



**Hope Federation of Church of England
Primary Academies**

Equality and Diversity Policy and Procedures

Policy Type:	Trust Core Policy
Approved By:	DNEAT Trust Board
Approval Date:	14/07/2017
Date Adopted by LGB:	04/10/2017
Review Date:	July 2021
Person Responsible:	DNEAT Operations Manager

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change

EQUALITY AND DIVERSITY POLICY AND PROCEDURE

General policy roles and accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy are responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

1. Introduction

The Trust Board of DNEAT is deeply committed to the principles of equality, diversity and inclusion and actively promotes this with its staff, governors, volunteers, pupils, parents / carers and all in the academy community.

All our academies are inclusive where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Scope

This policy encompasses the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Sexual orientation
- Marriage and civil partnership

The Trust does not tolerate any form of harassment, bullying or discrimination (see the section on linked policies for related policies).

3. Our approach to equality is based on the following key principles

- All learners, staff, trustees, governors and volunteers are of equal value and shall be enabled to develop to their full potential
- We recognise, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- Equality is central to our academy's Christian ethos which follows the example of Jesus and the New Testament
- We aim to support social justice and social mobility preparing pupils for life in a diverse society

We will provide training, guidance and information to enable all in the academy community to play their part in the implementation of this policy.

4. The Legal Context

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that no-one should be discriminated against or treated less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity, age, marriage and civil partnerships

The Act requires all public organisations, including Academy Trusts to comply with the Public Sector Equality Duty and two specific duties:

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including Academy Trusts, to

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

Two "specific duties"

This requires all public organisations, including Academy Trusts, to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

We understand from time to time further legislation and guidance is published by Government and relevant legal bodies and we will continually monitor and implement relevant policy and practice to ensure compliance.

Roles and responsibilities

All directors, trustees, governors, staff, volunteers, pupils / students and their families need to develop an appropriate understanding of, and act in accordance with, the Trust's Equality and Diversity Policy and Action Plan.

In addition the DNEAT trustees are responsible for ensuring that the Trust prepares, publishes, implements, reports on and reviews an Equality and Diversity Policy and Action Plan (including budget requirements), and in particular the employment implications of meeting the Duty.

Information on how DNEAT is meeting these statutory duties can be found on the DNEAT website.

Each Local Governing Body is responsible for the implementation of this policy and will delegate the day to day operational responsibility to a named senior manager, usually the Headteacher / Principal. **Belinda Allen, Executive Headteacher**. The Ethos and Community Committee will have a watching brief regarding the implementation of this policy.

Each academy will produce an Equality Impact Statement each year. The template for this can be found in **Appendix 1** and should be published on the academy website.

All visitors to the Academy, including volunteers, parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information to enable them to do this.

Key contacts:

Staff Member responsible: **Louisa Odell**

Link Trustee/Local Governor: **Sandy Francis**

5. Publishing Equality Objectives

The objectives which we identify represent the Trust's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data analysis which informs our discussions about the Equality Objectives.

Our Trust Equality Objectives for [2017-2020] are:

1. Every academy in the Trust will undertake equalities data reporting to its Local Governing Body and will set a minimum of one annual objective at school level in line with locally identified priorities.

2. Narrowing the gap objectives e.g. To narrow the gap between boys and girls in mathematics at KS1 and 2 / between disadvantaged and non-disadvantaged groups
3. To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
4. Advertising of roles across the Diocese will aim to attract more applicants from underrepresented minority groups from within the local population profile. This will include; Inclusion of statements of encouragement within advertising campaigns to encourage more balanced recruitment e.g. gender, ethnicity, disability

These objectives will be reviewed annually.

We note also that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

6. What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services
- We are aware of the Reasonable Adjustment duty for disabled pupils / students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers
- The Headteacher/Principal ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the Academy.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all
- We ensure that our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- The Academy's Behaviour Management Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from Academy for evidence of over-representation of different groups and take action promptly to address concerns.
- The Academy challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We treat all bullying incidents equally seriously.

7. What we are doing to advance equality of opportunity between different groups

- We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions meetings
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support Academy improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills
- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able"
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary
- We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the Academy's Equality Objectives.

