adopt an inclusive attitude
- Lead by example.

4.4. Pupils will:

- Not discriminate or harass any other pupil, staff member or visitor
- Actively encourage equality and diversity in the Trust by contributing their cultural experiences and values
- Report any incidences of bullying or harassment, whether to themselves or to others, to their teacher or head of year or to another member of staff
- Abide by all the Trust's equality and diversity policies, procedures and codes.

5. Equality objectives

5.1. The Trust is committed to promoting the welfare and equality of all its staff, pupils and other members of the Trust community. To achieve this, the Trust has established the following objectives:

- 5.1.1. Narrow the gap in progress and attainment between learners eligible for the pupil premium and their peers
- 5.1.2. Narrow the gap in progress and attainment between learners with SEND and their peers
- 5.1.3. Ensure school environments and the education offer are welcoming and inclusive for learners from disadvantaged communities and with protected characteristics.

5.1.4. Continue to explore the use of new technologies to support pupils in all vulnerable groups in accessing their learning.

5.2. The Trust will update all published equality documentation annually and will publish its objectives at least every four years.

6. Collecting and using information

6.1. The Trust may collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

6.2. The Trust will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The Trust may obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving.

6.3. The Trust may use the information they obtain to analyse any gaps present in terms of equality.

6.4. Any personal data the Trust collects will be processed in accordance with the Data Protection Policy.

7. Publishing information

7.1. The Trust will publish statutory information to demonstrate its compliance with the Act e.g. Gender Pay Gap information.

8. Promoting equality

8.1. In order to meet our objectives, the Trust has identified the following priorities:

- Academies will provide auxiliary aids that are directly related to disabled pupils' educational needs as a reasonable adjustment, so they can integrate wholly in all parts of Academy life.
- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and Academies will ensure no one is disadvantaged on the grounds of a protected characteristic.
- The Trust will ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.
- There will be differential schemes of learning designed to meet the abilities of all pupils.
- There will be a clearly-defined disciplinary system stipulated in each Behaviour Policy, which will be consistently enforced.
- The Trust will ensure there is adequate access to the physical environment of the Academies.
- Throughout the year, Academies will plan ongoing events to raise awareness of equality and diversity.

8.2. Bullying and prejudice will be carefully monitored and dealt with accordingly.

8.3. Guidance will be available to ensure staff are aware of the process for reporting and following up incidents of prejudice-related bullying.

9. Addressing prejudice-related incidents

9.1. The Trust is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

9.2. The Trust and Academies will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

9.3. If incidents continue to occur, the Trust will address them immediately and take steps which may include (but are not limited to) excluding a pupil, reporting matters to the police and taking disciplinary action against staff.

10. Appeal process

10.1. Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the Trust's grievance procedure.

11. Curriculum

- 11.1. All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.
- 11.2. When planning the curriculum, the Academies will take every opportunity to promote and advance equality.
- 11.3. When teaching the curriculum, the Academies will promote equality and will not subject individuals to discrimination.
- 11.4. Academies will develop an appropriate curriculum for all pupils in all vulnerable groups.
- 11.5. Academies will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

12. Review

- 12.1. The policy owner will review this policy every two years.

Public Sector Equality Duty (Equality Act 2010)

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is, they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.