



Equality, Diversity & Inclusion Policy

Owner (job role):	Chief Executive
Approval Body:	Trust Board
Approval Date:	July 2023
Implementation Date:	September 2023
Review Date:	July 2025

Version	Approval Date	Summary of Changes
1	December 2020	New policy
2	July 2023	Updated in light of formation of new Trust and learning and improved practice within the Trust since the last policy was developed.

Inspire, Respect, Flourish.

Contents

1. Aims	3
2. Legislation and guidance	4
3. Roles and responsibilities	4
4. Eliminating discrimination.....	5
5. Advancing equality of opportunity	6
6. Fostering good relations.....	6
7. Equality considerations in decision-making	7
8. Monitoring arrangements	7

1. Aims

Impact Multi Academy Trust ('the 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.

Just as importantly, we want our schools and our wider Trust to be places where all our children and staff feel inspired, respected and able to flourish. We want this to apply to everybody, whatever protected characteristics we may have. We should all be able to see the opportunities for us to succeed and how to get there and to feel that the way we are, is valued and respected by others.

If we are successful, then this means that:

- Our children will have diverse role-models both in school, including in leadership and governance positions, and through external speakers. We will actively seek to have more diverse panels when recruiting staff, to support this and will be proactive in seeking diversity amongst our governors and Trustees.
- Our curriculum will enable all children and young people and our staff to feel that our schools are relevant to them and their backgrounds. We will actively use our PSHE and citizenship curricula, as well as assemblies, to explore significant themes and events that relate to race, disability, religion, sex, sexual orientation and gender identity, and our responsibilities towards each-other under the Equality Act and as good citizens.
- Our websites, prospectuses, communications and displays around our schools will represent the diversity in our schools and children from a diverse range of backgrounds will be celebrated and rewarded.
- Everybody feels safe in our schools. This means that we will take all allegations of discriminatory behaviour seriously and will never dismiss anything as "banter".
- We will adopt policies that recognise the needs of different groups with protected characteristics and the need to take flexible approaches where required.
- We will actively listen to the voices and experiences of different groups and ensure this feedback feeds into our policies and practice.
- All our pupils, staff and families will feel that they belong in our schools.
- Our extra-curricular activities and opportunities to represent the school are broad, accessible and equally accessed by all groups and we will actively seek to have more children from diverse back grounds in our school shows, events, concerts and performances.
- We will seek to improve accessibility when carrying out new capital projects and will use our funding to promote greater equality between those with protected characteristics, wherever possible.

- We will seek to ensure that individuals who need support, receive the targeted support they need in order to provide equality of opportunity with their peers.
- All groups of pupils, whatever their background, leave our schools with the knowledge, skills, confidence, resilience and qualifications to flourish as global citizens. Central to this is ensuring that our pupils achieve their full potential academically, across all groups.

We recognise that feeling that we belong in our school communities is vital to feeling that we can flourish and that this should be the case for all our pupils and staff, of all different backgrounds. We serve a diverse local community and our schools are comprehensive schools. “Inclusion” is one of the four core values of our Trust and this policy sets out how we will contribute to this, as well as meeting our statutory responsibilities.

2. Legislation and guidance

This document seeks to meet the requirements under the Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.

In addition, it complements the required compliance by our Trust’s schools, under The Equality Act 2010 (Specific Duties) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives. All our schools do this and this policy intends to complement and support that work, whilst providing an overarching framework and commitment for our Trust.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010: advice for schools (2014) and seeks to comply with our funding agreement and articles of association.

3. Roles and responsibilities

The Board of Trustees (‘the Board’) will:

- Ensure that this policy is published and communicated to senior school leaders and ensure that it is reviewed and updated at least once every two years.
- Delegate responsibility for developing equality objectives and monitoring the achievement of those objectives to the Local Governing Bodies (LGB) and the headteachers.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training that is made available.
- Through the Trust’s Governance Manager, support diverse recruitment to the Board and LGBs.
- Seek to ensure diverse panels are in place for the recruitment of Headteachers within the Trust.
- Regularly review high level data relating to pupil suspensions and exclusions for its impact on groups with a protected characteristic and make appropriate recommendations .
- Ensure that all IMAT policies do not have an adverse impact on any groups with protected characteristics.
- Liaise with the LGBs regarding any issues.

- Foster joint working on Equality, Diversity and Inclusion (EDI) across the Trust, via the EDI Link Forum.

