

JOHN TAYLOR MULTI ACADEMY TRUST



Equality Information Advice & Guidance

Policy owner: Barbara Mahoney, JTMAT COO

Implementation date: September 2018
Reviewed: June 2021, November 23
Next review: November 25

LGB procedures: Yes

1 CONTEXT

1.1 Responsibility for Equality cannot be delegated and all staff of JTMAT must exercise due regard in their day to day operations. The Trust's commitment to the identification and removal of barriers to success for all is based on the following core values and ethos expressed in our vision statement which can be viewed on our website – www.jtmat.co.uk.

1.2 The Equality Act 2010 (which came into force on April 5th 2011) has replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public service. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful and it extends the protection from discrimination in certain areas.

1.3 Equality of opportunity at John Taylor MAT is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents, carers, directors and local community members.

1.4 The EP/AP is fully consistent with the Trust's SEN policies and SEN legislation. It should also be applied consistently within other Trust policies.

2 AIMS

2.1 We aim to promote equality of opportunity and good relations across all aspects of school life. We do this by:

- a) creating an ethos in which pupils and staff feel valued and secure;
- b) building self-esteem and confidence in our pupils, so they can use these qualities to achieve their full potential and become rounded citizens of the wider community;
- c) having consistent expectations of the pupils and their learning;
- d) removing or minimising barriers to learning, so that all pupils can achieve;
- e) ensuring that our teaching takes into account the learning needs of all pupils through our curriculum and lesson planning;
- f) actively tackling discrimination and promoting equality through our curriculum;
- g) making clear to our pupils what constitutes aggressive and discriminatory behaviour;
- h) ensuring school resources reflect society as a whole;
- i) having clear procedures for dealing with discriminatory incidents and that these are understood by all; and
- j) ensuring all pupils develop mutual respect through our school's ethos, teachings and adult example;
- k) actively ensuring that the learning environment is accessible to all.

2.2 These aims are designed to ensure that our schools meet the needs of their communities, taking into account the nine protected characteristics; race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnerships and gender identification/gender reassignment. The philosophy of John Taylor MAT is based on inclusive principles which strive to promote equality. Equality of opportunity at JTMAT is about providing equal access and excellence for all in order to promote the highest possible standards of achievement.

3 LEADERSHIP AND MANAGEMENT

3.1 School and Trust policies reflect a commitment to equality.

3.2 Governing bodies and school leadership teams set a clear ethos that reflect our school's commitment to equality for all members of the school community.

3.3 Schools and the Trust promote positive approaches to valuing and respecting diversity.

3.4 The school leadership will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.

3.5 Directors, Governors and Staff contribute to policy documents. Parents/carers can request to see policies and have their views noted. Regular feedback is obtained from a range of stakeholders including:

- School councils, PSHE lessons and student voice surveys;
- Staff surveys, meetings and INSET
- EHCP, IHCP and regular SEND review meetings
- PTA, parents' evenings and meetings
- Governing body meetings

4 STAFFING, RECRUITMENT AND PROFESSIONAL DEVELOPMENT

4.1 Our schools adhere to recruitment and selection procedures that are fair, equal and in line with statutory duties and guidelines.

4.2 All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.

4.3 Equality policy and practice is covered in all staff inductions.

4.4 All temporary staff are made aware of equality policy and practice.

4.5 Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

5 CURRICULUM

5.1 Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. The curriculum builds on pupils' starting points and is differentiated where appropriate to ensure the inclusion of all pupils.

5.2 Our schools monitor and evaluate their effectiveness in providing an appropriate curriculum for all pupils.

5.3 Extra-curricular activities and special events cater for the interests and capabilities of all pupils.

5.4 Teachers ensure that the classroom is an inclusive environment.

6 RESPONSIBILITIES

6.1 The Governing Body, Headteachers and CEO of the JTMAT will ensure that our schools comply with all relevant equality legislation and that the policy and related procedures and strategies are implemented.

6.2 Our Headteachers will ensure that all staff members are aware of their responsibilities under the policy.

7 MONITORING AND REVIEW

7.1 The Disability Equality Scheme and Accessibility Plan (now the Equality Policy and Accessibility Plan) will be reviewed **every 2 years** within our policy matrix.

7.2 Progress towards the Action Plan will be reviewed as part of each school's annual evaluation of its Improvement Plan.

7.3 The results of that evaluation will be reported to the Governors' via the Head's report.

7.4 Evidence for the evaluation will include: actions taken; resources deployed; scrutiny of school communication systems; lesson observations; and a judgement of the impact on teaching and learning. Student/parent/carer/staff and governor voice will be employed as appropriate.

7.5 Each schools' plan is co-ordinated by its SLT, although other lead staff are identified in the plan.

School-specific Contextual Notes or Procedures are located on our individual school websites.

APPENDIX A

Accessibility Plan incorporating SEND Policy and Equality Act 2010. (in addition to those actions already in place and fulfilled)