



“Where Learners and Staff Thrive”

Trust Policy

# Equality and Diversity Policy

Approver: Trustees  
Review Cycle: Biennial

Revision History			
Date	Version	Short Description of Changes	Approved by:
Jun 2021	V1.0	Policy Adopted	Trustees

This Policy Applies To:
Secondary Schools Primary Schools Centralised Trust Employees Trustees & Governors

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### 1. Introduction

- 1.1. The Coast and Vale Learning Trust’s Equality and Diversity Policy includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within the Trust’s community. The Trust is fully committed to supporting and promoting article 2 of the United Nations Convention on the Rights of the Child which states that all children should have equal opportunities. The Trust is committed to becoming a place where all learners and staff thrive. Therefore the elimination of any discrimination has to be a top priority for the Trust. We strive to advance equality of opportunity and fostering good relations between persons who share a protected characteristic and persons who do not share it.
- 1.2 This policy is relevant to all other policies, procedure, guidance documents etc. used across the Trust or any of its schools.

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- 1.2. The Trust and its schools are committed to their duties under the Equality Act 2010, specifically the principle of equal opportunities for all learners, staff and members of each school's community (including parents/carers, visitors and partner agencies). The Trust and its schools are committed to the development of cohesive communities both within each school's physical boundaries and within local, national and global environments. The Trust and its schools embrace the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.
- 1.3. The Equality and Diversity Policy is underpinned by:
- The Trust's Equality Objectives
  - Each School's Accessibility Plan
  - Each School's Single Equality Scheme
- 1.4. The legally Protected Characteristics are:
- age
  - gender reassignment
  - being married or in a civil partnership
  - being pregnant or on maternity leave
  - disability
  - race including colour, nationality, ethnic or national origin
  - religion or belief
  - sex
  - sexual orientation

## 2. Purpose

- 2.1. The purpose of this policy is to set out how practice and policies within the Trust and its schools have due regard to the need to:
- eliminate discrimination, harassment and victimisation
  - advance equality of opportunity
  - foster good relations between groups

## 3. Overall aims

- 3.1. The overall aims of this policy are:
- To eliminate discrimination, harassment and victimisation.
  - To promote equality of access and opportunity within each school and its community.
  - To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.
- 3.2. To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality and Diversity Policy refers to the UN

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Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes<sup>1</sup>.

#### **4. Code of Practice**

- 4.1. Each School will publicise the following guidelines for staff and learners to promote the Equality and Diversity Policy:
- Staff and learners are expected to respect all persons as individuals and to honour their rights;
  - Staff and learners should behave in such a way as will promote a safe and secure environment free from unfair discrimination or harassment;
  - Staff and learners should not be prepared to tolerate unfair discrimination or harassment of others.

#### **5. Approach**

##### **5.1 Learners**

- Each school will be proactive in making learners aware of the need to act in a way that supports all members of the school community.
- Each school will support learners to develop relationships that eliminate discrimination
- Each school will, through PHSE, form times and assemblies remind learners of the diversity of the community and how to cherish and support one another
- Each School is fully committed to supporting and promoting article 2 of the United Nations Convention on the Rights of the Child, which states that all children should have equal opportunities, without discrimination of any kind, irrespective of the child's or his or her parent's or carer's race, colour, gender identity, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth, sexuality or other status.
- Each School will take all appropriate measures to ensure that the children are protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, carers, or family members.
- In particular the School will ensure equal treatment for learners in these areas:
  - Admission
  - Attainment, progress and assessment
  - Reporting
  - Curriculum, teaching and Learning
  - Personal Development
  - Achievement

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<sup>1</sup> <http://www.unicef.org/crc/>

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- Discipline

## 5.2 Staff

- Each School is committed to the principle of equal opportunities for all Staff.
- No job applicant or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, age, sexuality, disability, trade union activity, political or religious beliefs nor be disadvantaged by any conditions or requirements of employment that cannot be justified.
- In particular the School will ensure equal treatment for Staff in the following areas:
  - Recruitment Selection
  - Training
  - Promotion
  - Appraisal
  - Increment

## 5.3 Community

- Each School is committed to the principle of equal opportunities for all members of its community, including parents/carers.
- No community member will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, age, sexuality, disability, trade union activity, political or religious beliefs
- In particular the School will ensure equal treatment for community members in the following areas:
  - Membership of the Local Board;
  - Involving parents and carers and the local community in the School;
  - Selection of suppliers of goods and services.

