



WIGSTON ACADEMIES TRUST EQUALITY AND DIVERSITY POLICY

DATE APPROVED:	4 th March 2024
APPROVED BY:	Chair of Trustees
REVIEW FREQUENCY:	March 2025, then every 2 years
DATE FOR REVIEW:	March 2025

Signed by Chair of Trustees:

A handwritten signature in black ink, appearing to be 'M. M. M.', written in a cursive style.

Date: 4th March 2024

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1. Aims

Our Trust aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

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 Board of Trustees will:

- Ensure that the equality and diversity information and objectives as set out in this statement are published and communicated throughout the Trust, including to staff, students and parents
- Ensure that the published equality and diversity 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 headteacher

There will be an equality and diversity trustee who will:

- Meet with the designated member of staff for equality and diversity at least annually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Board of Trustees regarding any issues

The Headteacher 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 Head of School will be the designated member of staff for equality and diversity. He will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link governor at least annually to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs and deliver training as necessary

All Trust staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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.

New staff receive training on our equality and diversity objectives as part of their induction, and all staff receive refresher training every academic year.

The Trust has a designated member of staff for monitoring equality issues and an equality link governor. They regularly liaise regarding any issues and make senior leaders and Trustees 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 that are connected to a particular characteristic they have (e.g. students with disabilities, or LGBTQ+ 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 Trust societies)

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 of RE, GC, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, 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 community
- Encouraging and implementing initiatives to deal with tensions (where they exist) between different groups of students within the Trust. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the Trust's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We 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.

The Trust always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the Trust considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

The Trust keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded as part of the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically as part of the completed risk assessment.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends in regard to race, gender and disability by September 2024, and report on this to the Board of Trustees' FAR Committee.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July 2024, to meet their needs better and make sure that any disadvantages they experience are addressed.

Objective 3

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July 2024 to July in 2028), so that this group increases and becomes more representative.

Objective 4

Train all members of staff, trustees and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year 2024/2025. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Objective 5

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January 2025, to help address the under-representation of people with disabilities in the school workforce.

9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the Board of Trustees at least every 4 years.

This document will be approved by the Board of Trustees.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Trips and Visits Policy