



Flourish and grow with responsibility, respect and resilience

'As I have loved you, so you must love one another.'

John 13:34

Harleston C of E Primary Academy

Equality and Diversity Policy and Procedures

Policy Type:	Trust Core Policy
Approved By:	St. Benet's MAT
Approval Date:	Board 21/05/2018
Date Approved by LGB:	03/03/2021
Review Date:	May 2021
Person Responsible:	Head Teacher

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change

Roles and Accountabilities

The Diocese of Norwich St. Benet's Multi Academy Trust is accountable for all policies across its Academies. All policies, whether relating to an individual academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of responsibility, respect and dignity where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

1. Introduction

The St. Benet's Multi Academy Trust Board is deeply committed to the principles of equality, diversity and inclusion and actively promotes this with its staff, governors, volunteers, pupils, parents / carers and all in the academy community.

All our academies are inclusive where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.

2. Scope

This policy encompasses the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

The Trust does not tolerate any form of harassment, bullying or discrimination (see the section on linked policies for related policies).

3. Our approach to equality is based on the following key principles

- All learners, staff, trustees, governors and volunteers are of equal value and shall be enabled to develop to their full potential
- We recognise, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- Equality is central to our academy's Christian ethos which follows the example of Jesus and the New Testament
- We aim to support social justice and social mobility preparing pupils for life in a diverse society

We will provide training, guidance and information to enable all in the academy community to play their part in the implementation of this policy.

4. The Legal Context

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that no-one should be discriminated against or treated less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity, age, marriage and civil partnerships

The Act requires all public organisations, including Academy Trusts, to comply with the Public Sector Equality Duty and two specific duties:

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including Academy Trusts, to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including Academy Trusts, to

- Publish information to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable

We understand from time to time further legislation and guidance is published by Government and relevant legal bodies and we will continually monitor and implement relevant policy and practice to ensure compliance.

Roles and responsibilities

All directors, trustees, governors, staff, volunteers, pupils / students and their families need to develop an appropriate understanding of, and act in accordance with, the Trust's Equality and Diversity Policy and Action Plan.

In addition the St. Benet's Trustees are responsible for ensuring that the Trust prepares, publishes, implements, reports on and reviews an Equality and Diversity Policy and Action Plan (including budget requirements), and in particular the employment implications of meeting the Duty.

Information on how St. Benet's is meeting these statutory duties can be found here www.stbenets.org

Each Local Governing Body is responsible for the implementation of this policy and will delegate the day to day operational responsibility to a named senior manager, usually the Headteacher / Principal. Miss Hannah Holgate. The Ethos and Community Committee will have a watching brief regarding the implementation of this policy.

Each academy will produce an Equality Impact Statement each year. The template for this can be found in **Appendix 1** and should be published on the academy website.

All visitors to the Academy, including volunteers, parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information to enable them to do this.

Key contacts:

Staff Member responsible: Mr Sam Carter, Assistant Headteacher - Inclusion

Trustee/Local Governor: Mrs Nina Green

5. Publishing Equality Objectives

The objectives which we identify represent the Trust's priorities and are the outcome of a careful review and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data analysis which informs our discussions about the Equality Objectives. www.stbenets.org

Our Trust Equality Objectives for 2017 - 2021 are:

1. Every academy in the Trust will undertake equalities data reporting to its Local Governing Body and will set a minimum of one annual objective at school level in line with locally identified priorities.
2. Narrowing the gap objectives e.g. To narrow the gap between boys and girls in mathematics at KS1 and 2 / between disadvantaged and non-disadvantaged groups
3. To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
4. Advertising of roles across the Diocese will aim to attract more applicants from under-represented minority groups from within the local population profile. This will include the inclusion of statements of encouragement within advertising campaigns to encourage more balanced recruitment e.g. gender, ethnicity, disability

Our Academy Equality Objectives are:

1. To discourage and respond to all incidents of prejudiced based bullying
2. To further improve the capacity of Pupil Premium funding to 'close the gap' so that students/pupils/children from more disadvantaged backgrounds have improved life chances.
3. To improve the capacity of the Academy to support students/pupils/children with a protected characteristic.

These objectives will be reviewed annually.

We note also that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

6. What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services
- We are aware of the Reasonable Adjustment duty for disabled pupils / students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers
- The Headteacher/Principal ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones
- We take seriously the need to consider the equality implications when we develop, adapt

and review any policy or procedure and whenever we make significant decisions about the day to day life of the Academy.

- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all
- We ensure that our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- The Academy's Behaviour Management Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from Academy for evidence of over-representation of different groups and take action promptly to address concerns.
- The Academy challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We treat all bullying incidents equally seriously.

7. What we are doing to advance equality of opportunity between different groups

- We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions meetings
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support Academy improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills
- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able"
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary
- We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the Academy's Equality Objectives.

