

*This policy is informed by our Trust's vision of inspiring all - pupils, staff and our communities - to believe in their own ability in order for them to achieve the best possible outcomes, both academically and socially. By living by our values of being innovative, responsible and caring, we create powerful learning communities - positively impacting all of the Weaver Trust community.*

## **1. Compliance**

- 1.1 This equality statement and objectives has been prepared with due regard to the following statutory provisions and guidance: -
- 1.1.1. Equality Act 2010;
  - 1.1.2. Equality Act 2010 (Specific Duties) Regulations 2011; and,
  - 1.1.3. Equality and Human Rights Commission, "Technical guidance for schools in England" July 2014.
  - 1.1.4. Equality and Human Rights Commission, "Technical guidance on the public sector equality duty: England", February 2021

## **2. About this Statement**

- 2.1 Weaver Trust has developed this Equality Statement to help us to meet its Public Sector Equality Duty (PSED) under the Equality Act 2010.
- 2.2. The Equality Act's provisions cover all aspects of school life such as the treatment of: -
- 2.2.1. pupils/learners and prospective and past pupils/learners;
  - 2.2.2. parents and carers;
  - 2.2.3. employees; and,
  - 2.2.4. the local community.
- 2.3. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. The protected characteristics are: -
- 2.3.1. sex;
  - 2.3.2. disability;
  - 2.3.3. race;
  - 2.3.4. age; (applies to Weaver Trust as an employer)
  - 2.3.5. gender reassignment;
  - 2.3.6. marriage and civil partnership;
  - 2.3.7. pregnancy and maternity;
  - 2.3.8. religion or belief; and,
  - 2.3.9. sexual orientation.
- 2.4. The Equality Act makes it unlawful to treat someone differently, either through direct or indirect discrimination, harassment, and victimisation or by failing to make a reasonable adjustment for a disabled person.

## **3. Statement**

- 3.1 Weaver Trust is bound by the PSED to have due regard to the need to eliminate unlawful discrimination, harassment, and victimisation, and equality of opportunity.
- 3.2. The specific duty on Weaver Trust is to: -
  - 3.2.1. publish information to demonstrate how Weaver Trust are complying with the PSED; and,
  - 3.2.2. to prepare and publish equality objectives.

#### **4. Guiding Principles**

- 4.1 In fulfilling the legal obligations cited above, Weaver Trust are guided by the following principles: -
  - 4.1.1. Principle 1: All pupils/learners are of equal value
  - 4.1.2. Weaver Trust see all pupils/learners and potential pupils/learners, and their parents and carers, as of equal value: -
    - 4.1.2.1. whether or not they are disabled;
    - 4.1.2.2. whatever their ethnicity, culture, national origin or national status;
    - 4.1.2.3. whatever their gender and gender identity;
    - 4.1.2.4. whatever their religious or non-religious affiliation or faith background; and,
    - 4.1.2.5. whatever their sexual identity.
  - 4.1.3. Principle 2: Weaver Trust recognise and respect difference
  - 4.1.4. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Weaver Trust’s policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face, in relation to: -
    - 4.1.4.1. disability, so that reasonable adjustments are made;
    - 4.1.4.2. ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
    - 4.1.4.3. gender, so that the different needs and experiences of girls and boys, and women and men, are recognised;
    - 4.1.4.4. religion, belief or faith background; or,
    - 4.1.4.5. sexual identity.
  - 4.1.5. Principle 3: Weaver Trust foster positive attitudes and relationships, and a shared sense of cohesion and belonging
  - 4.1.6. Weaver Trust intends that its policies, procedures and activities should promote: -
    - 4.1.6.1. positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
    - 4.1.6.2. positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status;
    - 4.1.6.3. an absence of prejudice-related bullying and incidents;
    - 4.1.6.4. mutual respect and good relations between boys and girls, and women and men; and,
    - 4.1.6.5. an absence of sexual and homophobic harassment.

- 4.1.7. Principle 4: Weaver Trust observe good equalities practice in staff recruitment, retention and development
- 4.1.8. Weaver Trust ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development: -
  - 4.1.8.1. whatever their age;
  - 4.1.8.2. whether or not they are disabled;
  - 4.1.8.3. whatever their ethnicity, culture, religious affiliation, national origin or national status;
  - 4.1.8.4. whatever their gender and sexual identity; and,
  - 4.1.8.5. with full respect for legal rights relating to pregnancy and maternity.
- 4.1.9. Principle 5: Weaver Trust aim to reduce and remove inequalities and barriers that already exist
- 4.1.10. In addition to avoiding or minimising possible negative impacts of Weaver Trust policies, Weaver Trust will take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between: -
  - 4.1.10.1. disabled and non-disabled people;
  - 4.1.10.2. people of different ethnic, cultural and religious backgrounds; and
  - 4.1.10.3. girls and boys, women and men.
- 4.1.11. Principle 6: Weaver Trust consult and involve widely
- 4.1.12. Weaver Trust engage with a range of groups and individuals to 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. Weaver Trust consult and involve: -
  - 4.1.12.1. disabled people as well as non-disabled;
  - 4.1.12.2. people from a range of ethnic, cultural and religious backgrounds; and,
  - 4.1.12.3. both women and men, and both girls and boys.
- 4.1.13. People of different sexual orientation [note this information may not be as readily available].
- 4.1.14. Principle 7: Weaver Trust bases its policies and practices on sound evidence
  - 4.1.14.1. Weaver Trust maintains and publishes quantitative and qualitative information which shows its compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which Weaver Trust decide on specific and measurable objectives.
- 4.1.15. Principle 8: Measurable objectives
  - 4.1.15.1. Weaver Trust formulate and publish specific and measurable objectives, based on the consultations Weaver Trust have conducted (principle 6) and the evidence Weaver Trust have collected and published (principle 7). The objectives which Weaver Trust identify take into account national and local priorities and issues, as appropriate. [Weaver Trust's equality objectives are integrated into the school improvement plan]. Weaver Trust will keep its equality objectives under review and report annually on progress towards achieving them.

