Esland North Limited

ED0062 - Equality, Diversity, Inclusion and Belonging (Education)

Objectives

- Esland is committed to achieving an environment that provides equality of opportunity and freedom from unlawful discrimination on the grounds of race (including ethic, national origin and nationality), sex, pregnancy and maternity, marital or civil partnership status, gender reassignment, disability, religion or beliefs, age or sexual orientation. This Policy aims to remove unfair and discriminatory practices across our schools, ensuring all our students can feel included, supported and are given the opportunity to prosper.
- Our school 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

Legislation and guidance

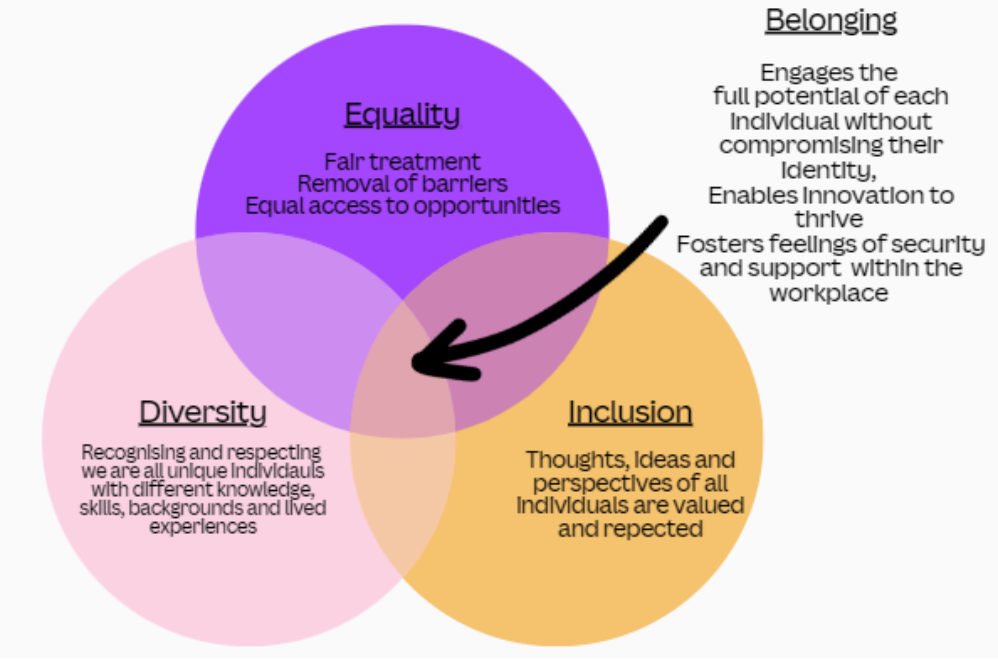
This document meets the requirements under the following legislation:

- 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.

Definitions

Equality is about ensuring every individual has equal rights and opportunities to make the most of their lives and skillset.
Diversity is respecting and valuing the attributes that make people individual, creating a sense of belonging through recognition and living our values. This includes protected characteristics as well as experiences, talents, skills, opinions, knowledge and lived experiences.

Inclusion is about providing equal access, opportunities, and resources for all. Establishing an environment where everyone can feel valued and contribute their unique perspectives and capacities.
Belonging is the feeling of security and support when there is a sense of acceptance, inclusion, and identity within a team or group.
Discrimination is unequal or differential treatment which leads to one person being treated more or less favourably than others are, or would be, treated in the same or similar circumstances on the grounds of race, sex, pregnancy, and maternity, marital or civil partnership status, gender reassignment, disability, religion or beliefs, age, or sexual orientation. Discrimination may be direct or indirect and includes conscience and unconscious discrimination by bias, perception, and/or association.



Roles and responsibilities

The governing board will:

- Ensure that relevant equality information and objectives are communicated throughout the school, including to staff, students and parents where appropriate.
- Ensure that the objectives aligned to this policy are reviewed and updated at least every 4 years

The headteacher will:

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

All school staff are expected to have regard to this document and to work to achieve the wider objectives as set out by Esland

Eliminating discrimination

The school 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 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 on an annual basis.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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 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)

Fostering good relations

The school 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/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. 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 school. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

Equality considerations in decision-making

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

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as 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 with the completed risk assessment.

Monitoring arrangements

This policy will be reviewed by the HR Department and Headteacher on an annual basis
We will regularly collect, monitor, and anaylse Equality, Diversity, and Inclusivity data, including information about the gender, age, ethnicity and disability of our students to make sure our processes are fair and achieve the aims of this policy.
Any and all personal data used in connection with this Policy shall be collected, held, and processed in accordance with the Company's Data Protection Policy.

Links with other policies

This document links to the following policies:

- Equality Diversity Inclusion & Belonging Policy (General)
- Whistleblowing Policy
- Anti-Bullying and Harassment Policy
- Modern Slavery & Human Trafficking Policy
- Environmental, Social & Governance Policy

Equality Impact Assessment

Equality Impact Assessment – Activities or Events

Name of the event or activity being assessed	
Summary of the aims and objectives of the activity or event	
What involvement and consultation has been done in relation to this activity or event (e.g. with relevant groups or stakeholders)	
Who is affected by the activity / event?	
What are the arrangements for monitoring and reviewing the impact of the activity or event?	

Protected Characteristic Group	**Is there a potential for a positive or negative impact? Please specify**	**Please explain and give examples of any evidence/data used**	**Action to address negative impact (e.g. adjustments to the event)**
Disability			
Gender Reassignment			
Marriage or Civil Partnership			
Pregnancy and Maternity			
Race			
Religion or Belief			
Sexual Orientation			
Sexual Orientation			
Sex (Gender)			
Age			
Other (Caring Responsibilities)			

Is it possible the proposed activity could discriminate or unfairly advantage people?	

Final Decision	**Tick the relevant box**	**Include any explanation/justification required**
No barriers identified; therefore the activity will **proceed**		
The data shows bias towards one or more		

Groups, therefore, the decision is made to **cancel** the activity		
You can **adapt or change** the event in a way that you think will eliminate the bias		
Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore, you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Completed By	
Signature	
Date	

Post Activity Review (if applicable)	