8. What we are doing to foster good relations

- We work closely and openly with parents / carers
- We communicate and engage with a variety of community groups including the local church. We enable employers and other groups to work with pupils in the academy to broaden and deepen their educational experience
- We enable employers and other groups to work with pupils in the Academy to broaden and deepen their educational experience
- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through RSHE and across the curriculum
- We use materials and resources that reflect the diversity of the Academy, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping
- We promote a whole Academy ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour

9. Monitoring and reviewing the objectives

The Trust reviews and updates the equality objectives every two years. We will publish an evaluation of the success in meeting these objectives for parents and carers, on the Trust website.

The academy Ethos and Community Committee will ensure an Equality Impact Statement is produced each year (Appendix 1).

10. Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available:

- On the Trust and academy websites
- As paper copies in the Academy office
- In the staff handbook
- As part of induction for new staff

11. Monitoring and Reviewing the policy

The Trust Board annually reviews the Equality Policy and evaluates the success of the Trusts Equalities work.

12. Links to other policies

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, see Appendix Two, we ensure that information about our responsibilities under the Equality Act are also included in other aspects of academy life such as the Academy Improvement and Development plan, web sites, newsletters and other policies e.g.

- Equality and Diversity Policy for employees
- Anti-bullying policy (pupils)
- Staff bullying and harassment policy
- Flexible working policy
- SEND policy
- Admissions policy
- Accessibility plan

Academy Equality Impact Statement

RATIONALE: Education Brief

Harleston CE Primary Academy provides the “opportunity for all to achieve their very best, regardless of their race, religion, gender, abilities, social background or any other personal characteristic”.

The academy takes its commitment to eliminating discrimination seriously, the annual Equalities Impact Statement is part of our duty to promote Equality.

2020 - 21 Equality Objectives and Annual Equality Information

Our Academy’s equality objectives for 2020 - 21 are:

- Celebrate diversity via our whole school project and a continued focus on British Values;
- Ensure that children arriving in school with little or no English are supported to make rapid progress in English, to enable them to access the curriculum;
- Close the gap between identified pupil groups and their peers.
- Ensure that the curriculum enhances pupils’ understanding of cultural and spiritual diversity;
- Ensure that opportunities to extend and enhance the experiences of identified pupil groups are taken.

	2017-18 (As of Sept 2017)	2018 – 19 (As of Sept 2018)	2019-20 (As of September 2019)	2020 - 21 (As of September 2020)
Pupils on Roll	447	469	459	453
% male pupils	54%	54%	54%	56.5%
% female pupils	46%	46%	46%	43.5%
% EAL pupils/1 st language not English	4%	4.4%	4%	5.3%
% PP/FSM6/CLA pupils	23%	22.8%	22%	20.3%
% SEN pupils	11.3%	13.6%	14%	15.7%
% Children with ethnicity other than White British	13%	17%	14%	8%
% children with a diagnosed medical need (e.g. diabetes, epilepsy) requiring a Medical Care Plan	1.34%	1.9%	1.7%	1.8%

Targets for 2020-2021

Target	Actions	Success Criteria	Timescale/ Resources
Increase the number of Pupil Premium eligible pupils achieving expected/above expected attainment and progress in Reading, Writing and Maths, including those with a higher starting point by the end of KS2.	<p>Targeted small group / individual interventions including FSM/PP pupils using Pixl Therapies.</p> <p>Nurture groups within key stage 1 and 2 led by Christian Pastoral Support Worker and Pastoral TA.</p> <p>Use of PP funding to ensure PP eligible pupils access wider curricular activities.</p> <p>Provision of additional resources, e.g. ICT equipment to support home-learning.</p>	Gap reduces between PP and non-PP pupils	<p>Ongoing intervention groups – reviewed each term.</p> <p>Cost of additional adults (see Pupil Premium Provision plan)</p>
Ensure that pupils with English as additional language make good progress.	<p>Targeted early support and intervention, e.g, Talk Boost, social communication groups, referral to speech and language services.</p> <p>Use of language buddies across the school where appropriate/possible (older pupils with the same first language helping younger pupils through speaking, social and reading activities).</p>	Pupils make rapid progress, closing the gap with their peers.	<p>Cost of time/staffing to deliver interventions.</p> <p>Progress reviewed each term.</p>
A greater % of pupils identified as having a special educational need attain the expected standard and make expected progress in Reading, Writing and Maths.	<p>Greater focus on quality first teaching.</p> <p>Early identification and intervention: Talk Boost in Early Years / Key Stage 1; Early phonics support in Year R/1. Early speech and language referrals.</p> <p>Writing: Whole school approach to writing development, using oracy based 'Talk for Writing'.</p> <p>Introduction of knowledge organisers to enable pre/post teaching of vocabulary and concepts.</p> <p>Greater focus on developing a more personalised curriculum to target those with more complex needs. Introduction of 7Cs approach to targeting and supporting specific needs and for assessing progress.</p> <p>Creation of more specialist provision within</p>	A greater % of pupils attain expected/above expected standard.	<p>Interventions monitored at end of intervention period – 6 to 8 weeks).</p> <p>Cost of additional adults within specialist provision base. Evaluated each term.</p>

