



INSPIRING PRIMARIES ACADEMY TRUST

Policy for Compliance with the Single Equality Duty (M21)

The Board of Trustees adopted this policy on: 04 March 2021

To be reviewed: Spring 2025 or earlier if required.

“Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality” Archbishop Desmond Tutu February 2004

Policy statements

- Inspiring Primaries Academy Trust (IPAT) is dedicated to providing environments where all feel valued and free from discrimination, reflecting the world in all its rich diversity.
- IPAT is dedicated to ensuring that all members of our school communities feel welcomed, are treated equally, fairly and with respect by IPAT, our schools and each other. This applies to IPAT as an employer and business and our schools as places of education.
- Prejudice, discrimination (direct or indirect) and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance and compassion towards others.
- This policy sets out how IPAT will satisfy its duties under the Equality Act 2010 to eliminate all discrimination, harassment, victimisation and any other behaviour prohibited by the Equality Act; to foster good relations between persons with and without protected characteristics; to promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation).
- IPAT aims to comply with this duty, in both the delivery of education and the employment of staff. It is created by the Trust Board in line with the Equality Act 2010 and is the foundation of the following policies in our schools: special educational needs / disabilities, behaviour and anti-bullying.
- This policy will be reviewed at least every four years, or at any time there is an update or change to equality legislation. Additionally, Appendix A sets out the current summary of equality-based actions being undertaken across IPAT - appendix A is updated annually.

Who does this policy apply to?

- This policy applies to the entire IPAT community; trustees, governors, staff, pupils, parents and carers and anyone seeking to become a member of the IPAT community.
- IPAT expects all its pupils and staff to act respectfully towards members of the wider communities that its schools are part of.

Roles and responsibilities

- **The Trust Board will:**
 - ensure that the equality information as set out in this policy is published and communicated throughout IPAT, including to staff, pupils, parents, carers and local governing bodies.
 - delegate responsibility for monitoring the achievement of equality objectives on a daily basis to the Executive Principal/Headteacher and the Local Governing Body (LGB).
- **The Executive Principal/Headteacher will:**
 - promote knowledge and understanding of the equality objectives amongst staff and pupils.
 - take appropriate action where stereotyping, bias, discrimination or victimisation occur



- monitor success in achieving the objectives and report back to their LGB.
- All **staff** across IPAT are expected to have regard to this policy and to work to achieve the objectives as set out in Appendix A.
- The **SENDCo** of each school is responsible for ensuring that specific aspects of this policy are implemented in respect of individual pupils on the SEND records.
- **All** members of the IPAT community are required to promote the inclusive ethos of the Trust. They should be actively involved in breaking down barriers to learning and social and emotional development that prejudice can create.

Key groups at risk

- Whilst IPAT recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, it also recognises that it has to make special efforts to ensure that all potentially vulnerable groups are helped to fulfil their potential, including:
 - Gender and transgender
 - All minority ethnic groups including Gypsy Roma Travellers, refugees and asylum seekers
 - All faith groups
 - Children with special educational needs and/or disabilities
 - Children who are 'looked after' by a local authority
 - Children with English as an additional language (EAL)
 - Children where family members are in prison
 - Children living with vulnerable adults
 - Children who are young carers
 - Children at risk of significant harm

How we eliminate discrimination and other conduct that is prohibited by the Act:

- Anyone wishing to join IPAT has the right to be treated equally. The Trust is aware of its obligations under the Equality Act 2010 and is committed to ensuring that we comply with non-discrimination provisions.
- IPAT will ensure that, whilst adhering to the equalities law and safer and fair recruitment practices, every attempt will be made to achieve diversity in the workforce, actively promoting equality across all groups within our workforce. This includes the duty to make reasonable adjustments.
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct, and we carry out Equality Impact Assessments on all relevant policies.
- Staff receive training on the Equality Act as part of their induction.
- IPAT promotes an inclusive ethos in all aspects of its operation.
- Our schools provide broad, balanced and ambitious curriculums that are accessible to all pupils, recognising individual needs and working in close partnership with parents, carers and other professionals. Plans extend our children's knowledge, understanding and appreciation of faith, diversity and common values which underpin society.
- Our approach to behaviour management is based upon creating strong relationships built on trust and individual responsibility. This positive approach to behaviour management enables all pupils to develop positive behaviour patterns and for us to support those most vulnerable pupils more effectively.



