



Thinking Schools Academy Trust
“Transforming Life Chances”

Thinking Schools Academy Trust

Equality Policy

This policy was adopted on	September 2015
The policy is to be reviewed on	

1. Introduction

The Academy's within the Thinking Schools Academy Trust are inclusive and focus on the wellbeing and progress of every child. They view all members of the community as equal.

The Trust believes that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

This Policy sets out how the Trust and its schools meet the two specific duties with in the Equality to act.

The Public Sector Equality Duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two Specific Duties:

- Our schools to publish information to show compliance with equality duty
- Our schools to publish Equality objectives at least every 4 years, which are specific and measurable.

2. Adoption

This procedure was adopted by the Board of Directors in September 2015 and supersedes any previous Equality Policy.

This policy will be reviewed by the Board of Directors and Regional Governing Body every 4 years or earlier if there is a need. The School Actions (Section 6) and School Objectives (Section7) will be reviewed annually.

3. Thinking Schools Academy Trust 6 Principles

Principle 1: All learners are of equal value

• Whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin, national status, gender or sexual orientation

Principle 2: We recognise and respect diversity

• 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, women and men are recognised.

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

• 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 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, women and men, and an absence of sexual harassment

Principle 4: Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin, national status, gender or sexual orientation

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

Principle 6: 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
- Both women and men, girls and boys and LGBT

4. Equality Statement

a) In accordance with Trust and Academy ethos and values we respect the equal human rights of all our students, educate them about equality and respect the equal rights of our staff and other members of the school community.

b) We assess (“Equality Impact Assessment”) our school practices, policies, procedures and provision and implement all necessary resulting actions in relation to: ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation, and age.

c) We promote community cohesion at Academy, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to: ethnicity, religion or belief, and socio-economic background.

5. Responsibilities

The Regional Governing Body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the regional governing body discharges this responsibility through the Headteacher and Senior Leadership Team. A named Governor works with SLT to ensure equality duties, up-to-date policies, and any required plans are put into place.

The Headteacher & SLT promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community;
- ensuring understanding of the broad legal definition of disability;
- sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school;
- ensuring that action plans are undertaken for all protected characteristics;
- ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately.

- providing appropriate training for staff, Governors and other members of the school community;
- monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions;
- in the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.