8. What we are doing to foster good relations

- We work closely and openly with parents / carers
- We communicate and engage with a variety of community groups including the local church
- We enable employers and other groups to work with pupils in the academy to broaden and deepen their educational experience

9. Monitoring and reviewing the objectives

The Trust reviews and updates the equality objectives every two years. We will publish an evaluation of the success in meeting these objectives for parents and carers, on the Trust website.

The academy Ethos and Community Committee will ensure an Equality Impact Statement is produced each year (Appendix 1).

10. Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available:

- On the Trust and academy websites
- As paper copies in the Academy office
- In the staff handbook
- As part of induction for new staff

11. Monitoring and Reviewing the policy

The Trust Board annually reviews the Equality Policy and evaluates the success of the Trusts Equalities work.

12. Links to other policies

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, see Appendix Two, we ensure that information about our responsibilities under the Equality Act are also included in other aspects of academy life such as the Academy Improvement and Development plan, web sites, newsletters and other policies e.g.

- Equality and Diversity Policy for employees
- Anti-bullying policy (pupils)
- Staff bullying and harassment policy
- Flexible working policy
- SEND policy
- Admissions policy
- Accessibility plan

Academy Equality Impact Statement

RATIONALE: Education Brief

Rudham and Weasenham Church of England Primary Academies Federation provides the “opportunity for all to achieve their very best, regardless of their race, religion, gender, abilities, social background or any other personal characteristic”.

The academy takes its commitment to eliminating discrimination seriously, the annual Equalities Impact Statement is part of our duty to promote Equality.

Rudham and Weasenham Church of England Primary Academies are working together with DNEAT on continuing to provide a Good education for all pupils.

OUTCOMES: 2017

Data Summary 2016/17 - Rudham

EARLY YEARS FOUNDATION STAGE

EYFS

	% Good level of development							
	2016				2017			
	No Pupils	School	National	Difference	No Pupils	School	National	Difference
All pupils	12	83.3	69	+14.3	16	81.3	71	+10.3
Girls	7	85.7	77	+8.7	5	80		
Boys	5	80	62	+18	11	100		
Disadvantaged	1	0	55	-55	3	100		
Other	0	0	71	-	0			
EYFSP Average Total Points		35.9	34.5	+1.4		34.6	34.1	+0.5

PHONICS

Phonics Year 1

	Year 1 % Wa Expected									
	2015			2016			2017			
	Sch	Nat	Diff	Sch	Nat	Diff	No	Sch	Nat	Diff
All	79	77	+2	64	81	-17	12	53.8	81	-27.2
Boys	86	73	+13	67	77	-10	6	50		

Girls	71	81	-10	50	84	-34	6	66.7		
Disadv.	100	66	+34	50	70	-20	1	0		
Other	75	80	-5	67	83	-16	3	100		
SEN (K)					46					

Phonics Year 2 cumulative - % pupils passing phonics check in Y1 or Y2

	Year 1 + Year 2 % Wa Expected									
	2015			2016			2017			
	Sch	Nat	Diff	Sch	Nat	Diff	No	Sch	Nat	Diff
All	91	90	+1	85	91	-6	3	66.7	63 Yr2	
Boys	67	88	-21	100	89	+11	2	50		
Girls	100	92	+8	67	93	-26	1	100		
Disadv.	50	84	-34	100	86	-14	0	0		
Other	100	92	8	82	93	-11	3	66.7		

KEY STAGE 1

Prior attainment at EYFS

	Cohort Size	2015 Good Level of Development			Early Learning Goals – Difference from National %		
		% GLD School	% GLD National	Difference	Reading	Writing	Maths
2017 Year 2	14	85.7	67	+18.7	91.7	75	83.3

KS1 Attainment Overview 2017

Subject	Expected Standard				Greater Depth		
	No Pupils	School	Emerge National	Difference	School	Emerge National	Difference
Reading	11/12	91.6	76	+15.5	33.3	25	+8.3
Writing	9/12	75	68	+7	0	16	-16
Maths	10/12	83.3	75	+8.3	0	21	-21
Science	10/12	83.3	83	+0.3	0	-	

KEY STAGE 2

Prior attainment at KS1 (p 63)

