EQUALITY POLICY

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CRANMER EDUCATION TRUST
THE BLUE COAT SCHOOL, EGERTON STREET, OLDHAM. OL1 3SQ

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1.0 Introduction

1.1 This policy sets out the framework for equality, diversity and inclusion within the Trust.

1.2 The policy reflects the Equality Act 2010, the Human Rights Act 1998 and the Public Sector Equality Duty.

1.3 The Cranmer Education Trust is a Church of England Multi Academy Trust, an inclusive community, respectful of all faiths and none.

2.0 Mission

2.1 Our schools exist to serve all our children and young people, to nurture them to become everything that they can be and are meant to be. Our vision is that all our young people become successful, confident, resilient learners who achieve and progress, and at the same time become responsible, caring and compassionate citizens, neighbours, friends, and parents; who live their lives in love, faith and hope; who are generous of spirit, respectful of others and committed to justice and equality; who are courageous and ready to stand up for what is right.

2.2 Mainstream inclusion is central to our mission. We want every child and young person to know that they belong, that they are valued, respected and supported to participate, learn, succeed and flourish in their school community.

2.3 Our approach is grounded in equity and human dignity. We recognise that vulnerability is not a fixed trait in an individual but may arise when needs are not understood or met and when barriers prevent full participation. Equality, inclusion and belonging are safeguarding matters. We therefore seek to identify and remove barriers, make reasonable adjustments and provide effective support

2.4 The Trust position is that diversity within schools is valuable in fostering social cohesion and most importantly, in supporting pupils to grow and develop in an environment of visible, diverse role models.

3.0 Objectives of Equality Policy

3.1 To provide a framework through which the Equality Act and the Public Sector Equality Duty will be adhered to at the Cranmer Education Trust.

3.2 To determine how the Trust's values and position on equality and diversity will be demonstrated and integrated.

3.3 To develop a strategy for collecting and publishing equality data.

3.4 To develop a strategy for engagement and consultation.

3.5 To determine what information is published and how it is published.

4.0 Scope of Policy

4.1 The policy covers all individuals working at all levels and grades including the CEO, headteachers, teachers, support staff, consultants, contractors, trainees, part-time and

fixed-term employees, the Trust Board, Local Committees, volunteers, casual workers and agency staff (collectively referred to as staff within this policy).

4.2 For Trust employees, this policy does not form part of a contract of employment and may be amended at any time in consultation with trade unions.

4.3 The policy also applies to all Trust stakeholders including pupils, students, trainees, visitors, parents and carers.

5.0 The Legal Position

5.1 The Protected characteristics are the nine groups protected under the Equality Act 2010. They are:

5.1.1 age
5.1.2 disability
5.1.3 gender reassignment
5.1.4 marriage and civil partnership
5.1.5 pregnancy and maternity
5.1.6 race
5.1.7 religion and belief
5.1.8 sex
5.1.9 sexual orientation
5.1.10 The protected characteristics of age and marriage and civil partnership apply to the Trust as an employer, but not in relation to provision for pupils.

5.2 There are four kinds of unlawful behaviour in the Equality Act:

5.2.1 **Direct discrimination** - this occurs where one person treats another person less favourably because of one or more protected characteristic.

5.2.2 **Indirect discrimination** - this occurs where a provision criterion or practice applies to everyone, but adversely affects someone with a protected characteristic more than others and is not justified.

5.2.3 **Harassment** related to any of the protected characteristics is prohibited. It is un-wanted conduct that has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

5.2.4 **Victimisation** includes less favourable treatment of, or retaliation against, someone who has complained or supported someone else's complaint about discrimination or harassment. In addition, a child must not be victimised because of something done by their parents or sibling in relation to the Act.

5.3 The Public Sector Equality Duty – Having Due Regard

5.3.1 The Equality Act (2010) introduced a Public Sector Equality Duty (PSED) that applies to public bodies, including academies.

5.3.2 This extends to all protected characteristics (see 5.1).

5.3.3 Decision makers in Trust schools must be aware of the duty to have "due regard" when making decisions or taking action and must assess whether it may have particular implications for people with particular protected characteristics.

5.3.4 There are three main elements of the PSED:

5.3.4.1 Eliminate unlawful discrimination and other conduct that is prohibited by the Act

5.3.4.2 Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

5.3.4.3 Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

5.3.5 Policy makers at all levels will consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they will keep them under review on a continuing basis.

5.3.6 The Trust will ensure that the Duty is integrated into the carrying out of all functions, and analysis of data will be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.

