



Mid-Trent
Multi Academy Trust

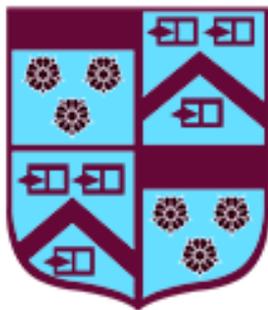
Equality and Inclusion Policy

Offering a safe and welcoming place for all God's children
Valuing all God's children, 2019

May 2022



St Andrew's CE
Primary School



Colwich CE Primary
School



St Peter's CE Primary
School



Flourish Early
Education



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1.1	03.07.2020	Reviewed	J. Alexander	No Changes
2.0	25.04.2022	Re-Written	C. Pilkington	Re-written in line with recommendations within 'Valuing all God's Children'.

Approval History			
Version	Approver	Date	Included in the minutes of
1.0	LGB	19.06.2018	LGB Summer 2018
1.1	LGB	03.07.2020	LGB Summer 2020
2.0	CEO	29.04.2022	Leadership Forum 29.04.2022.



Equality Policy

At Mid-Trent Multi Academy Trust we will ensure that we provide a safe and caring environment, free from discrimination, for everyone in our communities.

Our policy aim is based upon 'the Christian message of love, joy and the celebration of our humanity without exception or exclusion' (Valuing All God's Children).

Legal Framework

As a Trust of Church schools, we welcome our duties under the Equality Act 2010 to protect the rights of individuals and advance equality of opportunity for all within our Trust community.

This content of this policy meets the specific duties for all public organisations (including schools), outlined in the Equality Act 2010 to:

1. Publish relevant, proportionate information demonstrating their compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

We recognise that these duties 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.

Equality Principles

Equality of opportunity within Mid-Trent Multi Academy Trust is about providing equality and excellence for all, in order to promote the highest possible standards of achievement within our Trust schools. Equality of opportunity applies to all members of the Trust community – pupils; staff; Directors; parents; and community members.

Our Trust approach to equality is based on 7 key principles:

1. Every person who learns, works or visits our Trust schools are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation.
3. We foster positive attitudes and relationships for all. We actively promote positive attitudes and mutual respect between individuals, groups and communities different that are from each other.

4. We foster a shared sense of community, cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

These aims are designed to ensure that the Trust meets the needs of its community as a whole, taking account of the nine protected characteristics; race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment. It is important that in our schools we meet the diverse needs of pupils to ensure inclusion for all, and that all pupils are prepared for full participation in a diverse modern society.

Commitment to Equality

All schools within the Mid-Trent MAT are committed to the key principles (above) and demonstrate this through:

- Ensuring that all pupils and staff are encouraged and able to achieve to their full potential;
- Respecting and valuing differences between people;
- Exploring cultural diversity as a fundamental part of the school curriculum;
- Preparing pupils for life in a diverse society;
- Acknowledging the existence of discrimination and taking steps to prevent it;
- Making our schools places where everyone, irrespective of a protected characteristic, feels welcomed and valued;
- Promoting good relations between groups within our schools and the wider community;
- Ensuring that an inclusive ethos is established and maintained;
- Opposing all forms of discrimination and harassment;
- Being proactive in tackling and eliminating unlawful discrimination.

The Mid-Trent MAT is committed to **ensuring that all children receive an exceptional education; enabling them to flourish and develop the knowledge and attributes to be successful, life-long learners.**

This vision is enacted through the promotion of racial and cultural understanding alongside, equal opportunities and anti-bullying policies and procedures. Specifically:

- The Trust opposes all forms of racism, harassment, prejudice and discrimination.
- The Trust publicly supports diversity and actively promotes good personal and community relations.
- Diversity is recognised as a strength and as such the Trust promotes a curriculum which recognises and celebrates this and promotes racial and cultural understanding.
- The Trust employees and volunteers (MAT Board and School LACs) foster a positive atmosphere of mutual respect and trust among pupils from all groups.
- The Trust ensures that clear procedures are in place across all Trust schools which ensure that staff are empowered to proactively address all forms of bullying and harassment firmly and consistently.