2017	KS1 APS		
	School	National	Difference
Year 6	16.0	15.9	+0.1
Year 5	16.5	16.1	+0.4
Year 4	14.9	16.3	-1.4

KS2 Attainment & Progress Overview 2017

	Progress	Expected standard			Higher Standard / Greater Depth Writing			Average Scaled Score		
		Nat = 0	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat
RWM		50	61	-11	1	19	-10			
Reading	0.62	80	71	+9	30	24	+6	104	104	=
Writing	1.17	80	76	+4	30	18	+12			
Maths	-2.66	50	75	-25	10	22	-12	107	104	+3
GPS		70	77	-7	10	31	-21	92.9	106	-13.1
Science		90	82	+8						

Data Summary 2016/17 - Weasenham

EARLY YEARS FOUNDATION STAGE

EYFS

	% Good level of development							
	2016				2017			
	No Pupils	School	National	Difference	No Pupils	School	National	Difference
All pupils	5	80	69	+11	5	40	71	-31
Girls	4	75	77	-2	1	0		
Boys	1	100	62	+38	4	40		
Disadvantaged	1	0	55	-55	4	50		
Other	4	100	71	+29	1	0		
EYFSP Average Total Points		33.8	34.5	-0.7		29.6	34.1	-4.5

PHONICS

Phonics Year 1

	Year 1 % Wa Expected									
	2015			2016			2017			
	Sch	Nat	Diff	Sch	Nat	Diff	No	Sch	Nat	Diff
All	33	77	-44	50	81	-31	5	80	81	-1
Boys	0	73	-73	50	77	-27	1	100		
Girls	50	81	-31	-	84	-	4	75		

Disadv.	0	66	-66	-	70	-	1	0		
Other	67	80	-13	50	83	-33	4	100		
SEN (K)					46					

Phonics Year 2 cumulative - % pupils passing phonics check in Y1 or Y2

	Year 1 + Year 2 % Wa Expected									
	2015			2016			2017			
	Sch	Nat	Diff	Sch	Nat	Diff	No	Sch	Nat	Diff
All	67	90	-23	75	91	-16	3	100	63 Yr2	+37
Boys	50	88	-38	50	89	-39	3	100		
Girls	100	92	+8	100	93	+7				
Disadv.	-	84		100	86	+14				
Other (EAL)	100	92	+8	67	93	-26	1	100		

KEY STAGE 1

Prior attainment at EYFS

	Cohort Size	2015 Good Level of Development			Early Learning Goals – Difference from National %				
		% School	GLD	% National	GLD	Difference	Reading	Writing	Maths
2017 Year 2	7	29		67		-38	86	57	43

KS1 Attainment Overview 2017

Subject	Expected Standard				Greater Depth		
	No Pupils	School	Emerge National	Difference	School	Emerge National	Difference
Reading	6	50	76	-26	50	25	+25
Writing	6	50	68	-18	33.3	16	+17.3
Maths	6	83.3	75	+8.3	16.6	21	-4.4
Science	6	100	83	+17	0	-	

KEY STAGE 2

Prior attainment at KS1

2017	KS1 APS		
	School	National	Difference
Year 6	9.8	15.9	-6.1
Year 5	16.3	16.1	+0.2

Year 4	17.0	16.3	+0.7
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KS2 Attainment & Progress Overview 2017

	Progress	Expected standard			Higher Standard / Greater Depth Writing			Average Scaled Score		
	Nat = 0	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff
RWM		50	61	-11	0	19				
Reading	4.00	100	71	+29	0	24		104	104	=
Writing	-1.20	50	76	-26	0	18				
Maths	-0.80	50	75	-25	0	22		99.5	104	-4.5
GPS		50	77	-27	0	31		94.5	106	-11.5
Science		50	82							

The Academy Development and Improvement Plan aims to improve:

Key Priority 1: To raise standards of attainment in all core subjects to meet the 2017 national averages.

Key Priority 2: To improve the quality of teaching in all key stages through high quality planning and assessment for learning *across the whole curriculum*.

Key Priority 3: To introduce a more rigorous approach to assessment in RE across the Federation.