5.3.7 The Trust will delegate responsibility (internally only) for carrying out the duty in accordance with this policy (see 6.0).

5.4 'The Equality Act' and 'Department for Education Equality Act Advice for Schools should be used as guidance and reference in decision makers' requirement to have 'due regard' in conjunction with this policy.

5.5 The Equality and Human Rights Commission will be used for further technical guidance if necessary.

6.0 Duties and Responsibilities

6.1 The Trust Board will:

6.1.1 Approve the Equality Policy.

6.1.2 Determine and publish Trust level objectives.

6.1.3 Monitor the progress of objectives, ensuring compliance with discrimination law, via the CEO's report and through the minutes and recommendations of the committees.

6.1.4 Make recommendations to improve the Policy or recommendations for future objectives.

6.1.5 Build an effective team, attracting Trustees and Local Committees with necessary skills and experience to promote equality and diversity.

6.2 The Standards Committee will:

6.2.1 Report to the Trust Board on the Trust's compliance with all statutory reporting requirements including:

6.2.1.1 Provision for pupils with Special Educational Needs and Disabilities.

6.2.1.2 Mainstream inclusion.

6.2.1.3 The Public Sector Equality Duty.

6.2.1.4 Monitoring of equality as a safeguarding issue.

6.3 Local Committees will:

6.3.1 Carry the Trust's vision and equality objectives forward, based on the specific community characteristics of the school by:

6.3.1.1 Holding school leadership to account.

6.3.1.2 Having regard to equality duties in approving policies, including for example the Accessibility Plan, Anti-Bullying Policy, Behaviour and Rewards, and Pupil Uniform Policy.

6.3.1.3 Considering headteachers' reports and recommendations arising from reviews of for example behaviour data, suspensions and exclusions, attendance, performance.

6.3.1.4 Agreeing priorities identified by the headteacher and school improvement partner.

6.4 The CEO will:

6.4.1 Inform and advise Trustees of any developments to national and existing frameworks.

6.4.2 Promote the value of equality within the Trust, ensuring comprehensive communication through a variety of mechanisms.

6.4.3 Monitor recruitment targets and report annually to the Trust Board and nationally as required, for example protected characteristics including gender pay gap reporting.

6.4.4 Direct the Executive Team and ensure a robust routine for policy equality impact testing.

6.4.5 Take appropriate steps to reasonably accommodate the requirements of protected characteristics including different religions, cultures and domestic responsibilities.

6.5 The Deputy CEO (Business Strategy) will:

6.5.1 Promote the value of equality within the Trust, ensuring comprehensive communication through a variety of mechanisms.

6.5.2 Oversee the framework for equality impact testing of Trust policies.

6.5.3 Regularly review the Equality Policy and objectives, making recommendations to the CEO for any required changes including developments to national and existing frameworks.

6.6 The Trust HR Director will:

6.6.1 Provide support to line managers for the recruitment process and specific management in accordance with Trust policies.

6.6.2 Provide advice and guidance on equality issues in HR process and procedure.

6.6.3 Give necessary advice and guidance as per section 7.2 concerning recruitment and Protected characteristics. Considering whether such matters are relevant and may lawfully be taken into account.

6.6.4 Carry out equality impact assessments of HR Policies.

6.6.5 Oversee the production of equality statistics relating to pay, for example protected characteristics including Gender Pay Gap reporting.

6.6.6 Ensure the Equality Policy is included in the Cranmer Staff Induction.

6.7 The HR Manager/Business Manager/Lead Administrator will:

6.7.1 Follow relevant advice and guidance as per section 7.2 concerning recruitment processes.

6.7.2 Carry out equality impact assessments of Policies

6.8 Headteachers / Head of Institutions will:

6.8.1 Have day to day responsibility for the effective operation of this policy and carrying the Trust's equality objectives forward into their school.

6.8.2 Ensure that the policy is communicated to all staff and take steps to ensure the spirit of the policy (and Act) is understood.

6.8.3 Set appropriate standards of behaviour, lead by example and ensure those they manage adhere to the policy and promote the Trust's aims and objectives with regards to equal opportunities.

6.8.4 Ensure local policies and procedures are in place to deal with any harassment or victimisation especially in relation to protected characteristics and ensure that staff understand how to apply them.

6.8.5 Have regard to equality duties in setting policies, including for example the Accessibility Plan, Anti-Bullying Policy, Behaviour and Rewards, and Pupil Uniform Policy.

