

drb Ignite Multi Academy Trust

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# Equality and Diversity Policy

## Trust Schools

## drb Ignite Multi Academy Trust Vision

The drb Ignite Multi Academy Trust has been established through a shared belief that lives can be transformed by what goes on in schools. We believe that the process of teaching and learning shapes futures.

### **Our vision:**

*All pupils achieve the highest standards of educational outcomes regardless of circumstance or background.*

## Rationale

The drb Ignite Multi Academy Trust is committed to equality for children, parents/carers and staff.

The Trust and its schools will not discriminate against anyone on the grounds of their ability, racial or ethnic origin, gender, religious beliefs or disabilities.

The Trust and its schools welcome the duty not to be discriminatory in their practices. The education, wellbeing and care of each individual child is central to the Trust's vision and values.

The Trust and its schools believe that the curriculum is enhanced when pupils learn to understand and respect differences of gender, race, religion, age, ability, disability, social disadvantage, sexual orientation or any other personal characteristics.

## Policy aims

- To meet the requirements of the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011.
- To recognise the cultural and ethnic diversity of pupils, parents/carers and staff are respected, welcoming the enrichment of the school environment which this brings.
- To foster self-esteem and awareness throughout school life and in particular through each school's pastoral system alongside the Trust's Relationships Policy and PSHE and citizenship curriculum.
- To recognise the importance of the social and emotional development of each pupil.
- To ensure all pupils have equal access to a broad and balanced curriculum programme differentiated where appropriate.
- To ensure all staff set an example by demonstrating positive, non-discriminatory behaviour in their interactions with each other and with pupils.
- To promote positive attitudes towards the British multi-cultural society and ensure these are modelled and promoted at all times.

To achieve the aims of the Policy:

- Differing cultures, customs and beliefs are recognised and valued within the teaching of PSHE, SMSC and religious studies in order to teach tolerance of other's ideas and values.
- The Trust's Relationships Policy (2020) reflects respect and tolerance of all members of the community.
- Every child is given an equal opportunity to experience success appropriate to their ability, through carefully planned and differentiated activities.
- Within everyday school life opportunities are used to increase religious awareness and tolerance and to forge links with the wider community that promote an understanding of and respect for others.

## Supporting equality in practice

In order to demonstrate full commitment to supporting and managing equality the Trust:

- has a **Pupil Admissions Policy** that reinforces its commitment to equality and diversity
- makes every effort to ensure that no child, parent or member of staff is disadvantaged as a result of disability. This is in line with its responsibility under *the Equality Act 2010 and Equality Act 2010 (Specific Duties) Regulations 2011*. All *reasonable* adjustments are made to overcome any factor which puts a disabled child, parent or staff member at a disadvantage.
- ensures accessibility arrangements are regularly reviewed under *the Special Education Needs and Disability Regulations 2014, SENDA 2001 and the Code of Practice 2020*.
- ensures each school's *Accessibility Plan* meets the needs of pupils requiring adaptations to access school.
- does not accept discriminatory language and behaviour. Other acts of intolerance are not accepted in Trust schools. (see Behaviour, Anti Bullying, Relationships, SMSC and PSHE Policies)
- has a clear policy and procedures for supporting pupils who are identified as having SEND. EHCP plans are adhered to by all staff and SEND support plans are drawn up for those pupils that may require additional support to enable them to make progress.
- ensures all Trust schools recognise the value of pupils having male and female role models. However, vacant posts are always filled by the best applicant, irrespective of gender. Both men and women are encouraged to work with all age groups and each key stage.
- ensures all staff have equal access to in-service training and posts of responsibility.
- promotes positive male and female images and role models to avoid prejudice and help raise awareness of related issues.

The continuing development of our Trust community and the equality of opportunity on which it is based, requires the co-operation and commitment of all concerned and we believe that all parents/carers wish to give their full support to their child's school in this vital aspect of school life.

## Specific aspects of equality and diversity practice

### Language

All Trust schools view linguistic diversity positively. Pupils and staff should feel that their natural language is valued and creates the conditions for all people to develop their identity and esteem.

### Resources

All Trust schools provide a wide range of good quality resources to provide for the needs of all pupils, irrespective of sex, ability, or ethnic origin. Resources are chosen to reflect positive images of males and females in society including those with disabilities.

### Parents/carers

All Trust schools are committed to working closely with parents/carers and with other agencies as appropriate. The Trust and its schools introduce and communicate equality, diversity, inclusion and equal opportunities to parents/carers through the Trust and school websites, admission meetings with parents/carers and on parents/carers evenings. In addition, hard copies of Trust policies are available for all parents/carers on request to the school office.

### Curriculum

Equality and diversity permeates the curriculum at all Trust schools and are reviewed regularly. It is the Trust's policy to provide equality of access to all activities and learning experiences for all pupils if at all possible..

The Trust believes it is the right of every child irrespective of race, culture, class, gender, special need or ability to achieve to their full potential. The Trust works to ensure every pupil has access to an education which will enable him/her to develop and utilise talents to the full and achieve success.

### Staff

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming learning environment for all pupils. Staff will endeavour to establish an atmosphere within classrooms which promotes tolerance and raises self-awareness, so that all pupils can develop independence, confidence, freedom of choice and a sense of belonging.

## Trust Pupil and Parent Guarantee and Expectations Charter

To demonstrate the Trust's commitment to every pupil as a special individual, capable of extraordinary things the Trust has created a ***Pupil and Parent Guarantee and Expectations Charter***. This can be accessed on the Trust and individual school websites. The Charter supports and challenges every child to do what they think they cannot, to persist, to work hard and to be their best.

