

Chorus Education Trust

Equality and Diversity Policy and Procedure

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Version number:	1.1
JCC Consultation date:	December 2019 (reviewed Dec 2021)
Accepted by Trust:	31 March 2022
Next review:	September 2023
Name and job title of author:	A Allen, Chief Operating Officer
Target audience:	Students / Staff / Trainees / Parents / Governors / Trustees / Visitors
Related documents:	Funding Agreement, Articles of Association Disciplinary procedure Dignity and respect policy and procedure Complaints Policy

(Approved Chorus and school policies can be accessed by employees in the central shared drive policies file, or employees should speak to school HR or PA's)



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1. Aims

Chorus Education Trust aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the ***Equality Act 2010***
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Chorus Education Trust (the Trust) has a vision based on seeking excellence through inspirational leadership, teamwork, innovation and challenge and we work to ensure that all of us achieve our best.

The Trust is fully committed to eliminating unlawful and unfair discrimination and values the differences that a diverse workforce brings. The Trust will not discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex or sexual orientation. It will not discriminate because of any other irrelevant factor and will build a culture that values meritocracy, openness, fairness and transparency.

The Trust's Equality and Diversity Policy represents a commitment to a common set of values and objectives. All Schools within the Trust are committed to advancing and achieving equality of opportunity for all students, parents/carers/associated persons, staff, members, trustees, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity and that our diversity enriches our community. All employees are responsible for the promotion and advancement of this policy. Behaviour, actions or words that transgress the policy will not be tolerated and will be dealt with in line with the Trust's ***Disciplinary Procedures***.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- ***[The Equality Act 2010](#)***, which introduced the public sector equality duty and protects people from discrimination
- ***[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)***, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on ***Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#)***.

This document also complies with our ***[funding agreement](#)*** and ***[articles of association](#)***.

3. Roles and responsibilities

The **Trust Board** is/will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust/schools, including to staff, pupils and parents
- 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
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the CEO

The **CEO** is/will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to Trustees

The **Local Governing Bodies and Heads of School** are responsible for: monitoring the application of this policy within their respective schools; providing a high-profile lead on equality and diversity; advancing equality and diversity inside and outside school and; ensuring procedures are in place to comply with all equality legislation.

The **Human Resources Department** is responsible for ensuring that all employees are aware of this policy and associated procedures. The team will also ensure that this policy is implemented fairly and consistently.

Leaders and managers must ensure they implement this policy fairly and equitably, seeking guidance, clarification and support as and when required.

All employees must be willing and able to access appropriate learning and development, ensuring their knowledge, skill and expertise is up-to-date and that their statutory and mandatory training needs are met within specified timescales. Employees are responsible for: promoting equality and diversity, actively responding to any incidents of unfair discrimination related to protected characteristics perpetuated by students, staff or visitors. All school employees are expected to work to achieve the objectives as set out in [section 8](#).

Students are responsible for respecting others in their language, behaviours and actions and obeying all school equality and diversity policies, procedures and practices.

4. Eliminating Discrimination

The Trust is aware of its obligations under the **Equality Act 2010** and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the **Equality Act** – for example, during meetings. Where this has been discussed during a meeting it should be recorded in the meeting minutes.

New staff receive training on the **Equality Act** as part of their induction, and all staff receive refresher training every year.

The Trust has a designated member of staff for monitoring equality issues, and an equality link Trustee. They regularly liaise regarding any issues and make senior leaders and governors aware of issues and subsequent actions as appropriate.

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the **Equality Act**, the Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people, which are connected to a particular characteristic, they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the Trust/Schools will:

- Publish attainment data each academic year showing how students with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues, which could affect our own students.

6. Fostering Good Relations

The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, alongside activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local communities. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the Trust. For example, our school councils have representatives from different year groups and they are formed from students from a range of backgrounds. All

students are encouraged to participate in school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

- We/ schools have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality Considerations in Decision Making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made, including pay and performance decisions. The Trust always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, schools consider whether the trip:

- Cuts across any religious holidays or observances.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

An equality impact assessment is undertaken at the same time as the trips approval form 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 documentation. Risk assessments also need to include observances such as fasting to ensure student's health and wellbeing is fully considered.

8. Equality Objectives

1. Train all employees and officers of the Trust involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. We have chosen this objective as the Trust is increasing in size and it is crucial that those involved in recruitment and selection have a good understanding of the context in which our robust recruitment processes exist.
2. To reduce differences between SEND students and non-SEND students by identifying and removing barriers to learning, such as attendance, literacy (specifically reading) and exclusion from school.
3. To ensure all students, including all prescribed groups detailed in the ***Equality Act 2010*** have equal access to the curriculum.

9. Monitoring arrangements

The CEO will update the equality information we publish, [described in the above policy], at least every year. This Policy and Procedure will be reviewed within two years of the date of implementation with recognised trade unions at the JCC level.