- All schools within IPAT will ensure that it has commonly understood processes for challenging inappropriate language; behaviour and prejudice against these equality groups and that any such incidents are reported and recorded.
- All schools within IPAT will ensure that it has an effective anti-bullying policy which is applied equally to all pupils. IPAT recognises that the equality groups covered in this policy may be more vulnerable to bullying and harassment and that all incidents of reported bullying are acted upon swiftly and recorded accordingly, reporting to parents / carers as necessary.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it:

- IPAT aims to advance equality of opportunity by:
 - Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have.
 - Taking steps to meet the particular needs of people who have a particular characteristic (e.g. providing work packs for pupils whose parents are Travellers and are travelling for work purposes; complying to reasonable requests relating to religious observance and practice).
 - Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in a range of co-curricular activities).
 - Ensuring publication of data does not identify individual pupils or staff (this means we may suppress some data if it relates to a very small number of pupils or staff to preserve their confidentiality).
 - Ensuring our buildings are physically accessible to all including wheelchair users, the visually impaired and those with other physical disabilities.
 - Purchasing a range of specific equipment, software and resources to enhance learning and support for individuals, where reasonable.
 - Arranging regular meetings with parents / carers of pupils with a disability or special educational needs to determine the most appropriate strategy and interventions to support their needs.
 - Providing individual academic targets for all pupils and reviewing progress against these targets identifying intervention strategies on an individual and/or group basis.

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it:

- IPAT will ensure wherever possible that the equality groups represented in this policy are reflected in the images and languages of all its publications and that positive images of these equality groups are represented in learning resources and displays.
- IPAT 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 the 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, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, school councils have representatives from



different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Our schools also work with parents / carers to promote knowledge and understanding of different cultures.

- Our schools develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach.

Equality impact statements

- IPAT conducts impact assessments on new policies to assess whether they have a negative or adverse, or positive impact on individuals and/or groups within the Trust community.
- IPAT ensures it has due regard to equality considerations whenever significant decisions are made e.g. Does a residential activity cut across a religious holiday? Is it accessible to pupils with disabilities? Are there equivalent facilities irrespective of gender?
- Equality Impact Assessments (EIA) are kept as written records of actively considering our equality duties e.g. the EIA is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.
- See Appendix 2 for the template for EIAs.

Reporting on progress

- IPAT will monitor the the following data in respect of the key groups at risk and analyse comparisons across the IPAT community and against national trends (where available):
 - Achievement (attainment and progress)
 - Attendance
 - Exclusion
 - Bullying
 - Complaints



Inspiring Primaries Academy Trust
Inspiring pupils to achieve for their tomorrows

Appendix A: Inspiring Primaries Academy Trust Equality Objectives 2024/25

| Objective | Strategies | Success criteria |
|---|--|--|
| <p>To ensure that leaders and managers are aware of current legislation surrounding equality and diversity and understand how to promote equality and support staff members of their team.</p> | <p>Leaders and managers receive training on the PSED. IPAT policies reflect equality responsibilities. IPAT SED Policy shared with all staff. IPAT SED Policy published on Trust and Schools' websites.</p> | <p>Greater awareness and understanding of equalities duties is evidenced through EIAs, policy development, attendance at training sessions and promotion of SED Policy and practice.</p> |
| <p>To promote mental health awareness and develop appropriate interventions where necessary. Ensure staff across the Trust have Mental Health First Aid training.</p> | <p>All schools have at least 1 trained Emotional Literacy Support Assistant (ELSA) to support pupils as required. Leaders make use of the DfE Workload Reduction Toolkit to improve work-life balance. Staff surveys and discussions make recommendations about how wellbeing and work-life balance can be maintained.</p> | <p>Pupil attendance improves. Staff absence is reduced across the Trust. Progress in outcomes of the schools' employee questionnaires.</p> |
| <p>To actively close achievement gaps between pupils of all groups, especially disadvantaged pupils, those with SEN/D, pupils who are looked after and pupils from minority ethnic groups (particularly GRT).</p> | <p>Early identification of need through tracking of individual pupil performance. Provision of tailored support and intervention to enable access to the curriculum and other specialist support available. Effective challenge through pupil and school progress meetings.</p> | <p>Improved attendance for all pupil groups. Improved performance for all pupil groups.</p> |