6.8.6 Consider equality in setting school improvement priorities and in the analysis of data for example behaviour, suspensions and exclusions, attendance, performance.

6.8.7 Raise concerns about equality issues to the CEO.

6.8.8 Ensure that adequate CPD is provided to support equality and inclusion , identifying and addressing barriers to participation, learning, attendance and belonging.

6.9 The SCITT Director will:

6.9.1 Have day to day responsibility for the effective operation of this policy in relation to trainees.

6.9.2 Ensure that the policy is communicated to all trainees and take steps to ensure the spirit of the policy (and Act) is understood.

6.9.3 Ensure policies and procedures are in place to deal with any harassment or victimisation of trainees, especially in relation to protected characteristics and oversee communication with partner schools in dealing with incidents which occur on placement. These can be accessed through the SCITT's learning environment.

6.9.4 Communicate to trainees and partnership schools the appropriate standards of behaviour with regards to equal opportunities.

6.9.5 Oversee arrangements to ensure that any trainee teacher identified as requiring adjustments for reasons of disability are fully supported through all stages of the course.

6.9.6 Produce summary reports of equality data and issues arising and report to the SCITT Executive board/CEO.

6.9.7 Raise concerns about equality issues to the SCITT Executive board/CEO.

6.9.8 Monitor equality objectives of the SCITT and report on progress to targets (where applicable).

6.10 All Staff will:

6.10.1 Act in accordance with this policy and always treat colleagues, pupils, parents and carers of pupils, visitors, clients, customers, suppliers and former staff members with dignity.

6.10.2 Be conscientious and loyal to the aims and objectives of the Cranmer Education Trust.

6.10.3 Not discriminate against or harass other members of staff or pupils, regardless of their status. Attention should be drawn to the anti-bullying and harassment policy which is available SharePoint.

6.10.4 Have regard to the Public Sector Equality Duty as set out in 5.3 and 8.1 below in the performance of their role.

6.10.5 All decision makers must consider equality implications before and at the time of taking decisions, be aware of the duty to have "due regard" when making decisions or taking action and must assess whether a decision may have particular implications for people with particular protected characteristics.

6.10.6 Decision makers must review equality implications on a continuing basis.

7.0 Staff (Including SCITT Trainees)

7.1 General

7.1.1 The Cranmer Education Trust believes that a workforce that has a supportive working environment is more productive.

7.1.2 The Trust is committed to promoting equality of opportunity for all staff, SCITT trainees and job applicants. It aims to create a working environment in which all individuals can make best use of their skills, free from discrimination or harassment and in which all decisions are based on merit.

7.1.3 The Trust will eliminate discrimination and harassment in its employment practice and will actively promote equality across all groups within our workforce.

7.2 Recruitment and Selection

7.2.1 The Trust is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair.

7.2.2 Recruitment, promotion and other selection exercises such as significant change processes will be conducted based on merit, ability and suitability against individual objective criteria that avoid discrimination.

7.2.3 The Equality Act will be adhered to in all selection exercises and no applicant will knowingly be treated unfairly.

7.2.4 Job selection criteria and trainee teacher applicant criteria will regularly be reviewed to ensure they are relevant to the job and not disproportionate.

7.2.5 Job advertisements and recruitment to the SCITT will avoid stereotyping or using wording that may discourage groups with a protected characteristic from applying.

7.2.6 Diversity monitoring information is stored separately from the application form and is not visible to short listers.

7.2.7 Candidates who declare a disability are shortlisted if they meet the essential criteria.

7.2.8 No job applicant or SCITT applicant will suffer unlawful discrimination because of any of the protected characteristics in section 5.1.

7.2.9 Reasonable adjustments will be made so disabled applicants are not disadvantaged.

7.2.10 Reasons for shortlisting/rejection are documented.

7.2.11 The Trust may use faith exemptions from the Equality Act in the appointment of a Headteacher or Executive Headteacher to a Church of England School and recruitment panels will be supported by a Diocesan Advisor.

7.2.12 The Trust's policy is not to ask for Clerical/faith references for any staff. Interview questions will be in line with the person specification, job requirements, safer recruitment requirements and the selection process will be conducted in a professional and objective manner.

7.2.13 Diversity of the recruitment panel should be considered and addressed if possible.

7.2.14 Job or SCITTT applicants will not be asked about past or current pregnancy or future intentions relating to pregnancy.

7.2.15 Job or SCITT applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which will only be used in specific circumstances under the guidance of the Trust Central HR Team. Examples of these exceptions are:

7.2.15.1 Questions necessary to establish if an applicant can perform an intrinsic part of their job, subject to any reasonable adjustments.

