



Pinnacle Learning Trust Equality, Diversity and Inclusion (EDI) Statement

This statement underpins the Equality, Diversity and Inclusion priorities of each Academy. It is to be read in conjunction with the specific objectives and ambitions of each Academy within the Trust.

Statement Version Number:	1			
This statement applies to:	All PLT stakeholders			
Related Documents/ Policies:				
Author:	MCY			
Area:	HR			
Changes made/Reason for Review:	New Trust wide statement covering all academies			
Approval required by (please tick):	A&R	F&R	Trust <input checked="" type="checkbox"/>	Rem
Approved by/Date:	SLT (All Academies)			
	LJC /JCNC			
	Trust Board (only)		28 th September 2021	
Date of Next Review:	September 2024			
Equality Impact Assessment	This statement has been reviewed against equal opportunities legislation with regard to age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity and has no identified adverse impact (direct or indirect) on minority groups			

A) Legal framework

1. We welcome our duties under the Equality Act 2010 and the Public Sector Equality Duty 2011 (and all relevant legislation up to that point) to eliminate discrimination, advance equality of opportunity and foster good relations in relation to
 - a. age (as appropriate)
 - b. disability
 - c. race and ethnicity
 - d. sex
 - e. sexual orientation
 - f. gender reassignment
 - g. maternity and pregnancy
 - h. religion or belief
 - i. marriage or civil partnership

The EDI statement also considers socio-economic background as a potential barrier to equality

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.
4. This statement and its guiding principles are applicable to all staff, students, Trustees, governing body members, contractors, parents, applicants and other visitors to the college or users of its facilities

B) Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All students are of equal value

We see all students and potential students, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, race, culture, national origin or national status
- whatever their sex, gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation
- whatever their socioeconomic status

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless be inclusive and take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- people whatever their age;
- disability, so that reasonable adjustments are made;
- race and ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- sex, gender and gender identity, so that the different needs, challenges and experiences are recognised and understood
- religion, belief or faith background, so that differences are understood and accepted
- sexual orientation, so that difference is understood and discussed

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of race, ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between people in terms of their sexual orientation and their sex, gender and gender identity, and an absence of sexual, homophobic and transphobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, race, culture, religious affiliation, national origin or national status
- whatever their sex, gender, gender identity, and sexual orientation, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- people whatever their age
- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds

- people in terms of their sexual orientation and sex, gender and gender identity

Principle 6: We consult and involve widely

We are inclusive in our approach and 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. We consult and involve:

- people whatever their age
- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- people in terms of their sexual orientation and their sex, gender and gender identity

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- people whatever their age
- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- people in terms of their sexual orientation and their sex, gender and gender identity

Principle 8: We base our policies and practices on sound evidence

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific objectives, set by each Academy. Evidence relating to the fulfilment of these objectives is compiled and recorded by each Academy.

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify consider national and local priorities and issues, as appropriate.

Our equality, diversity and inclusion objectives are integrated into Academy improvement planning.

C) Academy Practices

The curriculum

We keep each curriculum area under review in order to ensure that teaching and learning reflect the principles set out above.

Ethos and organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- progress, attainment and achievement
- personal development, welfare and well-being
- teaching, learning and assessment
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The Trust and its Academies are opposed to all forms of prejudice;

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism, homophobia and transphobia

Each Academy will record and investigate prejudice-related incidents and ensure a process is followed, and, as appropriate, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents and how they are dealt with.

Roles and responsibilities

The Local Governing Body for each Academy is responsible for ensuring that each Academy complies with legislation, and that this statement and its related procedures and action plans are implemented.

Each Academy Principal is responsible for implementing the contents of this statement; 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.

All staff are responsible for:

- Acting as role models, demonstrating behaviour that is in accordance with the principles outlined in this statement
- Responding appropriately if they witness any discriminatory behaviour, challenging inappropriate language and behaviour, tackling bias and stereotyping, and reporting any incidents as appropriate
- Highlighting any staff training or development that they require to carry out the above role and responsibilities

Teaching staff are specifically responsible for:

- promoting an inclusive and collaborative ethos in their classroom
- planning and delivering curricula and lessons that reflect the principles outlined above
- dealing with any prejudice-related incidents that may occur and/or seeking advice and guidance on how to deal with these incidents appropriately
- supporting those in their class for whom English is an additional language
- liaising with Academy SEND leads to ensure those with additional needs are properly supported
- keeping up-to-date with equalities legislation relevant to their work
- challenging inappropriate language or behaviour with regards to discrimination of any kind

We ensure that the content of this Statement is known to all staff and governors and, as appropriate, to all students and their parents and carers.

Religious observance

We respect the religious beliefs and practice of all staff, students and parents, and endeavour to support reasonable requests relating to religious observance and practice in line with the Trust's Improving Attendance Policy.

Staff development and training

We 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.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other college policies are dealt with, as determined by the principal and governing body.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and adjust as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to special educational needs and disabilities (SEND); ethnicity, national origin and national status; and gender.