Appendix B: Equality Impact Assessment Template

| | |
|-----------------------------|--|
| Name of assessment | |
| Name of person completing | |
| Date of assessment | |
| Approved by | |
| Date of approval | |
| Review Date (if applicable) | |

- The Public Sector Equality Duty places a general duty on all public bodies to have due regard to the need to achieve the objectives set out under s149 of The Equality Act 2010;
 - To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under The Equality Act.
 - To advance equality of opportunity for those covered by The Equality Act.
 - To foster good relations
- We do this by undertaking Equality Impact Assessments (EIAs) to help us consider and understand the implications of policies and decisions on people with protected characteristics.
- Part 1 should be completed to determine if a full EIA is needed. If it is determined that a full EIA is needed, then section 2 should also be completed. All Trust wide assessments must be approved by the Trust Leader and included as an appendix to any written policy. All School wide assessments must be approved by the Executive Principal/Headteacher and included as an appendix to any written policy.



Part 1 – Screening

The following questions should be completed to determine if the full EIA is required.

- If you answer YES to any of the screening questions, complete Part 2 Equality Impact Assessment.
- If you answer NO to any of the screening questions, provide supporting evidence that explains your answer.
- If you answer NO to all of the questions, include the following statement within the policy / activity “This policy / activity was screened for impact on equalities on [insert date]. The following evidence [Evidence] has been considered. No full equality impact assessment is required.”

| Question | Yes / No | Explanation |
|---|----------|-------------|
| 1. Does the policy affect employees or service users? (A potential to affect a small number of people in a significant way is as important as a potential to affect many people) | | |
| 2. Are there any aspects of the policy that could contribute to equality or inequality? | | |
| 3. Does it relate to an area where there are known inequalities? (E.g, racist or homophobic bullying in schools, educational attainment of Gypsies, Romas and Travellers, etc). | | |
| 4. If this is an amendment of an existing policy, was the original policy impact assessed? | | |
| Is an Equality Impact Assessment needed? | | NA |



Inspiring Primaries Academy Trust
Inspiring pupils to achieve for their tomorrows

Part 2 - Equality Impact Assessment

Summary of aims and objectives of the policy / activity etc. being assessed

(Set out what provision is currently in place and who the current stakeholders are. What is the proposal to be considered, or what changes are being made to the current provision/policy/activity)

What involvement and consultation has been done in relation to this policy / activity etc.?

(Any relevant groups that this has been discussed or consulted with)

Who is affected by this policy / activity etc.? What evidence is there to show the impact?

(Any relevant groups/ individuals that may be affected by this change / new policy / activity etc.)



Based on the above information, what impact will this proposal have on the following groups? *see appendix C for more details on how each group may be affected, and appendix D for possible impacts

| Group | Positive / Negative / Neutral | Please explain and give examples of any evidence/data used | Action to address negative impact (e.g. adjustment to the policy) |
|-----------------------|--------------------------------------|---|--|
| Gender / transgender | | | |
| Minority ethnic group | | | |
| Faith group | | | |
| SEN/D | | | |
| CLA | | | |
| EAL | | | |
| Pregnancy / maternity | | | |
| Other (specify) | | | |

Evaluation:

| Question | Explanation / justification |
|---|------------------------------------|
| Is it possible the proposed policy or activity or change in policy or | |



Inspiring Primaries Academy Trust
Inspiring pupils to achieve for their tomorrows

activity could discriminate or unfairly disadvantage people?

| Final decision | Tick relevant box | Any explanation / justification required |
|--|-------------------|--|
| 5. No barriers identified, therefore activity will proceed. | | |
| 6. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups. | | |
| 7. You can adapt or change the policy in a way which you think will eliminate the bias. | | |
| 8. 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. | | |



Inspiring Primaries Academy Trust
Inspiring pupils to achieve for their tomorrows

Appendix C: Guidance Document

This guidance for undertaking Equality Impact Assessments (EIA) is designed to assist IPAT leaders who will have to undertake EIAs.