7.2.15.2 Questions to establish if a candidate is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.

7.2.15.3 Use of positive action provisions to recruit disabled persons.

7.2.15.4 Equal opportunities monitoring (which is detached from the application form prior to the shortlisting process, does not form part of the selection or decision- making process and is for monitoring purposes only).

7.2.16 Following an offer of employment, the Trust may contact the current or most recent employer to ascertain information relating to the employee's attendance. This will be used to ascertain whether the new employee requires any adjustments for their new role.

7.2.17 All new employees and SCITT trainees are assessed for physical and mental fitness to teach / work and will complete a questionnaire after they have been offered a place to determine their fitness and/or to see if adjustments and considerations around employment / their placements will need to be made.

7.2.18 The Trust is required by law to ensure that all employees are entitled to work in the UK. Assumptions about immigration status must not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, must be able to produce original documents (such as a passport) before employment starts to satisfy eligibility to work in the UK.

7.3 Staff training, promotion and conditions of service

7.3.1 The training needs of Trust employees will be identified through a consistent Trust approach to appraisal to ensure equality of opportunities.

7.3.2 All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit.

7.3.3 The Trust has a suite of HR policies including Flexible Working and family friendly policies which support equal opportunities which are available on the P Drive.

7.3.4 All HR policies are impact assessed to ensure protected characteristics are considered, for example family policies include provisions for same sex parents.

7.4 Termination of Employment

7.4.1 The Trust will ensure that redundancy criteria and procedures are fair and objective and are not indirectly discriminatory.

7.4.2 The Trust will also ensure that disciplinary procedures and penalties are applied without discrimination whether they result in disciplinary warnings or dismissal.

7.5 Staff Disabilities

7.5.1 If a member of staff is disabled or becomes disabled, staff are encouraged to tell the Trust about their condition so that the Trust can support the staff member as appropriate.

7.5.2 If a member of staff experiences difficulties at work because of their disability, they are encouraged to contact HR to discuss any reasonable adjustments that will help overcome or minimise the difficulty.

7.5.3 HR may refer to Occupational Health about possible adjustments in consultation with the employee (see the Staff Sickness Absence Policy on the P Drive and SharePoint), and where appropriate, will inform the employee of Access to Work

7.5.4 The Trust will consider the matter carefully and try to accommodate the member of staff's needs within reason. If the Trust considers an adjustment would not be reasonable, it will explain the reasons and try to find an alternative solution where possible.

7.5.5 The Trust will monitor the physical features of premises to consider whether they place disabled staff or job applicants at a substantial disadvantage compared to other staff.

7.5.6 Where reasonable, the Trust will take steps to improve access for disabled staff or job applicants.

7.5.7 Provision for SCITT trainees with regards to placement schools and training venues will be considered on a case-by-case basis according to the specific needs and requirements of the trainee.

7.6 Fixed Term Employees and Agency Workers

7.6.1 The Trust monitors its use of fixed term employees and agency workers (after 13 weeks) and their conditions of service to ensure they are being offered appropriate terms and conditions of service, access to benefits, training, promotion and permanent employment opportunities.

7.7 Part Time Workers

7.7.1 The Trust monitors the conditions of service of part time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities.

7.7.2 The Trust will ensure requests to alter working hours are dealt with appropriately and has a policy which covers this specifically.

7.8 Staff Grievance

7.8.1 If a member of staff believes that they might have been unlawfully discriminated against, then they are encouraged to raise the matter through the Trust Grievance Policy or Dignity at Work Policy as appropriate which are available on SharePoint.

7.8.2 Any complaints will be treated in confidence and investigated as appropriate.

7.8.3 Staff who make such allegations in good faith will not be victimised or treated less-favourably as a result.

7.8.4 False allegations which, following investigations, are found to have been made in bad faith however may be dealt with under the Trust disciplinary policy.

7.8.5 Following an investigation, any member of staff who is found to have committed an act of discrimination or harassment may be subject to disciplinary action. Such behaviour may constitute gross misconduct and as such may result in summary dismissal. The Trust takes a strict approach to serious breaches of this policy.

7.9 Religion, Acts of Worship and Participation

7.9.1 All Trust employees are required to have regard to the Christian character of the Cranmer Education Trust and its Foundation, and not to do anything in any way contrary to the interests of the Foundation.

