



Title of Policy/Procedure

Equality, Diversity and Inclusion Policy

Reviewer(s):

Anna Richardson

**To be read in conjunction with
the following policies:**

School:
Accessibility Plan
Admission Policy
Behaviour Policy
SEND Policy
Anti-Bullying Policy
Uniform Policy

BKAT:
Complaint Policy
Staffing and Recruitment Policies

Consultation Process

BKAT Headteachers

Policy Date:

Review Date:

**This policy has been ratified
by (please delete as
appropriate:**

- People and Culture Committee

Adapted from a template produced by EqualiTeach: www.equaliteach.co.uk

All schools within the Blue Kite Academy Trust work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1

Our duties under the Equality Act also 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.

The Education and Inspections Act 2006 requires schools to promote community cohesion and within the Blue Kite Academy Trust we work 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.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs

BKAT Vision and Values

Our Vision

We believe our schools should be vibrant, friendly places where the children are at the heart of everything we do. We believe in teaching of skills, sharing of knowledge and building special memories that children will take with them through the rest of their lives. We believe that through inspirational teaching, determination, a lot of love and a lot of laughter, the children in our schools can achieve their greatest potential, regardless of their starting points in life. We believe in modelling values and preparing them for life in the 21st Century and modern Britain, whilst becoming part of a global community. We believe that in doing so, we will give them a powerful foundation for their future.

Values

- Everything we do has the overall well-being of our children at its core. Socially, emotionally, academically. We believe that we should take care of our children, so that they not only feel safe but are inspired to learn.
- We will have integrity in all we do, we will be open and honest, creating a climate of mutual respect.
- We believe in working together we can become stronger than the sum of our parts.
- We believe in having the highest expectations of our pupils and for our staff. We give our best for them to achieve their potential and we do not limit anyone's aspirations.
- We believe in being creative and taking risks with education. To push boundaries and find the most effective ways for children to learn. If it excites us as teachers to teach, then it will excite the pupils to learn.
- We believe that our schools and our Trust should be the best employers we can be. We develop our staff and will be considerate of their well-being.
- We will value and celebrate diversity, through our staff, our pupils and our school communities.

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

The Blue Kite Academy Trust does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school communities, and we are opposed to all forms of prejudice.

- All schools have robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the local governing body and analysed so that any trends can be identified, and action plans put in place.
- The Grievance policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff
- The Blue Kite Academy Trust Complaints Policy should be followed for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- Schools collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our pupil population in terms of:

- Progress and attainment
- Admissions
- Attendance
- Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see an individual school's Accessibility Plan for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all pupils.
- We respect the religious beliefs and practice of staff and pupils and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and pupils, including those who transition during their time at the school

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our pupils to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, trustees, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our pupil council, trust board, local governing body and staff team
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The Board of Trustees have overall responsibility to comply with statutory and contractual requirements, through understanding of, and adherence to, responsibilities under the Equalities Act, promoting equality and diversity throughout the organisation including in relation to its own operation.

The local governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the local governing body has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The head teacher and senior management are responsible for:

- Overseeing the implementation of the Equality, Diversity and Inclusion Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled pupils do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality, Diversity and Inclusion Policy

All pupils are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff.

Using this information, the school analyses the following in terms of protected characteristics:

- Pupil admissions
- Pupil attendance
- Pupil performance/achievement
- Pupil sanctions
- Pupil rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carer

Schools within the Blue Kite Academy Trust also conduct surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives.

Individual schools will identify any equality training needs within their staff. These needs will be addressed, and this may also inform the Trust's Equality Objectives.

The equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with trustees and are integrated into the school development plans where appropriate. The objectives are kept under review by Trustees and Governors who report annually on the progress towards achieving them. The School objectives are:

1. To ensure that all children are given a wide range of opportunities to raise aspirations and support them in making a positive contribution to the life of the school.
2. To eradicate the use of homophobic, sexist, racist and other discriminative language by children within a clear programme of study.

3. To provide a school environment that welcomes, protects and respects diversity.
4. To offer a curriculum which represents diversity through the people, places, beliefs and culture the children are exposed to. It will be reflective of the communities served whilst allowing them to understand their part in the global community.
5. All groups of children identified across the Trust will receive equality of opportunity in order to ensure the best possible progress and attainment.