Why

As a Public Authority the Trust has a legal requirement to meet the Public Sector Equality Duty. Public Sector Equality Duties give public bodies legal responsibilities to demonstrate that they are taking action to promote equality in relation to policy making, the delivery of services and employment. IPAT has a legal responsibility to assess our activities, and to set out how we will protect people from discrimination on the basis of 'protected characteristics', please see list below which includes key points:

- **Age** (equal access to recruitment, personal development, promotion, entitlements and retention; policies which relate to length of service etc.)
- **Disability** (equal access to recruitment, personal development, promotion and retention; reasonable steps that can be taken to accommodate the disabled persons requirements, including physical access, format of information, time of interview or event, personal assistance, interpreter, induction loop system, content of interview or curriculum; steps to make reasonable adjustments to education provision delivery and employment practices to ensure 'accessible to all')
- **Gender reassignment** (equal access to recruitment, personal development, promotion and retention; enabling staff to use facilities appropriate to their gender; maintenance of confidentiality about an individual's sexuality; staff in transition require time to attend regular appointments; change to existing staff records (name/gender))
- **Marriage and civil partnership** (equal access to recruitment, personal development, promotion and retention; same sex partners receive the same rights, conditions and entitlements such as parental leave and opportunities for flexible working)
- **Pregnancy and maternity** (equal access to recruitment, personal development, promotion and retention for female employees who are pregnant or on maternity leave; it is unlawful to treat a woman unfavourably because she is breastfeeding; equal access to pay for female employees who have been on maternity leave; staff require time to attend clinic appointments; communications during parental leave period; consider appropriate facilities for expressing milk)
- **Race and ethnicity** (equal access to recruitment, personal development, promotion and retention; the provision of an interpreter for people whose first language is not English; written communication and the use of language particularly jargon or colloquialisms etc.; respect in terms of religion, belief and culture)
- **Religion or belief** (food options available for those with religious dietary requirements; equal access to recruitment, personal development, promotion and retention; prayer facilities for staff; respect for requests from staff to have time off for religious festivals and strategies; respect for dress codes; expecting staff to attend meetings or events during their religious holidays)



Inspiring Primaries Academy Trust
Inspiring pupils to achieve for their tomorrows

- **Gender** (equal access to recruitment, personal development, promotion and retention; flexible working opportunities)
- **Sexual orientation** (equal access to recruitment, personal development, promotion and retention; recognition of same sex relationships in respect to consent; maintenance of confidentiality about an individual's sexuality; terminology – not assuming a partner is of a different sex/gender)

EIAs should not be seen as a separate exercise but built in as an integral part of delivering improvements. The EIA process will simply enable documentation of equality deliberations and conclusions and show transparency and accountability to the wider community.

What

The purpose of an EIA is to improve the work of the Trust by making sure it does not discriminate and that, where possible, promotes equality. It is a tool to help decision makers think carefully about the likely impact and take action to improve activities, where appropriate.

- The EIA focuses on assessing and recording the likely equality impact of an activity or policy. There is a focus on assessing the impact on people with protected characteristics. This involves anticipating the consequences of activities on these groups and making sure that, as far as possible, any negative consequences are eliminated or minimised and opportunities for promoting equality are maximised.
- IPAT uses a two-step process for completing the EIA. The first step will identify if any groups of employees are at risk of discrimination. If a potential risk is highlighted, then the full EIA will be completed.
- The EIA is carried out by completing the form, drawing up action plans as necessary to change the delivery of an activity or policy.

When

- Whether an EIA is needed or not will depend on the likely impact that the policy may have and relevance of the activity to equality.
- The EIA should be done when the need for a new policy or practice is identified, or when an existing one is reviewed. Ideally, an EIA should form part of any new policy, event or activity and be factored in as early as one would for other considerations such as risk, budget or health and safety. To determine if a full EIA should be conducted, follow the guidance in appendix B (part 1 -screening).



Inspiring Primaries Academy Trust
Inspiring pupils to achieve for their tomorrows

Appendix D

Examples of positive and negative impacts on colleagues with protected characteristics.

Positive impact examples:

- A new building project to create additional classrooms has a full access audit and is accessible for people with physical disabilities.
- Recruitment policy which states all job adverts should have a statement that says “the employer welcomes applications from a [particular group].
- Recruitment policy which favours the job candidate from an under-represented group, where two candidates are ‘as qualified as’ each other.

Negative impact examples:

- An event is being held in a building / room with stair only access and therefore would have a negative impact on those with physical disabilities.
- Policies are produced using jargon language and in small print. This may adversely affect users with visual impairments and those people who do not have English as their first language.
- A new catering company is being introduced and they only offer one food option per day. If the option includes pork, then both Jewish and Muslim colleagues may not be able to eat.