7.9.2 Teachers in Church of England Schools can be required, if called upon to do so by the Headteacher, to give religious education in accordance with the doctrines of the Church of England and the Trust Deed of the School. Teachers will also be required to attend, take part in, and lead/facilitate acts of religious worship/reflection if required by the Headteacher.

7.9.3 The Trust will look for leaders of Church of England schools “who can, with integrity, lead the ethos of, and collective worship in the school, working closely with the Trust’s lay chaplain”. All leaders may take assembly and so it is a requirement that they can do so with integrity.

8.0 Pupils and Students

8.1 Protected Characteristics

8.1.1 It is the responsibility of headteachers to check that there are no practices which could result in unfair, less favourable treatment of pupils with any of the protected characteristics as described in section 5.1. Specific issues arising in school context in relation to protected characteristics are described below. Staff should seek clarity from

the Central HR Team if they are unsure about whether something is classed as unfair or less favourable treatment.

8.1.2 Disability.

8.1.2.1 Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

8.1.2.2 The Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.

8.1.2.3 The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

8.1.2.4 The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

8.1.2.5 A school must not harass a pupil because of his disability.

8.1.2.6 school must not discriminate against a disabled pupil because of something that is a consequence of their disability.

8.1.2.7 A school must not do something which applies to all pupils, but which is more likely to have an adverse effect on disabled pupils.

8.1.3 Gender Reassignment.

8.1.3.1 Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the Act, a pupil will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so.

8.1.3.2 If a pupil is undergoing gender reassignment, issues may arise which will need to be sensitively handled. Headteachers should aim to address any issues early on and in a proactive way. Further guidance should be sought for example from the GIRES website.

8.1.4 Race

8.1.4.1 The definition of race includes colour, nationality and ethnic or national origins. Segregation of pupils by race is always direct discrimination. It would be unlawful for a school to put children into sets, or into different sports in PE classes, according to their race.

8.1.4.2 Schools may, however, take positive action to deal with disadvantages affecting children of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

8.1.5 Religion and Belief

8.1.5.1 The Equality Act defines "religion" as being any religion, and "belief" as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.

8.1.5.2 "Religion" will include all the major faith groups and "belief" will include non-religious worldviews such as humanism. Religion will also include denominations or sects within a religion, such as Catholicism or Protestantism within Christianity. It is not however intended to include political beliefs or support for any particular political party.

8.1.5.3 The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

8.1.6 Sex and Gender

8.1.6.1 Headteachers should ensure that there are no practices which could result in unfair, less favourable treatment of any gender.

8.1.6.2 It is not necessarily unlawful to have some single-sex classes in a mixed school, provided that this does not give children in such classes an unfair advantage or disadvantage when compared to children of the other sex in other classes.

8.1.6.3 A positive action initiative specifically to help boys in such a position would not necessarily be unlawful but the school would need to be able to show that this was a proportionate way of dealing with a specific disadvantage experienced by boys and connected to their gender.

8.1.6.4 Pupils undergoing gender reassignment should be allowed to attend the single sex class that accords with the gender role in which they identify.

8.1.6.5 The Equality Act contains an exception which permits single-sex sports.

8.1.6.6 Where separate teams exist, it would be unlawful discrimination for a one group to be treated less favourably – for example by providing the boys' hockey or cricket team with much better resources than the girls.

8.1.7 Pregnancy and Maternity

8.1.7.1 It is unlawful for schools to treat a pupil less favourably because she becomes pregnant or has recently had a baby, or because she is breastfeeding.

8.1.8 Sexual orientation, Marriage and Civil Partnership

8.1.8.1 Schools need to make sure that all gay, lesbian or bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of such pupils.

8.1.8.2 If schools teach about sexual orientation, marriage and civil partnership, they must have regard to the Secretary of State's guidance on sex and relationship education, accurately state the facts about marriage of same sex couples under the law of England

and Wales, in a way that is appropriate to the age and level of understanding and awareness of the pupils.

8.1.8.3 Teaching about marriage must be done in a sensitive, reasonable, respectful and balanced way. Teachers are subject to professional requirements, the school curriculum, school policies, and anti-discrimination duties towards colleagues and pupils.

8.1.8.4 No school, or individual teacher, is under a duty to support, promote or endorse marriage of same sex couples. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on relationships and sex education, and to meet duties under equality and human rights law.

