

Equality, Diversity & Inclusion Policy

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Trust Board

Related Policies

**Code of Conduct
Whistleblowing
Resolving Issues at Work
Safeguarding (including 'Prevent')**

Where is this policy
published?

Thrive Intranet & Website

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe, for equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Introduction

2.1 Thrive welcomes the support of recognised Trade Unions in seeking to implement this policy in a fair and consistent manner.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

- 2.2 Prior to final approval by the Trust Board this policy has been the subject of consultation with unions and professional associations; their suggested amendments have been taken into consideration and changes made where they can be agreed.
- 2.3 The Trust is committed to ensuring equality of treatment and fairness in its day to day operation in line with the Equality Act 2010. To this end, the CEO and school managers will share this code of conduct with staff at induction and from time to time during their time at the school to ensure that staff know what is expected of them.
- 2.4 The Trust is fully committed to developing, maintaining and supporting an inclusive culture and environment for the benefit of our colleagues and the communities we serve. Thrive values the differences that a diverse workforce brings and is committed to eliminating unlawful and unfair discrimination.
- 2.5 The Equality Act 2010 combined nine separate pieces of legislation into one single Act simplifying the law and strengthening it in important ways to help tackle discrimination and inequality. The Act introduced nine protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. These are not exhaustive and incidents of discrimination on any other grounds will be taken equally seriously. The Trust will not discriminate because of any protected characteristics and will build a culture that values openness, fairness and transparency.

3 Purpose

- 3.1 The Trust believes that diversity and inclusion bring benefits to the organisation and that people work better when they can be themselves.
- 3.2 The purpose of this policy is to define Thrive's commitment to equality in everything that we do. The policy is applicable to all employees, pupils, parents/carers/associated persons, officers, visitors, communities, suppliers and contractors, whether permanent or temporary.
- 3.3 The Trust recognises our responsibilities under the Equality Act 2010 to ensure that all reasonable steps are taken to avoid direct and indirect discrimination on the grounds of any of the protected characteristics.
- 3.4 Thrive will adhere to all equalities legislation, including the three duties under The Single Public Sector Equality Duty 2011 (PSED):
- To eliminate conduct that is prohibited by the Act;
 - To advance equality of opportunity between people who share a protected characteristic and those who do not;
 - To foster good relations across all characteristics.

4 Roles & Responsibilities

- 4.1 All members of the school community have a responsibility towards supporting the equality agenda.
- 4.2 The **Trust Board** is responsible for approving this policy and ensuring it is applied fairly and consistently across the Trust.

- 4.3 The **CEO and Development Team** are responsible for ensuring that all stakeholders adhere to this policy and that breaches are managed swiftly, effectively, fairly and consistently.
- 4.4 The **Headteacher, Head of School and Senior Leadership Team** are responsible for:
- Providing leadership and vision in respect of equality;
 - Overseeing the implementation of the Equality Act 2010 and its associated duties;
 - Co-ordinating the activities related to equality and evaluating impact;
 - Ensuring that all who enter the school are aware of, and comply with, the Equality and Diversity Policy;
 - Ensuring that staff are aware of their responsibilities and are given relevant training and support;
 - Taking appropriate action in response to discrimination against any pupil or member of staff.
- 4.5 **All staff** are responsible for:
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
 - Not discriminating on grounds of any protected characteristic;
 - Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.
- 4.6 **Pupils** are responsible for respecting others in their language, behaviours and actions and obeying all school equality and diversity policies, procedures and practices.
- 4.7 The **People Department** is responsible for ensuring that all employees are aware of this policy and associated procedures. The team will also ensure that this policy is implemented fairly and consistently.
- 4.8 In addition **each member** of the Trust community is responsible for preventing unfair discrimination, harassment, or victimisation which it is within their control to prevent and challenging or reporting such in appropriate behaviour if it occurs.

5 Principles of our approach

- 5.1 Understanding and tackling the different barriers which could lead to unequal outcomes for those people who have protected characteristics within school, while celebrating and valuing the achievements and strengths of all members of the school community, is the key to our approach. Those people with protected characteristics are defined as those who may be susceptible to discrimination because of their age, sex, race, disability, religion or belief, sexual orientation, gender confirmation, pregnancy or maternity, less able or socio-economic background. These include pupils, all staff, parents, carers, governors, trustees, multi-agency staff linked to the school, visitors to school and contractors.
- 5.2 We value diversity and believe that equality in Thrive schools should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.
- 5.3 It is the responsibility of the Executive Headteacher, Headteacher, Heads of School and Governors to ensure compliance with and implementation of the policy by the whole school community as well as eliminating all unlawful discrimination.

5.4 Each school has a member of SLT designated to oversee pastoral care and they have a role in ensuring the achievement of the equalities objectives. Responsibilities include the monitoring and reporting of incidents of a discriminatory nature to the Local Governing Body which is accountable for the implementation of this policy. The Trust Board monitors the work of the LGB in this respect.

