

## Equality, Diversity and Inclusion Policy

<b>Applicable to:</b>	✓	All individual academies within NEAT Academy Trust
	✗	Specified academies only within NEAT Academy Trust
	✓	Central team within NEAT Academy Trust
<b>Approval body:</b>	NEAT Academy Trust Board of Directors, which may be delegated	

### Status:

<b>Statutory policy or document</b>	No
<b>Review frequency</b>	As determined by the Board
<b>Approval by</b>	As determined by the Board

### Publication:

<b>Statutory requirement to publish on website</b>	No
<b>If not, agreed to publish on website?</b>	Yes, trust and school websites

### Version Control:

<b>Revision Record of Issued Versions</b>			
<b>Author</b>	<b>Creation Date</b>	<b>Version</b>	<b>Status</b>
Director of HR and Governance (SH)	18 December 2019	1.0	Agreed by Trust Board for implementation in schools and central team
<b>Changed by</b>	<b>Revision Date</b>	<b>Version</b>	<b>Status</b>
Director of HR and Governance (SH)	14 January 2020	2.0	Minor amendments – typos etc.
Head of Governance and Corporate Affairs (SH)	19 March 2021 Applies from 1 April 2021	3.0	Minor amendments to ensure content reflects St Hild's. Approved by Executive Team on behalf of NEAT Academy Trust Board of Directors.

<b>Review Date</b>	
<b>Frequency</b>	<b>Next Review Due</b>
Annually	December 2021 (or earlier if new guidance or legislation issued and/or business need for earlier review identified)

## **1 Purpose**

The purpose of this policy is to set out the trust's commitment to equality, diversity and inclusion and the guiding principles that it has adopted to enable this commitment to be put into practice.

## **2 Scope**

This policy applies to the trust's roles as an education provider and as an employer.

This policy does not apply to NEAT Active Ltd, which has its own policy.

## **3 Policy statement**

The trust's common purpose is to Nurture, Educate, Achieve and Transform. We have identified five values which are the behaviours that will enable us to achieve our common purpose and deliver our vision and strategic aims. One of these values is: "Inclusive - We welcome and value every individual and foster a sense of belonging."

We aim to develop a culture in which different groups or individuals from different backgrounds are equally accepted and welcomed and where they feel respected and valued for who they are. We believe that a sense of belonging to the trust is important so that everyone is engaged and able to contribute fully to our success.

Our common purpose and values, together with our equality information and objectives, reflect the trust's strategic aims. The guiding principles below which are shared across the trust are designed to ensure that equality, diversity and inclusion is embedded in all aspects of our work.

## **4 Legal considerations**

We welcome our duties under the Equality Act 2010:

- under the general public sector equality duty: to eliminate discrimination, harassment and victimisation, to advance equality of opportunity and to foster good relations between people who share the following protected characteristics and those who do not - disability, race, sex, gender reassignment, pregnancy and maternity, religion or belief and sexual orientation, and in relation to our role as an employer, age and marriage/civil partnership;
- under the specific equality duty for schools: to publish information at least annually to demonstrate how we are complying with the above duty and to prepare and publish equality objectives at least once every four years; and
- under the specific equality duty for public authorities with more than 150 employees: to collate and publish equality information about our workforce.

We welcome our duty under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 as an employer with more than 250 employees to publish information annually showing the size of the pay gap between our male and female employees.

We recognise that we are obliged under our funding agreement with the Department for Education that each of our academies is at "the heart of its community, promoting community cohesion" and that we are required to ensure the spiritual, moral, social and cultural development of our young people.

We understand the above duties are important in enabling the trust to make a positive contribution to wider society, and that they 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.

## 5 Roles and responsibilities

- **NEAT Academy Trust’s Board of Directors:** The board will review this policy and evaluate its effectiveness in achieving its aims.
- **Each school’s Local Governing Committee (LGC):** Each LGC is responsible on behalf of the board for monitoring the application of this policy at school level to ensure appropriate equality objectives and actions are identified and implemented.
- **Headteacher/Chief Executive Officer (CEO):** The headteacher of individual schools and the CEO in the case of the central team is responsible for ensuring this policy is consistently implemented; 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 potential discrimination.
- **Colleagues:** All employees and volunteers are expected to:
  - take personal responsibility to behave in a manner which is consistent with the trust’s values;
  - positively promote an inclusive culture and challenge any incidents of discrimination, prejudice or stereotyping that may occur;
  - keep up-to-date with developments in equality, diversity and inclusion relevant to their work; and
  - where relevant to their role, plan and deliver curricula and lessons that reflect the principles set out below and provide appropriate support to pupils with specific needs e.g. those with SEND or for whom English is an additional language.

## 6 Guiding principles

In fulfilling the legal requirements described above, we are guided by nine principles:

### **Principle 1: All members of our community are of equal value.**

We view all learners and potential learners, and their parents and carers, colleagues, local governors, non-executive directors and members as of equal value:

- whether or not they are disabled or have physical or mental health challenges;
- whatever their race, ethnicity, culture, national origin or national status;
- whatever their sex, gender or gender identity;
- whatever their religious or non-religious affiliation or their beliefs;
- whether their sexual orientation is towards their own sex, the opposite sex or to both sexes;
- whether or not they are pregnant or are on maternity leave;
- whatever their age; and
- whatever their marital or civil partnership status.