Headteachers will:

- Promote knowledge and understanding of their school's equality objectives amongst their staff and pupils.
- Monitor success in achieving the objectives and report back to the LGB.
- Consider appointing a member of staff as a champion/representative for EDI in order to help promote knowledge and understanding. NB this could be the Headteacher.
- Identify relevant training and ensure staff attendance at this training.
- Ensure that their schools have diverse displays, actively promote equality and diversity and seek to recruit and retain staff from different backgrounds, so that our pupils can look up and see people like them in positions of authority.
- Develop and demonstrate a strong understanding of the needs of their diverse school communities and set a culture where equality and diversity is prioritised and where staff, parents and pupils feel able to challenge when they have concerns.
- Support staff who might experience discriminatory behaviour
- Act in accordance with the Equality Act 2010 and make all reasonable efforts to ensure all staff do likewise.

LGBs will:

- Monitor the impact of school policies and processes on protected groups (including attainment, suspensions and exclusions) and request changes when the evidence indicates that change is required.
- Agree equality objectives for their school and monitor progress against these annually.
- Monitor the compliance of their school with the Equality Act 2010 and relevant guidance.
- Attend relevant training when required.
- Work with the Trust's governance manager to support and promote recruitment that ensures diversity in the governing body for their school.
- Seek to ensure that diverse panels are available for Governor panels.

All Trust staff are expected to have regard to this document and to work to achieve the equality objectives for their school and the overall success measures set out in section 1 of this policy.

4. Eliminating discrimination

The Trust is aware of its obligations under the Equality Act 2010 and seeks to comply with non-discrimination provisions at all times. We recognise that discrimination includes both direct discrimination and indirect discrimination.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. This includes the need to make reasonable adjustments in the application of our policies, to avoid indirect discrimination.

Trustees, 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 is recorded in the

meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training each year. In addition, each of the Trust's schools has an equality link governor. They regularly liaise with headteachers regarding any issues and make senior leaders and governors aware of these 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. pupils with disabilities, or pupils who are being subjected to homophobic bullying or racist comments).
- Taking steps to meet the particular needs of people who have a particular characteristic, for example by enabling Muslim pupils and staff to pray at prescribed times, or making adjustments to uniform to reflect requirements relating to race, religion or disability.
- Encouraging people who have a particular characteristic to participate fully in any activities, including supporting all pupils to be involved in the full range of school clubs and societies. In fulfilling this aspect of the duty, the Trust will make available to its governing bodies at school level, to Trustees at aggregate level and more widely on request:
 - Attainment data showing how pupils with different characteristics are performing
 - Analysis of the above data to determine strengths and areas for improvement, implement actions in response
 - Evidence identifying improvements for specific groups (e.g. declines in incidents of bullying linked to protected characteristics) and any ongoing challenges and issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
 - Data relating to staff who share a protected characteristic, including but not exclusively the statutory gender pay report).
- We will also explore better use of our confidential equality monitoring data to assess the impact of our recruitment policies.

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, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- Facilitating collaboration and professional development to support Subject leaders in expanding their curriculum to be both inclusive and intersectional.
- Holding assemblies dealing with relevant issues, including inviting external speakers to contribute and using pupil voice, where helpful.

- Working with our local community. This includes organising school trips and activities based around the local community and local charities, such as care homes and food banks, as well as visits to the holy buildings of different religions.
- Encouraging and implementing activities to encourage dialogue and understanding of differences, including initiatives to deal with tensions between different groups of pupils within our schools. All pupils are encouraged to participate in the school's activities, such as sports clubs and we will listen to pupil feedback to enable us to work to overcome any barriers to this.

7. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made. The Trust always considers the impact of significant decisions on particular groups. For example, in the following areas:

- Admissions. The Trust's admission policies and appeals process ensure that no pupil is disadvantaged due to their sharing of a protected characteristic
- Behaviour and exclusions. The schools' behaviour policies and the Trust's exclusions policy and detail our approach and process to behaviour sanctions, including exclusions, and ensures that sanctions are applied in a fair way that do not discriminate against a pupil who shares a protected characteristic. We will always seek to make reasonable adjustments when required to do so under the Equality Act.
- Recruitment. All positions will be advertised with a positive action statement welcoming applications from sectors of society that are underrepresented on the current staff body. We will always shortlist candidates who meet the minimum criteria, if they declare a disability and state that they wish to be considered under the guaranteed interview scheme on our application form.

8. Monitoring arrangements

This policy will be approved by the IMAT Board of Trustees and will be reviewed every two years.