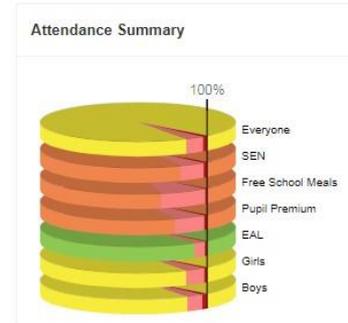
Attendance data shows that:

Rudham

Summary

Summary Overview		
Start date:	01/09/2016	
End date:	21/07/2017	
Total days (exc. school holidays):	261	
Weekend Days:	68	
Total Days Open:	193	
No. of Pupils Included:	112	
Attendance Totals		
Present	92.74%	
E Approved Educational Activity	3.08%	
P Total Present (Present & AEA ↑ combined)	95.82%	
A Authorised Absence	3.34%	
U Unauthorised Absence	0.84%	
Total Minutes Late	2988	

Mark Breakdown		
/ Present (AM)	92.52%	
L Slightly Late (before registers closed)	0.22%	
N No reason yet for absence	0.13%	
B Pupil being educated off-site	0.72%	
V On school visit/trip	2.36%	
C Other authorised circumstances	0.37%	
I Illness	2.61%	
M Dentists/Medical appointment	0.36%	
G Family Holiday (not authorised)	0.47%	
O Unauthorised absence	0.16%	
U Late	0.08%	

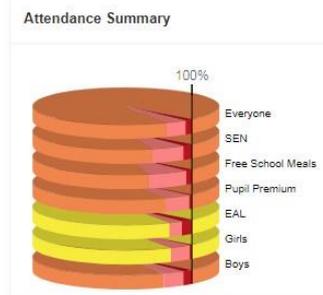


Weasenham

Summary

Summary Overview		
Start date:	01/09/2016	
End date:	21/07/2017	
Total days (exc. school holidays):	261	
Weekend Days:	68	
Total Days Open:	193	
No. of Pupils Included:	33	
Attendance Totals		
Present	92.33%	
E Approved Educational Activity	2.28%	
P Total Present (Present & AEA ↑ combined)	94.61%	
A Authorised Absence	3.99%	
U Unauthorised Absence	1.41%	
Total Minutes Late	302	

Mark Breakdown		
/ Present (AM)	91.97%	
L Slightly Late (before registers closed)	0.36%	
N No reason yet for absence	0.13%	
B Pupil being educated off-site	0.64%	
V On school visit/trip	1.63%	
C Other authorised circumstances	0.73%	
E Excluded	0.22%	
I Illness	2.84%	
M Dentists/Medical appointment	0.2%	
G Family Holiday (not authorised)	0.77%	
O Unauthorised absence	0.49%	
U Late	0.02%	



Attainment and Progress See above

Behaviour No data to report -

Areas of focus for [for 2017 Academic Year] See above for priorities

Signed Headteacher:

Signed Chair of Governors:

Date:

Appendix Two

Appendix Two

DNEAT Public Sector Equality Duty Statement (over 150 Employees)

1 Introduction

1.1 This document describes how the Multi Academy Trust Board intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the DNEAT Business Plan and information will be published on the appropriate page of the DNEAT website.

1.2 We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

1.3 We will collect and use equality information to help us to:

Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether we are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.

Assess performance

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.

- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

□

1.4 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment □ dismissals and other reasons for leaving).

2. Publication of Equality Information

2.1 We will publish relevant, proportionate information which is broad enough to give a full picture of performance across our trust. We will demonstrate how we have used this information to have due regard to all three aims of the duty, for all relevant protected characteristics. Our information will usually fall into two main categories:

2.1.1 information to identify equality issues. Examples of this include equality monitoring information about employees, information about the effect of our activities on people with different protected characteristics or any engagement we may have carried out.

2.1.2 information about steps taken to have due regard to the aims of the general equality duty. For example, any records we have about how we

had due regard in making certain decisions, information that was considered in that decision-making (including engagement), consideration of steps to mitigate adverse impacts, or details of policies to address equality concerns.

2.2 We note that the Equalities and Human Rights Commission would normally expect to see the following information:

- the race, disability, gender and age distribution of our workforce at different grades, and whether they are full or part time
- an indication of the likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result
- an indication of any issues for transsexual staff, based on engagement with transsexual staff or equality organisations
- gender pay gap information
- information about occupational segregation
- grievance and dismissal information for people with relevant protected characteristics
- complaints about discrimination and other prohibited conduct from staff
- details and feedback of engagement with staff and trade unions
- quantitative and qualitative research with employees e.g. staff surveys
- records of how we have had due regard to the aims of the duty in decisionmaking with regard to our employment, including any assessments of impact on equality and any evidence used
- details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.

Appendix 3

DNEAT EQUALITY & DIVERSITY POLICY PROCESS