## 6. Roles and responsibilities

### 6.1 Board of Trustees

The Board of Trustees is ultimately responsible for ensuring that the Trust and its schools meet the commitments in this policy.

### 6.2 School Headteacher

Each Headteacher will:

- ensure that staff, parents/carers, learners, visitors and contractors are aware of this policy and understand their responsibilities;

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- oversee the effective implementation of the policy;
- ensure staff have access to training which helps to implement the policy;
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

### 6.3 Local Governing Body

Each School's Local Governing Board will:

- ensure that this policy and its commitments are implemented within the school;
- support the Headteacher in implementing any actions necessary;
- evaluate and review the policy on a regular basis.

### 6.4 Senior Leadership Team

Each School's Senior Leadership Team will:

- support other staff in implementing this Policy;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this policy.

### 6.5 Learners

Learners will

- act in accordance with the policy;
- not be prepared to tolerate unfair discrimination or harassment of others;
- be encouraged to actively support the policy;.

### 6.6 Staff

Staff will:

- be fully aware of the policy and how it relates to them;
- not be prepared to tolerate unfair discrimination or harassment of others;
- understand that this is a whole school issue and support the policy;
- make known any queries or training requirements.

### 6.7 Community members

Members of the community, including parents/carers will:

- work towards harmonious relationships with regards to any differences but particularly in connection with any protected characteristics
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be informed of any incident related to this Policy which could directly affect their child.

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- be encouraged to attend any relevant meetings and activities related to the Policy.

## 7. Grievance

### 7.1 Learners and their parents/carers

A learner or a parent/carer with a grievance relating to equal opportunities should normally first refer the matter to his or her Class teacher / Head of Year in a secondary school or Assistant Headteacher in a primary school.

The grievance will be investigated and due regard will be given to the need to offer any appropriate guidance and support.

If the Class teacher / Head of year or Assistant Headteacher in a primary school cannot resolve the grievance or if the matter is not suitable for reference to the Class teacher / Head of Year or Assistant Headteacher in a primary school, then it may be referred to the Headteacher.

The Headteacher will be responsible for a final decision. A final decision is always subject to review by the Board of Trustees.

### 7.2 Staff

Any employee who considers that he or she is suffering from unequal treatment from colleagues, members of the learning community<sup>1</sup> or outside agencies may raise a complaint through the agreed procedure for dealing with grievances included in the **Resolving Issues at Work Policy**.

### 7.3 Community members

Any community member who considers that he or she is suffering from unequal treatment may raise a complaint through the Complaints Policy.

### 7.4 Prejudice-based incidents

All prejudice-based incidents should be reported using the School's normal incident report system and will be logged onto the schools behaviour management system (i.e. CPOMS). In addition, the staff member responsible for resolving the incident must complete the School's Incident Report Form and pass it to the Headteacher or other senior leader of the school. Such incidents are reported to North Yorkshire County Council using the online reporting tool. This report is shared with the multi-agency Hate Crime Working Group, chaired by NYP, in order to identify common themes and inform future approaches to tackling hate crime

<sup>1</sup> Encompasses the broader learning community, including learners and their families/carers.

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## 7.5 Hate Incidents / Crime

All hate based incidents should be reported using the School's normal incident report system and will be logged onto the schools behaviour management system (i.e. CPOMS). In addition, the staff member responsible for resolving the incident must complete the School's Incident Report Form and pass it to the Headteacher or other senior leader of the school. All hate incidents and crimes are reported to the police or a hate-crime reporting centre.

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