As a Trust, we act with the utmost care and good faith and believe consistently high standards come with the greatest attention to the wellbeing of all in our school communities. The Pupil and Parent Guarantees and Expectations Charter has been produced by Trust schools and trustees together, demonstrating our commitment to valuing and supporting all children and families to succeed and feel well supported. The term **Guarantee** has been used to emphasise the importance of this commitment and best intention for the education and wellbeing of all pupils.

## Impact and pupil outcomes

The Trust believes pupils' knowledge of their right to take on whatever challenges and roles they choose, no matter what their cultural background, gender or ability prepares them for life in a society which reflects and values cultural and ethnic variety.

To support this Trust schools:

- encourage pupils to show respect for the way other people lead their day to day lives by emphasising that no cultural group has the monopoly on the *right* way to live.
- help pupils to learn about and respect cultures other than their own.
- show that all cultures are valued equally.
- help pupils to understand why or how they should deal with offensive language and behaviour.

**Help** pupils to demonstrate recognition of the individuality of people by:

- avoiding reference to stereotypes because of one characteristic e.g. colour, sexual orientation, gender, disability stereotyping.
- looking to the needs of the whole child rather than concentrating on one characteristic.

**Promote** self-esteem and self-worth by:

- ensuring that each pupil is respected equally and feels pride in him/herself.
- preventing pupils from being subjected to prejudice.
- respecting the family and background of all pupils.
- using appropriate language.

**Ensure** equal access to opportunities which enhance individual welfare and development by:

- avoiding assumptions about any pupil's potential for development.
- not stereotyping the role people play in adult life.
- offering all opportunities to all children both inside and outside the classroom.
- using role models to illustrate positive images of all in adult life.

**Oppose** prejudice and discrimination by:

- recognising that all pupils are damaged by prejudice.
- avoiding damage to self-esteem by discrimination.
- avoiding pupils growing up with a distorted view of life and a false picture of the world because they wrongly believe some people are superior to others.
- challenging any prejudice and/or discrimination.

**Demonstrate** that they value the differences between individuals and groups in society by:

- encouraging pupils to appreciate the ways they are different from one another.
- seeing differences as good, not something to tease and abuse one another about.
- giving pupils accurate information about differences to promote understanding and avoid prejudice.

**Implement** monitoring and evaluating procedures that are used effectively to identify any pupil or groups of pupils who may not be progressing as they should.


## Monitoring and evaluation

Equal opportunity and the effectiveness of inclusive practices that promote and value diversity and difference will be monitored and evaluated by headteachers and the Trust Improvement Board with reports made to the Trust Board.

Areas for consistent monitoring and evaluation will include:

- Playground/classroom interactions, behaviour and relationships.
- Displays and presentations of pupils' work.
- Learning environment reviews and learning walks.
- Evidence of the Trust vision and values in action.
- Perceptions of parents/carers and pupils e.g. through questionnaires, pupil surveys, school councils, pupil safeguarding boards.
- Teaching styles and differentiated work/activities.
- Scrutiny of planning and pupil work books.
- Access to and use of resources.
- Teacher assessment and pupil progress data.
- Classroom observations of the quality of teaching and learning.
- Participation in extra-curricular activities and experiences.
- Attendance, absence and exclusion data.
- Reports of any incidents of discrimination.
- Safeguarding and child protection data

Any pupil, parent/carer or member of staff who considers that there has been a breach of this Policy should inform their school headteacher in the first instance, who will investigate the matter and take action, as appropriate (See Trust Complaints Policy Procedure).

<b>Monitoring and review</b>	Trust Board
<b>Links</b>	Safeguarding + Child Protection Policy SEND Policy Behaviour Policy Medical Needs Policy Curriculum Statement Equality and Diversity (workforce) Equality and Diversity Statement Relationships Policy
<b>Staff responsible</b>	CEO Headteachers Inclusion Lead
<b>Committee responsible</b>	Trust Board + Trust Improvement Board
<b>Date approved</b>	<b>November 2020</b>
<b>Next review</b>	November 2022
<b>Sign off by Chair of Trust</b>	 Date: November 2020

\*Please note that should there be any changes/further national guidance issued relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next Trust Board meeting.

## Change Management

Issue No.:	Change date:	Change description:
1.0	Nov'18	Initial release
2.0	Nov'20	Review

## Appendix 1

### Strategies used in Trust schools to support equal opportunities best practice:

- Planning activities and experiences of a non-stereotypical nature.
- Giving pupils time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling.
- Encouraging the sharing of experiences, thoughts and feelings as appropriate.
- Reviewing and updating resources so that appropriate and current messages are presented to pupils at all times.
- Planning role play experiences that address age, disability, race and gender and are age appropriate.
- Providing a differentiated curriculum by using classroom approaches that cater for individual differences but which do not make distinctions that have negative effects on pupils and their learning and development.
- Displays around school promote positive equality issues.
- Providing an *entitlement* curriculum that aims to offer the same balanced curriculum and learning experiences to all.
- Encouraging pupils to think about the exclusion of others and the negative effect this can have.
- Involving pupils in improving approaches through classroom discussion, assemblies and pupil forums like the School Council or Childrens' Safeguarding Board.
- Using assembly and collective worship themes to reinforce equal opportunity issues.
- Using targets and celebrations for pupils to reinforce good behaviour and attitudes.
- Supporting subject/phase leaders to address equality issues within their subject/phase.
- Sharing various religious celebrations throughout the year.
- Holding Culture Days and other associated celebrations throughout the school year.