The Trusts current Equality Objectives and Action Plan are attached as Appendix 2

Equality Impact Assessments

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

A template for conducting equality impact assessments is attached as Appendix 3

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and local governing body.

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>

Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>

Appendix 2: Trust Equality Objectives and Action Plan

Objectives	Actions	Staff member	Date	Success criteria
To review and make reasonable adjustments where needed to the accessibility across the school for children, staff and visitors with disabilities, including access to specialist teaching areas	Surfaces into main school and Bluebells to be reviewed for wheelchair access. Areas of concern clearly marked and signposted by staff during entry and exit periods start/end of day.	JD	Dec 2022	Surfaces identified for modification and quotations sought. Area by Bluebells relayed February 2022 Front of school August 2023
	PEEP in place for those who need additional time to evacuate from upstairs in an emergency. Evac+Chair and training in place.	BB/MC	Sept 2022	PEEP documentation in place and shared with staff and parents. Evac+Chair Training completed by key staff incl. Pastoral Support Lead.
Ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development	Policies from Blue Kite are adopted and displayed clearly on website – replacing any previous policies of the same nature.	BB/NB	Ongoing	As policies are updated/revised by Trust – ensure policies are replaced and new URL hyperlinks created to Blue Kite Policies page
	All policies consider / follow most recent legislation regarding equality, diversity and inclusion. All staff engaged in consultation over policy updates and offered the opportunity to challenge/request adaptations to meet needs. All appointments follow procedures in consultation with BKAT Head of HR to ensure process and procedures allow all employees and potential employees to be offered equal opportunity within employment regulations.	BB/MC	Ongoing	All interviews for posts/application to attend CPD (above and beyond that which is offered to all staff) reflect policy and procedures and demonstrate communication / advice from / Liaison with HR.
To promote mental health awareness throughout the school community and offer appropriate support where necessary	Parent Drop In - fortnightly to discuss any concerns worries with Senior Staff- advertised by newsletter and reminders by text.	MC/JHo	Ongoing October 2022	Parents are aware of the opportunity to come and discuss anything that may be causing them anxiety. Any mental health concerns linked to parenting referred to FSW for additional support in the home.
	SAS Well-Being App offered as part of insurance policy for all staff to access counselling if needed.	BB	Sept annually	All staff are aware (leaflet displayed, posters in toilets and all staff informed by email) and staff are able to access service freely and in confidence.

	<p>Children have access to Pastoral support Mon-Thurs</p> <p>All younger children are allocated a Peer Mentor (Reading Buddy) from the older age groups to ensure they have a 'voice' that does not rely on children telling adults. Peer Mediators and Active Life Ambassadors in Years 5&6 also promote and support mental health amongst children.</p> <p>Project Me and other external agencies are used for referral as needed.</p> <p>Additional targeted clubs to be set for specific children – Strong Girls Club/Active8 Club</p>	<p>SLT</p> <p>SS/LR/KS</p>	<p>Ongoing</p> <p>Term 2</p>	<p>All in place in September each academic year.</p> <p>Clubs are in place for those who may benefit most in liaison with Pastoral/SEND/DSL teams</p>
<p>Ensure that staff, trustees and governors are aware of current legislation surrounding equality and diversity and understand the Trust's responsibility in order to view policies and procedures through an equality lens</p>	<p>Updated BKAT Policy to be circulated to all staff and governors as information and for feedback/consultation.</p> <p>Policy displayed on Website</p>	<p>BB/NB</p>	<p>As it is updated</p>	<p>Policy is clearly labelled and accessible on website and evidence available that all staff and governors have been informed.</p>
<p>Through appropriate CPD, to ensure all adults within the school community challenge stereotype and celebrate diversity</p>	<p>Following this policy update – DSL CP Calendar / Map to include this as training in 2023.</p> <p>Newsletter items to be included.</p> <p>Specific focus on ensuring visiting plays etc reflect this</p>	<p>DSLs</p>	<p>July 2023</p>	<p>Safeguarding Map will show all training has been completed by relevant staff and Governors</p> <p>Newsletter evidence of celebrating difference</p>

Last updated (date) November 2023

By B Buckley & M Cunningham

Appendix 3: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	