6 Promoting Equality and Diversity

6.1 Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, learning and teaching will endeavour to:

- Ensure equality of access to the whole school experience for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes, values and skills that challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture, religion and beliefs and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, and challenge discrimination, leading to justice and equality;
- Ensure that the curriculum covers issues of equality, diversity, religion, human rights and inclusion;
- Prepare pupils for living in a multicultural society and promote good relations between different racial groups;
- Celebrate diversity and promote (where appropriate) the positive contribution of different ethnic minority groups to the curriculum area, as well as profiling the positive contributions made to society by other minority groups;
- Celebrate what we have in common;
- Seek to involve all parents/carers in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the composition of individual teaching groups;
- Take account of the different learning needs of different groups of pupils, using an appropriate range of teaching strategies to enable all pupils to progress;
- Consider cohort allocations, class lists and seating plans with a balance of learning needs and protected characteristics to foster effective learning ;
- Take account of the current performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development in their planning for inclusion and equality.

6.2 Learning Environment

There is a consistently high expectation of all pupils regardless of any protected characteristic. To secure the best possible outcomes for all our young people, we recognise the importance of:

- Teacher commitment, expertise and enthusiasm as vital factors in achieving a high level of motivation and good results from all pupils;

- Adults in the school providing good, positive role models in their approach to all issues relating to equality and diversity;
- The school as a whole placing a high priority on the provision for those with special educational needs and disabilities.
- The school providing an environment in which all pupils have equal access to all facilities and resources;
- Creating an environment where all pupils are encouraged to be actively involved in their own learning;
- Encouraging pupils and parents to create an appropriate learning environment at home and providing them with advice about how to do this;
- Providing opportunities for completing homework beyond the school day on the school site;
- Using a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils.

6.3 Curriculum

We actively recognise differences and aim to ensure that:

- Planning for learning reflects our commitment to equality in all subject areas and cross-curricular themes, promoting positive attitudes to equality and diversity; the Trust will develop an inclusion calendar which will provide a selection of key dates and celebration and/or awareness days which reflect the Thrive community in each school;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality;
- Steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles;
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

6.4 Ethos and Atmosphere

We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. To this end:

- Each school will build a culture of openness and mutual respect which welcomes everyone to the school;
- Pupils are encouraged to greet visitors to the school, and adults within the school, with friendliness and courtesy;
- Displays, and other resources around the school should be of a high quality and reflect diversity across all aspects of school life and are frequently monitored;
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

6.5 Resources and Materials

The provision of good quality resources and materials is a high priority. These resources will:

- Reflect the reality of an ethnically, culturally and sexually diverse society;
- Reflect a variety of viewpoints;
- Give a positive view of people with protected characteristics;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equality and diversity issues;

- Be equally accessible to all members of school community, consistent with health and safety;
- Not promote, explicitly or implicitly, discriminative views.

6.6 Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not intentionally offend;
- Creates and enhances positive images of particular groups with protected characteristics identified in 1.3;
- Creates the conditions for all people to develop their self esteem;
- Recognises the individuality and background of all members of the school community, with everyone endeavouring to spell and pronounce preferred names correctly;
- Uses appropriate terminology in referring to particular groups or individuals.
- Recognise and consider the use of pronouns

6.7 Provision for Bilingual/Multilingual Pupils

6.7.1 We will make appropriate provision for all EAL/bilingual children/groups to ensure access to an appropriate curriculum. These groups may include:

- Those from refugee families;
- Asylum seekers;
- Pupils for whom English is an additional language;
- Pupils who are new to the United Kingdom.

6.7.2 When appropriate we will seek opportunities for students who are fluent in another language to share their language with their peers and classroom staff and recognise their language skills.

6.8 Personal Development and Pastoral Guidance

- Pastoral staff take account of all abilities, gender, religious and racial differences, sexual orientation and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them;
- All pupils/staff/parents/carers are given support as appropriate when they experience or perceive discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

7 Tackling Discrimination

It is the duty of each school to tackle all types of discriminatory behaviour. It will address this duty in a number of different ways, e.g.

- Incidents where there are unwanted attentions (verbal or physical) will be tackled. The school has a clear, agreed procedure for dealing with incidents such as unwelcome or offensive remarks or suggestions about another person;
- All bullying related to those with protected characteristics will be referred to an appropriate member of staff and be dealt with as a serious incident – and will be recorded on Class charts and/or CPOMS and investigated thoroughly;
- Incidents involving those with protected characteristics – specifically incidents relating to race, disability or sexual orientation – will be highlighted in behaviour and safeguarding logs in order to ensure effective monitoring. It will be the norm for parents/carers of the victim and the perpetrator to be notified of the incident, unless there are specific circumstances that make this inappropriate;
- Headteachers and Heads of School will report on any incidents to the Local Governing Body via their termly report;
- All staff members have a duty to invoke the whistleblowing policy in respect of breaches of this policy.

8 Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents/carers to help all pupils to achieve their potential. For example:

- All parents/carers are encouraged to participate in the life of each school including; fundraisers, parents evenings, transition events, Class charts, school newsletter;
- Encouraging parents/carers to contact the school if they have any concerns about equality and diversity issues – the first point of contact should be the member of Senior Management with responsibility for Equality and Diversity;
- Encouraging members of the local community to regularly join in school activities e.g. for example sporting fixtures, parent forums, religious and/or cultural celebrations.