Actions taken are in line with relevant Trust policies and guidance and all forms of bullying and harassment are recorded, monitored and reviewed by the MAT board regularly.

- The Trust ensures that all pupils, staff and parents are aware that discrimination of any kind will not be tolerated within Trust schools and the policy and procedures for dealing with discriminatory incidents are publically available.
- The Trust ensures that all staff across the MAT are confident in dealing effectively with bullying, discriminatory incidents, harassment and prejudice. Training is provided to all staff regularly to ensure all are informed of their role under the Equality Act 2010 and this policy.
- The Trust ensures that all Trust schools are inclusive and welcoming to all within the community it serves.
- The Trust supports and accommodates dietary and dress requirements of individuals wherever possible.
- The Trust permits absence from school to attend religious or culturally significant events.
- The Trust provides financial support to Trust schools to ensure that they provide learners with a wide range of appropriate resources which reflect the range of learners' religious, cultural and family identities.
- The Trust's recruitment policies and procedures are open, fair and non-discriminatory.
- Ensuring that the Trust fulfils all the legal requirements of the Equality Act 2010.
- The Trust is responsible for monitoring and reviewing the effectiveness of each schools inclusive practice by conducting an Inclusion Audit on a bi-annual basis.

Equality Objectives

The Trust will set specific equality targets to improve the provision set out within this policy.

Trust Equality Objectives for 2022 – 2024 are:

1. To ensure that all disadvantaged learners (in receipt of Pupil Premium Grant) are supported to achieve levels of attainment similar to those of non-disadvantaged peers.
2. To build a curriculum offer for all pupils which reflects life within a diverse, modern Britain.
3. To review all policies and procedures to ensure that they meet the requirements of the Equality Act 2010 and the principles within this policy.

Staffing: Recruitment & Professional Development

- The Trust adheres to recruitment and selection procedures that are fair, equal and in line with statutory duties and guidelines.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Training and information regarding the Trust's equality principles, policies and practices are included within staff and volunteer induction.
- Employment policy and procedures are reviewed regularly to check conformity with equality legislation and best practice.

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. The curriculum builds on pupils' starting points and is differentiated where appropriate to ensure the inclusion of:

- Boys, girls and other gender identities;
- Pupils from a range of diverse family groups;
- Pupils learning English as an additional language;
- Pupils from minority ethnic groups;
- Pupils with special educational needs;
- Pupils who are looked after by the local authority;
- Pupils who have previously been looked after by the local authority;
- Pupils who are at risk of disaffection and exclusion.

The Trust monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

Schools may promote equality in the curriculum through:

- Exploring religious and cultural diversity through religious education;
- Discussing the effects of inequality as part of Personal, Social, Health Education;
- Reading and discussing poetry and stories from multicultural, multi gender, and multi ability backgrounds and authors;
- Exploring the work of people from other cultures, faiths and sexual orientation through History, Geography, Art and Music.
- Learning a new language through MfL and making links between the cultural significance of languages.
- Engaging in planned extra-curricular opportunities to celebrate diversity eg. Drop-down days, Spirituality days, Educational Visits and Visitors to school.
- Exploring injustice and prejudice through Collective Worship and use of Big Questions throughout the curriculum.
- Ensuring that extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion, culture, race, gender, family make-up, SEN and sexual orientation.

Teaching & Learning

Teaching and learning across all Trust schools takes account of the ethnicity, backgrounds and needs of all pupils. As a result, Teachers should:

- Ensure that the classroom is an inclusive environment in which learners feel all their contributions are valued.
- Enable all learners to access to the same curriculum offer.
- Respond appropriately to learners' diverse learning needs, taking into account pupils' religious, cultural and linguistic needs.
- Take positive steps to remove barriers for all groups or individuals.

- Be aware of grouping practices within the classroom and where pupil groups are used, analysing these regularly to ensure that groups do not discriminate by ethnicity, gender, SEN and economic background.
- Include collaborative learning so that learners appreciate the value of working together.
- Encourage all learners to question, discuss and collaborate in problem solving tasks.
- Encourage learners to become independent and to take responsibility for their own learning.
- Challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Ensure resources used and classroom/ school displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas.
- Review classroom displays regularly to ensure that they reflect the inclusive ethos of the Trust.