D) Overview of Legal Context

General and specific duties in relation to different equality groups:

Disability

General duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards people with a disability
- Encourage participation in public life of people with a disability
- Take steps to take into account people's disabilities, even where that involves treating persons with a disability more favourably than other persons

Specific duty- *Disability Discrimination Act 2005*

- To gather information on the effect of a college's policies and practices on persons with a disability and in particular
- To analyse their effect on the recruitment, development and retention of its employees with a disability
- To analyse their effect on the educational opportunities available to, and on the achievements of, students with a disability

Sex

General duty – *Sex Discrimination Act as amended by the Equality Act 2006*

- We have a statutory duty to promote gender equality with due regard to the need to:
- Eliminate unlawful sex discrimination
- Promote equality of opportunity and good relations between women and men, girls and boys

Specific duty - *Sex Discrimination Act as amended by the Equality Act 2006*

- To include gender in the equality statement, showing how the college intends to discharge its general duty
- To Consider the need to include objectives to address the causes of any gender pay gap

- To gather information on the effect of a college's policies and practices on men and women and in particular the extent to which they promote equality between its male and female staff its services and functions take account of the needs of men and women
- To assess the impact of its policies and practices, or other likely impact of its proposed policies and practices, on equality between men and women; and to consult relevant employees, service users and others

Race

General duty – *Race Relations Amendment Act 2000*

- We have a statutory duty to promote race equality with due regard to the need to eliminate unlawful discrimination, promote equality of opportunity and promote good relations between people of different racial groups

Specific duty - *Race Relations Amendment Act 2000*

- To assess the impact of the college's race equality policy on students and staff of different racial groups
- To monitor, by reference to those racial groups, the admission and progress of students and recruitment and career progress of staff; and include in its equality policy an indication of its arrangements for publishing the policy and the results of its assessment and monitoring in relation to the above

Age

The Employment Equality (Age) Regulation (2006) and the Age Discrimination Act (2006) prohibit discrimination on grounds of age: it is unlawful to discriminate against young workers as well as older workers.

We will ensure that we avoid all forms of:

- Discrimination, direct and indirect, in employment on the basis of age
- Harassment on the grounds of age
- Victimisation because someone has made or intends to make a complaint related to age discrimination

Religion or Belief

The Employment Equality (Religion or Belief) Regulations (2003) and the Equality Act (2006) prohibit discriminatory treatment on grounds of religion or philosophical

belief, and protect those without a religion or belief from discrimination. The regulations do not include political beliefs.

The College has responsibilities to promote equal opportunities in employment and vocational training on the grounds of religion and belief through the Employment Equality (Religion or Belief) Regulations 2003. The Equality Act 2006 extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services, facilities and public functions. We will ensure that we follow these regulations and that we avoid all forms of:

- Discrimination, direct and indirect, in employment, on the basis of religion or belief
- Harassment on the grounds of religion or belief
- Victimisation because someone has made, or intends to make, a complaint related to religion or belief

Sexual Orientation

The Employment Equality (Sexual Orientation) Regulations 2003 and the Equality Act (Sexual Orientation) Regulation (2007) protect staff, students and service users from discrimination on the grounds of sexual orientation.

All public bodies have responsibilities to promote equal opportunities in employment and vocational training on the grounds of sexual orientation, through the Employment Equality (Sexual Orientation) Regulations 2003. The Equality Act 2006 extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services and facilities. We will ensure that we follow these regulations and that we avoid all forms of:

- Discrimination, direct and indirect, in employment on the basis of sexual orientation
- Discrimination in service provision, both curriculum and support
- Harassment on the grounds of sexual orientation
- Victimisation because someone has made, or intends to make, a complaint

Gender Identity

The Sex Discrimination Act (1975) and the Equality Act (2006) require fair and equal treatment of men and women, and protect transsexual people from discrimination.

The Sex Discrimination Act protects students and staff from discrimination on the basis that they intend to undergo, or have undergone, gender reassignment. The Gender Equality Duty 2006 also requires public authorities to eliminate discrimination and harassment of transsexual people.

The Gender Recognition Act (2004) enables transgender people, who have lived in their acquired gender for at least two years, to apply for a Gender Recognition Certificate. Providing they meet certain requirements, they are then able to change the sex originally recorded at birth. This means they can marry in their new gender, or form a civil partnership with someone of the same sex. We will ensure that we comply with the Gender Equality Duty and follow these regulations and that we avoid all forms of:

- Discrimination, direct and indirect, in employment on the basis of gender identity
- Discrimination in service provision: admissions, teaching, curriculum and support
- Harassment on the grounds of gender identity
- Victimisation because someone has made, or intends to make, a complaint.

Other groups

The College will, likewise, ensure that its policies, plans, procedures and practices protect the interests of people with the protected characteristics of pregnancy and maternity, and gender reassignment. We recognise the importance of socio-economic status and community cohesion with regard to developing good relations across different cultures, ethnicities, religious and non-religious and socio-economic groups and we have incorporated these priorities into our policy.