



Kings Academy Trust

Equality Policy

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Aims

Kings Academy Trust actively promotes equality in an inclusive culture. The Trust's values are:

to be inclusive, to provide nurturing/caring environments, for children to feel safe, to work with integrity and a strong moral compass, to have the highest expectations and standards.

As a Trust it is our intention to provide education for all students within our schools, which acknowledges that the society within which we live is enriched by diversity. We will strive to ensure that the culture and ethos of each trust school reflects the diversity of ALL members of the school community, where everyone is equally valued and where we all treat one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity.

As a Trust we will not tolerate discrimination of any kind. We expect all involved at the school to be committed to eliminating all forms of discrimination, and to promote equality to all, and oppose discrimination on the basis of:

- Age
- Disability
- Sex
- Sexual orientation
- Race (including nationality, ethnic or national origin)
- Gender (including gender reassignment)
- Religion or belief (including a lack of religion or belief)
- Pregnancy or maternity
- Marital or civil partnership status

These are referred to as Protected Characteristics in the Equality Act 2010 (and any future amendments of the Act).

Kings Academy Trust schools aims to prepare all students for a future world and adult life in a multi-racial, interdependent world. All of our schools will be equality champions and community leaders and will seek to ensure that all school users:

- promote equality of all groups, for example assessing the impact of our policies on different groups;
- promote community cohesion by encouraging the development of mutual respect and good relationships between persons of different racial groups and genders;
- challenge and seek to eradicate discrimination on any grounds, including

ethnicity, age, gender or gender identity, disability, religion or religious affiliation. This will include, for example, acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying;

- give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- develop a strategy that includes all equality strands and links targets and actions with our Schools Development Plans;
- ensure that all students have a right to equality of access to what is best in educational provision;
- ensure that there is no restricted access given to some students because of stereotyped views of ability.

Responsibilities

The Kings Academy Trust Board oversee the governance of all of the schools within the trust, they will ensure that they are apprised of the progress and outcomes in each school.

Each Governing Body and Senior Leadership Team of each school have responsibility for monitoring all aspects of school life including curriculum provision and content, student achievement, school organisation, assemblies, uniform, meals, admission, pay and employment procedures in light of these aims. Annual consultation with students, parents and staff will form part of the information gathering process. Specific policies on curriculum, uniform, bullying, admissions, discipline, sport and careers education will be regularly updated in response to this information gathering and objectives for promoting equality will be integral to each school's development plan. Each school will monitor progress made towards meeting objectives to:

- take adequate steps to prevent discrimination
- take decisive action when discrimination occurs
- take steps to promote equality, diversity and cohesion

Staff will challenge put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependent's and trade union membership

Departments have responsibility for producing schemes of work, reviewing teaching styles and organisation and examining pupil choices with the intention of eliminating gender, racial and disability stereo-typing, providing equal access to all students and differentiation to meet the needs of the individual.

Public Sector Equality Duty

Under the Equality Act 2010 we are required to meet the Public Sector Equality Duty, and have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Related Policies and Legislation

The policies of individuals schools from the trust and legislation detailed below are relevant and should be read alongside this policy:

- SEND Policy
- Admissions Policies
- Anti-Bullying Policy
- Behaviour Policy
- Transgender policy
- Students with Medical Needs Policy
- Accessibility Plan
- Equality in employment policy
- www.gov.uk/guidance/equality-act-2010-guidance
- www.equalityhumanrights.com

Forms of Unlawful Discrimination

Discrimination may be direct or indirect, and may occur intentionally or unintentionally, further details are below:

Direct discrimination

where someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)

Indirect discrimination

occurs when you have a rule or policy that applies to everyone but disadvantages a person with a particular protected characteristic, and it cannot be shown to be a proportionate means of achieving a legitimate aim

Harassment

this is behaviour that is deemed offensive by the recipient. Employees can now complain of the behaviour they find offensive even if it is not directed at them

this occurs when someone is treated badly because they have made or supported a complaint or grievance under this legislation.

Equality Objectives

We recognise that the public sector equality duty has three aims. These aims are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
 - Advance equality of opportunity between people who share a protected characteristic and those who do not
 - Foster good relations between people who have a shared characteristic and those who do not
- Kings Academy Trust will annually review how well we achieve these aims with regard to the protected groups under the Equality Act (2010) (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).
- We aim to provide the highest possible education for all of our students. The ethos of our academies clearly reflects our commitment to fully including and respecting all members of our academy communities. We have set ourselves the following objectives for 2023/24 onwards:
 - To ensure that staff, governors and trustees are aware of current legislation surrounding equality and diversity and understand the Trust's responsibility;
 - To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our academy communities;
 - To promote mental health awareness and develop appropriate interventions where necessary;
 - Actively close gaps in attainment and achievement between students for all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups;
 - Continue to improve accessibility across the academy sites for students, staff and visitors with disabilities, including access to specialist teaching areas;
 - Monitor the incidence of the use of homophobic, sexist and racist language by students in our academies;
 - To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect.

Monitoring in practice

There is a nominated person in each school with responsibility for monitoring policies and practices associated with equal opportunities and community cohesion and the collection of information on the outcomes of policy with regard to different groups of students and their achievements will continuously review and monitor as well as feedback to the Trust.

There is a nominated person in each school who has responsibility for monitoring policies and practices associated with disability and equal opportunities with regard to recruitment, retention and development of disabled employees. They will review, monitor and feedback to school and trust staff.

Any discrimination by staff or students will be dealt with under existing school discipline procedures. Staff professional development will support the procedures and policies relating to equal opportunity, disability discrimination and community cohesion.