	school for pupils with exceptionally high needs.		
<p>Pupils requiring SEMH support are given the support they need.</p> <p>Parents/Carers are assisted to better support their children's needs.</p>	<p>Christian Pastoral Support Worker and pastoral TA employed to work with vulnerable children and families. Role to include:</p> <ul style="list-style-type: none"> ● 1:1 and small group nurture work with pupils. ● Family support work. ● Making referrals and liaising with external agencies. ● Supporting families with meetings. ● Safeguarding work. ● Delivering bespoke SEMH interventions to individuals and small groups. <p>Additional TA support for SEMH intervention.</p>	<p>Pupils, parents and staff feel supported.</p> <p>Pupils with emotional needs show progress in their individual targets/areas of need.</p> <p>Meetings are attended.</p>	<p>Cost of CPSW and pastoral TA.</p>
<p>To teach pupils that Diversity is all around us (locally, nationally and internationally)</p>	<p>Forge links within the community and the wider world through:</p> <ul style="list-style-type: none"> ● School/Cluster events created to develop a sense of diversity in the locality. ● Charitable worldwide projects: To Kenya with Love. ● Topic lessons about other countries and cultures and cross curricular links within programmes of study. ● Multicultural texts used as a basis for some English lessons. ● Aspiration assemblies: visitors from the community to share their experiences and what their occupation involves. ● Black History month. 	<p>A variety of activities and experiences are created for children to gain wider knowledge and understanding our diverse locality/country.</p>	<p>Cost of visitors and resources.</p>

The Academy Development and Improvement Plan aims to:

- 1) Enhancing the impact of curriculum leaders
- 2) Ensuring good outcomes for all pupil groups
- 3) To be fully prepared to the implementation of the new trust-wide RSHE curriculum.
- 4) To foster a life-long love of reading by placing it firmly at the core of the curriculum.
- 5) To raise attainment in writing.

Attendance data:

	2018-19	2019-20 (Reported Term 1 and 2)
% Attendance	95.75	95.63
% Persistent Absence	8.8%	

	2018-19		2019-20 (Reported Term 1 and 2)	
Year 1 -6	% Attended	%PA	% Attended	%PA
Boys	95.52	10.8	95.31	12.2
Girls	96.03	6.2	96	14
PP	94.35	14.9	94.46	13
SEN	94.46	15.5	93.42	20.8
LAC	74.74	100		
EAL	95.09	7.1	94.08	27.8

Attainment and Progress 2019-20:

	Reading School	Reading National	Writing School	Writing National	GPS School	GPS National	Maths School	Maths National	R/W/M School	R/W/M National
Expected	63%	73%	64%	78%	73%	78%	79%	79%	55%	65%
Higher level	23%	27%	20%	20%	39%	36%	23%	27%	5%	11%
Average point score	103	104	N/A	N/A	106	106	105	105	N/A	N/A
Progress	0.4		-0.6				1.6			

Behaviour:

Incident monitoring	2018-2019	2019 -2020		
		Autumn	Spring	Summer
Recorded racist incidents	0	0	0	0
Recorded homophobic incidents	0	0	0	0
Fixed term exclusions (FTEs)	6	1	0	0
Permanent exclusions (PEs)	0	0	0	0
Recorded Prevent incidents	0	0	0	0

Signed Headteacher/Principal:**Signed Chair of Governors:****Date:**

St. Benet's MAT Public Sector Equality Duty Statement (over 150 Employees)

1 Introduction

1.1 This document describes how the Multi Academy Trust Board intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the St. Benet's Business Plan and information will be published on the appropriate page of the St. Benet's website.

1.2 We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

1.3 We will collect and use equality information to help us to:

Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether we are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.

Assess performance

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.

- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

1.4 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or ‘occupational segregation’ i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

2. Publication of Equality Information

2.1 We will publish relevant, proportionate information which is broad enough to give a full picture of performance across our trust. We will demonstrate how we have used this information to have due regard to all three aims of the duty, for all relevant protected characteristics. Our information will usually fall into two main categories:

2.1.1 information to identify equality issues. Examples of this include equality monitoring information about employees, information about the effect of our activities on people with different protected characteristics or any engagement we may have carried out.

2.1.2 information about steps taken to have due regard to the aims of the general equality duty. For example, any records we have about how we had due regard in making certain decisions, information that was considered in that decision-making (including engagement), consideration of steps to mitigate adverse impacts, or details of policies to address equality concerns.

2.2 We note that the Equalities and Human Rights Commission would normally expect to see the following information:

- the race, disability, gender and age distribution of our workforce at different grades, and whether they are full or part time
- an indication of the likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result
- an indication of any issues for transsexual staff, based on engagement with transsexual staff or equality organisations
- gender pay gap information
- information about occupational segregation
- grievance and dismissal information for people with relevant protected characteristics
- complaints about discrimination and other prohibited conduct from staff
- details and feedback of engagement with staff and trade unions
- quantitative and qualitative research with employees e.g. staff surveys
- records of how we have had due regard to the aims of the duty in decision-making with regard to our employment, including any assessments of impact on equality and any evidence used
- details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.

Appendix 3

ST. BENET'S EQUALITY & DIVERSITY POLICY PROCESS