8.1.9 Sexual orientation and Religion or Belief

8.1.9.1 Many people's views on sexual orientation/sexual activity are themselves grounded in religious belief.

8.1.9.2 Teachers may have concerns that they might be subject to legal action if they do not voice positive views on same sex relationships, whether or not this view accords with their faith. They may also be concerned that because of the religious character of a school they may be required to teach and act in ways unacceptable to lesbian, gay and bisexual pupils and parents when same sex relationships are discussed because there are no express provisions to prevent this occurring.

8.1.9.3 All Trust schools, those with a religious character and those without, have a responsibility for the welfare of the children in their care and to adhere to curriculum guidance. It is not the intention of the Equality Act to undermine a teacher's position so long as they continue to uphold their responsibilities in these areas. If their beliefs are explained in an appropriate way in an educational context that considers existing guidance on the delivery of relationships and sex education, British Values and Religious Education (RE), then they should not be acting unlawfully. See Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk) -

8.1.9.4 Having a view about something does not amount to discrimination. It should not be unlawful for a teacher in any school to express personal views on sexual orientation provided it is done in an appropriate manner and context (for example when responding to questions from pupils, or in a Religious Studies or Personal, Social, Health and Economic education (PSHE) lesson). However, it should be remembered that school teachers are in a very influential position and their actions and responsibilities are bound by much wider duties than this legislation. A teacher's ability to express his or her views should not extend to allowing them to discriminate against others.

8.1.9.5 In no circumstances should belief be conveyed in a way that involves haranguing, harassing or berating a pupil or group of pupils. This would be unacceptable in any circumstances and is likely to constitute unlawful discrimination.

8.2 Admissions

8.2.1 The Cranmer Education Trust is the admissions authority for its schools. It is the duty of the Trust to ensure that such arrangements are compliant with the Admissions Code and other relevant legislation.

8.2.2 Local Committees are responsible for applying the schools' oversubscription criteria fairly and in line with policy and making all reasonable efforts to check the veracity of information provided for faith-based applicants.

8.2.3 Admissions criteria are clear, fair, objective and transparent.

8.2.4 All parents' preferences are treated on an equal basis.

8.2.5 Schools with a religious character may give priority in admissions to members of their own religion.

8.2.6 Faith criteria are not limited to the school's designated faith.

8.2.7 The discrimination provisions on religion or belief do not extend to the admission arrangements of a school with a religious character when they are over-subscribed.

8.2.8 In all schools, age is not a protected characteristic for pupils: schools are able to admit and organise pupils in age groups.

8.2.9 No discrimination is applied based on race, sex, sexual orientation, disability, gender reassignment, pregnancy or maternity, and religion or belief (except for provisions as described in 8.2.5 and 8.2.6).

8.2.10 Schools must not base selection on ethnic background.

8.3 Behaviour, Exclusions and Attendance

8.3.1 Exclusions will always be based on a school's behaviour policy. Each school will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

8.3.2 School behaviour policies will promote respect for the differences between people and celebrate the richness that diversity brings to modern British society.

8.3.3 The issue of bullying motivated by prejudice is a particularly sensitive issue. Although the relationship between one pupil and another is not within the scope of the Equality Act, schools need to ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.

8.3.4 The Trust aims to create and cultivate environments that prevent bullying. An ethos of tolerance, kindness and respect is the golden thread which runs throughout everything we do. All dimensions of school life, including the curriculum, extra-curricular activity, pastoral care and worship promote positive relationships and emphasise that the harassment and bullying of others is never acceptable.

8.4 Bullying and harassment

8.4.1 School behaviour policies provide clarity around local procedures for dealing with and reporting bullying and harassment.

8.4.2 Headteachers will, in their reports to Local Committees, include a statement concerning prevention and response to anonymous identity-based bullying, including

sexual violence and sexual harassment between children, and make recommendations concerning objectives which might arise as a result.

8.4.3 Headteachers will promote awareness and provide practical-based guidance for staff to be able to identify bullying based on protected characteristics, hate crimes or direct discrimination.

8.4.4 The emphasis of worship and reflection in schools is on how we treat people as free and equal members of a shared moral community, valued as individuals for themselves and not a means to an end. As such, assemblies ask young people to reflect on the importance of intention (and therefore, why it is wrong to use others as a means to an end, through bullying, manipulation deception, coercion) and the importance of duty – doing the right thing for the right reason, which explores gratitude, faithfulness, justice, making reparations, self-improvement and avoiding actions that do harm.

8.4.5 Headteachers will ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.

8.5 Acts of Worship

8.5.1 The Cranmer Education Trust is a Church of England Trust.

8.5.2 Schools within the Trust are either designated faith schools or non-designated.

8.5.3 There is a general exception to the religion and belief provisions which allows all schools to have collective worship or religious observance.