9 Staffing and Staff Development

- We recognise the need for positive role models and distribution of responsibility among staff;
- We undertake to encourage the career development and aspirations of all individuals;
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

10 Staff Recruitment and Professional Development

- All posts are advertised formally;
- Job advertisements should make clear that opportunities are open to all suitably qualified applicants and make explicit reference to not discriminating on particular grounds. All job adverts will include the statement "We are committed to equality of opportunity for all colleagues and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships."

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good practice which takes account of equalities through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- The Equality and Diversity policy is covered in all staff inductions;
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact;
- As part of the staff recruitment process all applicants are asked to complete an Equal Opportunities Monitoring Form.

11 Monitoring and Review

11.1 This will be carried out by the Equality and Diversity Working Group under the leadership of the designated member of Senior Management across the Trust annually . They will report back through the school management structure and the School Development Journey evaluation. These will also be shared with Unions through the JCC. Amendments may be made to the policy and action plans in the light of the monitoring and review. The group will consider feedback from a range of sources including:

- Analysis of attendance and truancy figures;
- Analysis of exclusions;
- Incidents of peer-on-peer discrimination and all forms of bullying;
- Pupils achievement data for particular groups compared to National and Local Authority data;
- Feedback from Parents, School Leadership Team and other relevant focus groups;
- Any other information related to the Equality Act.

11.2 The working group will carry out Equality Impact Assessments in order to ensure that policies, procedures and practices cater for the individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures and practices within the organisation are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it can't be changed, how it can be improved.

11.3 Each school will publish to the Trust Board annually a report measuring the impact of the policy, reviewed objectives and planned improvements via the School Development Journey .

12 Policy Review

12.1 This policy will be reviewed every year, or earlier if required by law

Appendix 1 Thrive Equality Impact Assessment Template



Thrive Equality Impact Assessment Template

The DfE guidance, [‘The Equality Act 2010 and schools’](#), states that schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

An equality impact assessment (EIA) is a process that can be used to analyse an organisation’s policies and practices to promote equality, remove barriers to equality and prevent discrimination. Undertaking an EIA, can support school leaders and the trust board in their equality responsibilities in the following ways:

- Making evidence-based decisions
- Making the decision-making process transparent

Through rigorous analysis of policy and process, any intended or unintended discrimination can be identified, and a plan created to address these issues.

The following template enables Thrive Co-operative Learning Trust to undertake a robust EIA through analysis of the positive, negative or neutral impact of a policy or process on an individual’s or group’s protected characteristics. There is space to provide details of any consultation or stakeholder engagement and for all recorded decisions to be explained and justified.

Equality impact assessment (EIA)

Name of person completing the EIA:	
Role of person completing the EIA:	
Date EIA completed:	
Contributors to the EIA:	

Policy or process information

Name of policy or process:					
Purpose and intended aim of the policy or process:					
Who is the policy or process intended for? [Tick all that apply.]	Pupils	Employees	Governors/ Trustees	Volunteers	Visitors
Status of the policy or process:	New policy or process		Existing policy or process		
Date policy or process was last reviewed:					
Name of person responsible for the policy or process and its review:					

Analysis

Protected characteristic group	Impact analysis			Explanation of impact analysis
	Positive impact identified	Neutral impact identified	Negative impact identified	
Age:				
Disability:				
Sex:				
Gender reassignment:				
Race:				
Religion or belief:				
Sexual orientation:				
Marriage or civil partnership:				
Pregnancy and maternity:				

Evaluation and decision making

Consultation and stakeholder engagement:	<i>[Include details of any consultation process or engagement with relevant stakeholders. Indicate if consultation or engagement was internal or external.]</i>
Evidence used to support the decision-making process and final decision:	<i>[Provide details of any evidence used to support the final decision made, e.g. research, surveys or verbal feedback.]</i>
Final decision:	<p><i>[Once an EIA has been completed, if indirect or direct discrimination has been identified, then there are three options to be considered:</i></p> <ul style="list-style-type: none"> • <i>Removal of the policy or process.</i> • <i>Adaptation of the policy or process to remove the indirect or direct discrimination.</i> • <i>Continue without action.</i> <p><i>Record the decision made following completion of the EIA.]</i></p>
Explanation of the final decision:	<i>[Provide a clear explanation for the decision reached. If the decision is made to continue with the policy or process without any action and discrimination has been identified, then the responsible body would be expected to be able to clearly justify that decision.]</i>
Monitoring arrangements:	<i>[Detail how the outcome of the EIA will be monitored, including frequency of monitoring and any required consultation or stakeholder engagement.]</i>

Arrangements for communicating the outcome of the EIA:	<i>[Explain how the outcome of the EIA will be shared and with whom, e.g. all relevant stakeholder groups.]</i>
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Date EIA ratified by the responsible body:	
Date of review:	