## **Principle 2: We recognise, respect and value difference and diversity.**

Valuing people equally does not necessarily involve treating them all the same. Our policies, procedures and practices must not discriminate but will nevertheless take account of differences of life experience, outlook and background, and the kinds of barriers, disadvantage and prejudice which people may face, in relation to:

- disability, so that reasonable adjustments are made, and physical and emotional wellbeing promoted;
- race and ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men, and trans people, whether non-binary or non-gendered, are recognised;
- sexual orientation;
- religion, or a lack of religion, or philosophical beliefs, or a lack of beliefs, that affect their life choices or the way they live;
- age;
- pregnancy or being on maternity leave; and
- marital or civil partnership status.

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

We intend that our values, policies, procedures and practices promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- emotional resilience and wellbeing;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation or philosophical beliefs, national origin or national status, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic, biphobic and transphobic harassment;
- positive interaction between people of different ages; and
- positive attitudes and understanding of women who are pregnant or on maternity leave.

## **Principle 4: We observe good equalities practice in recruitment, retention and development of staff, local governors and directors.**

We ensure that policies and procedures benefit all individuals, for example in recruitment and promotion, and in access to training and continuing professional development:

- whether or not they are disabled or face physical or mental health challenges;
- whatever their ethnicity, culture, religious belief or non-belief, national origin or immigration status;
- whatever their gender, gender identity and sexual orientation, and with full respect for legal rights relating to pregnancy and maternity; and
- whatever their age.

**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:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men, and trans people; and
- learners and prospective learners from different socio-economic backgrounds, from service families or who may be looked after.

**Principle 6: We aim to engage, involve and consult widely.**

We engage and involve a diverse range of stakeholders to ensure we make well-informed decisions that take into account people with different backgrounds and experiences including when policies and practices are designed and reviewed:

- disabled people as well as non-disabled
- people from the ethnic, cultural and religious backgrounds that make up our community;
- girls and boys, women and men and non-binary people;
- gender diverse people;
- people of all sexual orientations; and
- people of all ages.

We actively consider and assess the potential impact on equalities and diversity at a formative stage when proposals are being drawn up.

**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:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- girls and boys, women and men and non-binary people;
- gender diverse people;
- people of all sexual orientations; and
- people of all ages.

**Principle 8: We regularly set objectives and action plans to progress our commitment.**

We recognise that to demonstrate the commitments set out in the above policy statement and these principles we need to set ourselves challenging and measurable objectives that have a positive impact on the lives and experience of our community.

**Principle 9: We evidence the impact of our actions through the analysis and publication of quantitative and qualitative data.**

We collect and publish quantitative and qualitative information about our progress towards greater equality, diversity and inclusion.

## **7 Embedding the principles in our curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above. Through the curriculum we aim to:

- respect, embrace and value differences between people;
- prepare learners for life in a diverse society;
- make our schools places where everyone feels welcomed and valued;
- ensure that an inclusive ethos is maintained;
- acknowledge the existence of prejudice and harassment and take steps to prevent them;
- support our young people to express and deal with their emotions and difficulties; and
- help learners to explore and understand one-another's lifestyles and beliefs as well as exploring shared values.

## **8 Policies and practices**

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

- learners' progress, attainment and achievement;
- learners' personal development, welfare and wellbeing;
- teaching styles and strategies;
- admissions and attendance;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents and carers;
- working with the wider community;
- safeguarding children in education;
- religious beliefs and practice including requests relating to religious observance and practice;
- employment and volunteering opportunities including recruitment, retention and professional development; and
- the recruitment and professional development of local governors, non-executive directors and members.

## **9 Addressing prejudice and hate crime**

We are opposed to all forms of prejudice which stand in the way of fulfilling our commitment to greater equality, diversity and inclusion including:

- prejudices around disability, mental health and special educational needs;
- 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 Gypsy, Roma and Traveller communities, migrants, refugees and people seeking asylum;
- prejudices reflecting sexism and homophobia, biphobia and transphobia; and
- prejudices which may be the precursor to radicalisation and extremism.

There is clear guidance for staff defining how prejudice-related incidents should be identified, assessed, recorded and dealt with. We take seriously the expectation that relevant incidents should be reported to third party organisations and we also draw on the support of specialist police officers.

In Newcastle:

- a racist, religious, homophobic or transphobic incident or bullying of a young person can be reported to ARCH Newcastle:  
[https://community.newcastle.gov.uk/core.nsf/a/arch\\_howtoreport](https://community.newcastle.gov.uk/core.nsf/a/arch_howtoreport)  
Incidents can be reported by the victim, someone on behalf of the victim, a witness of the incident or an agency worker.
- hate incidents and hate crimes can be reported to Newcastle City Council's third party reporting process through Stop Hate UK: <http://www.stophateuk.org/talk-to-us/> . Stop Hate UK provides independent and confidential hate crime reporting services for Newcastle, whether you are a victim of hate crime, you have witnessed incident you believe to be a hate crime or you are a third party to an incident that could be a hate crime.

In Hartlepool:

hate incidents and hate crimes can be reported to Hartlepool Borough Council's Community Safety Team or third party reporting centres:  
[https://www.hartlepool.gov.uk/info/20043/community\\_safety/583/hate\\_crime\\_and\\_third\\_party\\_reporting\\_centres/1](https://www.hartlepool.gov.uk/info/20043/community_safety/583/hate_crime_and_third_party_reporting_centres/1)

### **General**

This policy is at the discretion of the trust and can be varied at any time following consultation with staff and recognised trade unions. In the event of any conflict with primary legislation or statutory regulations, the legal provisions will have precedence over this policy in all cases.