

**THE SHROPSHIRE GATEWAY EDUCATIONAL TRUST**  
**Equality Statement**

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## **Shropshire Gateway Educational Trust Statement on Equality**

### **1.0 Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

### **2.0 Roles and responsibilities**

The Board of Directors is responsible for ensuring that the trust complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Local Governing Body in conjunction with 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.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- deal with any prejudice-related incidents that may occur;
- plan and deliver curricula and lessons that reflect the principles of this policy;
- support pupils in their class for whom English is an additional language;
- keep up-to-date with equalities legislation relevant to their work.

### **3.0 Principles**

In fulfilling the legal obligations and roles & responsibilities cited above, we are guided by eight principles:

Principle 1: All learners are of equal value.

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

- whether or not they have a disability;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender and gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual identity.

We maintain an ethos of unconditional positive regard and place the learner's needs at the centre of all decisions involving them.

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 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:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised;
- religion, belief or faith background;
- sexual identity.

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 people with a disability, good relations between people with a disability and those without and an absence of harassment of people with a disability;

- 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, 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 and homophobic 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 have a disability;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity, 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 with a disability and those without;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men.

Principle 6: We consult and involve widely.

We 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 across the breadth of our intake.

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 with a disability as well as those without;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, and both girls and boys;
- people with different sexual orientations.

Principle 8: We base our policies and practices on sound evidence, taken from best practice visits and recent and relevant research.

We maintain 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 and measurable objectives.

Our objectives take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report regularly on progress towards achieving them.

#### **4.0 The Curriculum**

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

## **5.0 Ethos and Organisation**

We ensure the principles set out in this policy apply to the full range of our policies and practices, including those that are concerned with progress, attainment and achievement:

- pupils' personal development, welfare and well-being;
- teaching styles and strategies;
- 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.

## **6.0 Addressing prejudice and prejudice-related bullying**

We operate anti-bullying and behaviour policies, which enshrine an equal right and responsibility for all users of our buildings

The trust is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in this policy.

- 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 and homophobia.

Each school within the trust keeps a record of prejudice-related incidents and how they are dealt with.

## **7.0 Information and resources**

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

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail, such the Disability Access Plan and Equality and Diversity in Employment Policy.

## **8.0 Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **9.0 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.

## **10.0 Monitoring and review**

We collect, study and use quantitative and qualitative data, such as employee questionnaires and analysis of employment patterns, relating to the implementation of this policy, and make adjustments as appropriate.

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

See also:

Behaviour Policy

Anti Bullying Policy

Equality and Diversity in Employment Policy

### Appendix I - Implementation Plan

Is training required to implement this policy?

Yes  No

If Yes, how will this be delivered and by whom?

To which groups of staff does this policy need to be issued?

*All school staff and Trustees.*

How will the policy be issued and by whom?

*Via email from Head teachers  
Via Chairs of LGB*

Date adopted by Local Governing Body:

Signed (Chair of LGB)

Name of School



**Appendix ii - Equality impact assessment screening form**

Section one: screening for impact				
Name of policy		Equality Statement		
Project lead completing assessment:		Matt Hayes		
Position:		Business Manager		
1. What is the main purpose of the strategy/project/policy?				
States the trust's approach to equality provides an over arching view on how the organisation meets its responsibilities under the Equality Act 2010.				
2. Who will be the main stakeholders/users of the policy? Please consider the impact of the policy on the different groups of stakeholder /users.				
Trustees, staff, pupils, parents, community				
3. Use the table to show: Where you think that the policy could have a negative impact on any of the equality strands, that is, it could disadvantage them – if no impact please note the evidence for this. Where you think that the strategy/project/policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics.				
	Positive impact	Negative impact	No impact	Reason and evidence (provide details of specific groups affected even for no impact)
Age				The policy is explicitly aimed at eliminating inequality and promoting cohesion.
Disability				The policy is explicitly aimed at eliminating inequality and promoting cohesion.
Gender				The policy is explicitly aimed at eliminating inequality and promoting cohesion.

Gender identity				The policy is explicitly aimed at eliminating inequality and promoting cohesion.
Sexual orientation				The policy is explicitly aimed at eliminating inequality and promoting cohesion.
Race				The policy is explicitly aimed at eliminating inequality and promoting cohesion.
Religion or belief				The policy is explicitly aimed at eliminating inequality and promoting cohesion.

4. If you have indicated there is a negative impact on any group, is that impact:		
Legal? (not discriminatory under anti-discriminatory legislation)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Intended?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Level of impact?	High <input type="checkbox"/>	Low <input type="checkbox"/>
If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete a full equality impact assessment. If not, complete the rest of section one below.		
5. Could you minimise or remove any negative impact that is of low significance? Could you add any additional action to have a positive impact rather than no impact?		
Policy can be available in large print or different language if required; however, it is not considered that this will make any material difference.		
6. If there is no evidence that the strategy, project or policy promotes equality, equal opportunities or improved relations – could it be adapted so that it does? If so, explain how.		
7. Please list the outcome following this equality impact assessment (this could be no changes, some changes, further work needed around particular groups or cease development of the policy).		
Policy can be available in large print or different language if required; however, it is not considered that this will make any material difference.		
Signed:	Date:	