Assessment, Achievement & Progress

Mid-Trent MAT schools are committed to ensuring that all children receive an exceptional education; enabling them to flourish and develop the knowledge and attributes to be successful, life-long learners. As a result the Trust ensures that assessment of learners is as free of gender, cultural and social bias as possible, and that assessment methods used across all Trust schools are valid.

The Trust monitors and analyses pupil outcomes by gender, ethnicity, SEN and those entitled to pupil premium and is therefore able to identify groups of pupils where there are patterns of underachievement, ensuring that action is taken to address inequality at every point.

Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The Trust recognises and values all forms of achievement not just academic.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment that summarises what they have learnt. Information from assessment is used to inform future learning.

Behaviour, Discipline & Exclusions

The following school and MAT policies take account of the Equality Act 2010, are fair and applied equally to all staff and pupils:

- Staff Code of Conduct
- Staff Discipline Policy
- Pupil Behaviour for Learning Policy
- Anti-Bullying Policy
- Peer on Peer Abuse Policy

We are committed to making reasonable, appropriate and flexible adjustment for pupils and staff whose behaviour may be affected by a protected characteristic and will take this into account when dealing with incidents of unacceptable behaviour.

We closely monitor data on exclusions for evidence of overrepresentation of different groups and take action promptly to address concerns.

Admissions & Attendance

- The Trust Admissions policy adheres to the Admissions Code and as such each school's admissions process is fair for all. School admissions (Nursery Admissions, Reception Admissions and In-Year Admissions) are monitored each year to ensure that the admissions process is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.
- Comprehensive information about pupils' ethnicity, first language, religion, physical, medical and dietary needs etc. is included in all admission forms.
- The Trust and families are aware of rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.
- The Trust permits absence from school to attend religious or culturally significant events.
- Our Trust recognises that some children have additional needs or physical disabilities that require particular support and assistance when attending school. We will assess the individual needs of each child in consultation with their parents prior to their attending the Trust, and will make reasonable adjustments to ensure that children can access our services and are made to feel welcome in our schools. Where one-to-one support is required we will assist parents in accessing the funding required to provide the additional care.

Partnership with Parents and the Community

- Parent communications (including pupil reports) are designed to be easily accessible to all in order to ensure that all parents are able to participate fully in their child's education. Where language or learning barriers for parents are identified, alternative communication methods are employed to ensure that all parents/carers receive appropriate information.
- All parents are encouraged to participate at all levels in the full life of the Trust Schools.
- The Trust works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents of discrimination as and when they arise.
- Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

Responsibilities

The **Chief Executive Officer and the Mid-Trent MAT Board of directors** will:

- Ensure that the Trust complies with all relevant equalities legislation.
- The policy, related procedures and strategies are implemented effectively and regularly reviewed.
- Ensure that all staff members are aware of their responsibilities under the policy.

The Mid-Trent MAT **Inclusion Lead (SENCO)** will:

- Manage the provision for children with special educational needs or physical disabilities.
- Be fully trained and experienced in the care and assessment of such children.
- Monitor the progress and attainment of learners with special educational needs, physical disabilities and those identified as disadvantaged.

The **Headteacher** of each school will:

- Implement this policy in practice, ensuring that day to day practices within the school enable all to flourish;
- Manage and respond to incidents of discrimination involving pupils, parents and staff.
- Support staff to understand their responsibilities under the policy.

Staff, Pupils, Volunteers and Wider Community members of each school will:

- Implement this policy in practice, ensuring that day to day practices enable all to flourish;
- Challenge incidents of discrimination and report to Headteacher.
- Be understanding and provide reasonable adjustments to support all with protected characteristics to engage fully in the life of the school.

Publication and Review

This policy is made available to parents/carers through publication on the school website and available to staff and volunteers through publication on the Mid-Trent MAT Policies Hub.

This policy is scheduled to be reviewed **every 2 years** or more frequently if guidance or provision undergoes significant changes.

This policy as last reviewed on 28.04.2022 by Charlotte Pilkington, Headteacher on behalf of Mid-Trent MAT.

Policy presented and approved by the CEO (on behalf of the MAT Board of Directors) on 01.05.2022

Policy due for review on, or before 01.05.2024.