8.5.4 Acts of Worship will be appropriate to the faith (or none) of the individual school. All schools will reflect on faith in a way that is inclusive and that will not exclude.

8.5.5 Designated Church of England Schools will celebrate Christian religious festivals, including Advent, Christmas, Lent and Easter.

8.6 Curriculum

8.6.1 The way in which schools provide education and the delivery of curriculum is explicitly included in the Equality Act.

8.6.2 Teachers are subject to professional requirements, the school curriculum, school policies, and anti-discrimination duties towards colleagues and pupils. The way in which issues are taught should not subject individual pupils to discrimination.

8.6.3 The content of the curriculum is explicitly excluded from the Equality Act.

8.6.4 Schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial.

8.6.5 Schools with a religious character have exceptions for how they provide education and the way they allow access to other aspects of school life which are not necessarily part of the curriculum. This might include a visit to a Church of the religious character of the school.

8.6.6 Community cohesion will be promoted through the ethos of schools, their pastoral systems, worship and in the curriculum. The curriculum will advance the ideals of

community cohesion and will be designed so that every member of our community can progress and experience success.

8.6.7 School curricula will ensure that young people are prepared for life in modern Britain. The promotion of fundamental British values is embedded in Social, Moral, Spiritual and Cultural provision, and is mapped across the curriculum;

8.6.8 Schools will take part in local activities and events that support community cohesion e.g. interfaith activities.

8.6.9 Through social enterprise and charitable fundraising schools will teach justice and equality at local, national and international level.

8.6.10 PSHE/citizenship/wellbeing curriculum in schools will promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

8.6.11 Through Religious Studies pupils and students will learn respect and tolerance of other beliefs, opinions and worldviews to their own.

8.6.12 Positive action provisions may be put in place as necessary, e.g. booster classes to mitigate disadvantages or classes for a specific group of pupils with English as an additional language.

8.6.13 An aspirational curriculum, using evidenced strategies to enable all children to access and enjoy it, developing the language skills, qualifications, employability skills and habits of teamwork and leadership will enable all to progress, participate and integrate.

8.7 Uniform

8.7.1 Headteachers are responsible for school uniform policies and will consider the implications their uniform policies will have on pupils.

8.7.2 Headteachers and Local Committees should be sensitive to the needs of different cultures, races and religions and act reasonably in accommodating these needs, without compromising important school policies, such as school safety or discipline.

8.7.3 Uniform regulations will respect religious conventions.

8.8 Disability and Accessibility

8.8.1 Provision for disabled pupils is closely connected with the regime for children with special educational needs.

8.8.2 Reasonable auxiliary aids and services will be provided for disabled pupils and staff. The Equality and Human Rights Commission has published guidance on the auxiliary aids duty which includes advice on when it would be reasonable for schools to have to make adjustments and what factors a school should take into account in its assessment of whether or not it would be reasonable to make any particular adjustment.

8.8.3 Reasonable adjustments will be made to ensure that disabled pupils are put on a more level footing with pupils without a disability.

8.8.4 Schools must implement accessibility plans which are aimed at:

8.8.4.1 Increasing the extent to which disabled pupils can participate in the curriculum;

8.8.4.2 Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and

8.8.4.3 Improving the availability of accessible information to disabled pupils.

8.8.5 Provision for SCITT trainees with regards to placement schools and training venues will be considered on a case-by-case basis according to the specific needs and requirements of the trainee.

8.9 Catering

8.9.1 Catering contracts will follow healthy eating policy guidance and will consider the effect of provision on pupils of faith/non-faith. E.g. Non-halal, halal and vegetarian options will be available.

8.9.2 Eating together, including with staff where possible is an important part of the school day and should be enjoyable and bring people together, learning about different communities, customs, beliefs and faiths.

9.0 Complaints

9.1 This policy will be actively promoted and supported by all available means including through staff training, consultation and the mainstreaming of equalities and diversity into schools' activities.

9.2 Complaints should be directed to individual schools for the attention of the headteacher in the first instance for example if someone believes they or a pupil have been treated unfairly.

9.3 The Cranmer Education Trust Complaints Policy available on the P Drive should be used for any further complaint not satisfied by 9.2.