## **5. The Curriculum**

5.1 Weaver Trust keeps each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

## **6. Ethos and Organisation**

6.1 Weaver Trust ensures that the principles listed above apply to the full range of its policies and practices, including those that are concerned with: -

- 6.1.1. pupils' progress, attainment and achievement;
- 6.1.2. pupils' personal development, welfare and well-being;
- 6.1.3. teaching styles and strategies;
- 6.1.4. admissions and attendance;
- 6.1.5. staff recruitment, retention and professional development;
- 6.1.6. care, guidance and support;
- 6.1.7. behaviour, discipline and exclusions;
- 6.1.8. working in partnership with parents, carers and guardians;
- 6.1.9. working with the wider community; and,
- 6.1.10. addressing prejudice and prejudice-related bullying.

6.2. Weaver Trust is opposed to all forms of prejudice which stand in the way of fulfilling its legal duties under the Equality Act for example: -

- 6.2.1. prejudices around disability and special educational needs;
- 6.2.2. prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum; or,
- 6.2.3. prejudices reflecting sexism and homophobia.

6.3. Weaver Trust keeps a record of prejudice-related incidents and, if requested, provide a report about the numbers, types and seriousness of prejudice-related incidents and how they are dealt with.

## **7. Roles and Responsibilities**

7.1 The Trust Board is responsible for ensuring that Weaver Trust complies with Equality Act legislation, and that this policy and its related procedures and action plans are implemented.

7.2. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. Also for taking steps to ensure that contractors working at Weaver Trust operate within the requirements of this Equality Statement.

7.3. The Senior Leadership Team are responsible for supporting the Headteacher as above and ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

7.4. All teaching staff are expected to: -

- 7.4.1. promote an inclusive and collaborative ethos in their classroom;
- 7.4.2. deal with any prejudice-related incidents that may occur;
- 7.4.3. plan and deliver curricula and lessons that reflect the principles set out above;

- 7.4.4. support pupils in their class for whom English is an additional language;
- 7.4.5. keep up-to-date with equalities legislation relevant to their work; and,
- 7.4.6. record and report prejudice related incidents
- 7.5. All support staff are expected to: -
  - 7.5.1. support the Trust Board in delivering a fair and equitable service to all stakeholders;
  - 7.5.2. uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated; and,
  - 7.5.3. record and report prejudice related incidents.
- 7.6. All pupils/learners are expected to: -
  - 7.6.1. support Weaver Trust to achieve the commitment made to tackling inequality; and,
  - 7.6.2. uphold the commitment made by the Head teachers on how pupils/learners and parents/carers, staff and the wider community can be expected to be treated; ensuring that members of the Weaver Trust community are not subject to inequality.
- 7.7. All parents are expected to: -
  - 7.7.1. take an active part in identifying barriers for the Weaver Trust community and in informing the Trust Board of actions that can be taken to eradicate these.
  - 7.7.2. take an active role in supporting and challenging Weaver Trust to achieve the commitment given to Weaver Trust’s community in tackling inequality and achieving equality of opportunity for all.

## **8. Information and Resources**

- 8.1. Weaver Trust ensure that the content of this policy is known to all staff, trustees, governors and, as appropriate, to all pupils and their parents and carers
- 8.2. All staff, trustees and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.
- 8.3. Weaver Trust will ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **9. Equality Objectives**

Weaver Trust’s Equality Objectives: -

- 9.1. to ensure Weaver Trust’s environment is as accessible to pupils, staff and visitors;
- 9.2. continued implementation and development of the Weaver Trust curriculum;
- 9.3. support and tailored provision for pupils displaying complex learning needs;
- 9.4. to anticipate the needs of incoming pupils from a new group, such as traveller children;
- 9.5. to narrow the gap in performance by disadvantaged pupils;
- 9.6. continued analysis of vulnerable groups by identifying and planning provision for them;
- 9.7. to continue to monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils;
- 9.8. to continue to raise levels of attainment in core subjects for vulnerable learners;
- 9.9. to continue to monitor and support attendance of all groups of children at Weaver Trust;
- 9.10. continued development and consolidation of the student voice;

9.11. to review levels of paternal and pupil engagement in learning and Weaver Trust life, across all activities to ensure equity and fairness in access and engagement.

**10. Policy Access**

10.1 A copy of this policy will be displayed on Weaver Trust’s website and issued to all appropriate staff members employed by Weaver Trust.

**Approved by:**

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**Chair of Trust**

**CEO**

**Date:**

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