9.4 Staff complaints or grievances should be dealt with as outlined in section 7.8.

10.0 Public Sector Equality Duty Objective Setting

10.1 Equality objectives will arise through:

10.1.1 the specific areas of inquiry or focus as determined through previous objectives,

10.1.2 the analysis of HR data or other information which identifies an area where there is potential for improvement on equalities. The Pay and Personnel Committee will receive and challenge HR data and challenge on any areas of potential inequality

10.1.3 the anticipation of a change in local circumstances, for example bringing in a new school to the Trust,

10.1.4 outcomes of policy scrutiny exercises,

10.1.5 consultations, engagement and other feedback,

10.1.6 grievances or complaints which identify potential inequality,

10.1.7 Local and national research and monitoring data.

10.2 Objectives will be specific and measurable and there is no minimum or maximum number.

10.2.1 Objectives will be published annually on the Trust website.

10.2.2 Anonymised employee information will be published at Trust level on the Trust website.

10.2.3 Trust Objectives will be reviewed annually at both Trust and Local Board level and evaluations of progress towards objectives will be published as part of the new objective setting cycle.

11.0 Engagement

11.1 Engagement with staff, students, pupils, parents and carers, unions and other bodies plays an important part in both objective setting and determining how accurate information from existing data sources is. This may be particularly helpful for areas which are most sensitive, like gender reassignment, where quantitative information is less available.

11.2 Engagement initiatives will vary from school to school and may include: consultation and feedback, Annual Parent Questionnaires, Parents' Evenings, Parent School Forum Meetings, , Team Meetings, Student Voice, Local Staff Consultative Committees, JCNC.

11.3 Developing pupils and students to have confidence in voicing their opinions and taking responsibility for the world around them is important from an early age. The Trust encourages headteachers to provide a platform for pupil and student feedback.

11.4 Headteachers will determine appropriate mechanisms for democratic platforms which may include interactions between pupils from different year groups, cross-phase between Trust schools, between pupils and staff, and students and the wider community.

11.5 The Trust pays a facilities charge, as per the Trade Union Recognition Agreement, to ensure that Trade Union Representatives are available at local level who can advise and represent their members on issues of a sensitive nature in relation to protected characteristics.

11.6 The Trust has an established relationship with the local Inter-Faith Network which enables meaningful and constructive engagement and consultations with diverse local community groups, faith bodies and parents regarding community cohesion and integration.

11.7 Engagement is an important part of meeting the recommendations of the HM Government's Integrated Communities Strategy Green Paper.

11.8 Engaging with stakeholders and employees will help the Trust to base objectives on triangulated evidence, rather than on assumptions based solely on data and will help to fill in any gaps in the information base from data.

11.9 Engagement forums are an important part of the evaluation of equality objectives.

12.0 Equality Impact Assessments

12.1 The Trust will review ongoing commitments to the equalities duty for all policies through a proportionate programme of impact testing. The programme will be carried out as part of the policy review process i.e. when a policy is reviewed, created or changed. The impact assessment is intended to cover all protected characteristics. See appendix 1.

13.0 Review of the Policy

13.1 The Trust will review the Equality policy every three years and consult with trade unions, unless a change in legislation necessitates an earlier review. The policy will be revised as required to include any changes in regulation and statutory guidance, to ensure that it is always up to date.

Appendix 1: EQUALITY IMPACT TESTING TEMPLATE

Name of Policy	
Date	
Questions	Comments/Evidence
1. What is the purpose of the Policy or procedure?	
2. How does it seek to achieve this?	
3. Who benefits and how? (who therefore does not benefit and why?)	
4. Are there any associated policies linked to this one?	
5. List any research or evidence references or networks	
6. Consultation and involvement: describe who you have engage in developing this policy? NB: Where a policy is likely to be relevant to certain groups but there is no reliable data, engagement can help understand the impact it might have	
7. Are staff aware of their responsibilities in relation to the policy? How do you know that policy is put into practice?	
8. If a policy is changing, is any difference significant? Are there any new obvious opportunities to advance equality of opportunity or to foster good relations?	
9. General observations	
10. Name and job title	

Appendix 2 - Links to relevant legislation and guidance

Section 149 of the Equality Act 2010
http://www.legislation.gov.uk/ukpga/2010/15/section/149

DfE Advice on Equalities Act 2010
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

HM Government, Integrated Communities Strategy Green Paper: Building stronger, more united communities. February 2019
Integrated Communities Action Plan - GOV.UK (www.gov.uk)
Gender Identity Research & Education Society
https://www.gires.org.uk/

Government support whilst in work
Access to Work: get support if you have a disability or health condition: What Access to Work is - GOV.UK (www.gov.uk)

All staff policies are published and available on SharePoint.