



EQUALITIES POLICY

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Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



Contents

1. Definitions.....	5
2. Scope of the Policy.....	5
3. Policy Aims and Ethos.....	5
4. Links to Legislation and Guidance Documents.....	6
5. Roles and Responsibilities.....	7
6. Appendix 1: Key Members of Staff Referenced.....	9
7. Appendix 2: Glossary.....	10
7.1. Direct discrimination.....	10
7.2. Indirect discrimination.....	10
7.3. Discrimination arising from disability.....	11
7.4. Positive Action.....	11
7.5. Genuine Occupational Requirements.....	11
7.6. Harassment.....	11
7.7. Victimisation.....	12
7.8. Unconscious Bias.....	12
8. Appendix 3: The Protected Characteristics.....	13
8.1. Age.....	13
8.1.1. Direct discrimination.....	13
8.1.2. Indirect discrimination.....	13
8.2. Disability.....	13
8.2.1. Direct discrimination.....	14
8.2.2. Indirect discrimination.....	14
8.3. Sharing health and absence information.....	14
8.4. Gender reassignment.....	14
8.4.1. Direct discrimination.....	15
8.4.2. Indirect discrimination.....	15
8.5. Marriage and civil partnership.....	15
8.5.1. Direct Discrimination.....	16
8.5.2. Indirect Discrimination.....	16
8.6. Pregnancy and maternity.....	16
8.6.1. Direct discrimination.....	16
8.7. Race.....	17
8.7.1. Direct discrimination.....	17
8.7.2. Indirect discrimination.....	17

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



8.8.	Religion or belief	17
8.8.1.	Direct discrimination.....	18
8.8.2.	Indirect discrimination	18
8.9.	Sex.....	18
8.9.1.	Direct discrimination.....	18
8.9.2.	Indirect discrimination	18
8.10.	Sexual orientation	19
8.10.1.	Direct discrimination.....	19
8.10.2.	Indirect discrimination	19
9.	Appendix 4: Equality and Pay.....	20
9.1.	Equal Pay.....	20
9.2.	Pay Secrecy	20
9.3.	Gender pay gap reporting.....	20
10.	Appendix 5: Supporting organisations and documentation	21
11.	Appendix 6: Procedures and Processes - Equal Opportunities Education Provider	22
12.	Appendix 7: Procedures and Processes - Equal Opportunities Employer	23
13.	Appendix 8: Procedures and Processes - Reporting and Recording Incidents	24
14.	School and Trust Based Strategic Equalities Objectives	25
14.1.	St Paul's Way Trust School Foundation School.....	25
14.2.	St Paul's Way Trust School.....	25
14.3.	Royal Greenwich Trust School	26
14.4.	UST	26
15.	Approval Signature.....	27

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



1. Definitions

The “Trust” refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A “School” refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a ‘school’ may span one or several phases of education to the individual academies within the Trust. Depending on the context the term “School” may refer to a singular academy or to all of the academies within the Trust but as separate entities.

The “Staff” refers to any individual who is employed by the Trust or who operates on the Trust’s behalf, e.g. Trustees and Governors.

A “Parent” includes the natural or adoptive parent of a students as well as any non-parent / carer who has parental responsibility including being involved in the day to day care of a student.

A “Student” includes any incoming or current student at any School within the Trust. It also includes any individual who was previously a student at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints.

The “Headteacher” is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

2. Scope of the Policy

This policy applies to all members of the current and prospective school communities within UST.

3. Policy Aims and Ethos

We recognise the benefits of having a diverse school community, with individuals who value one another, and the different contributions everyone can make. We are committed to being an equal opportunities education provider and employer and are committed to equality of opportunity for all members of the Trust and school community.

Students will be taught these values and to respect others. In the provision of equal opportunities, we recognise and accept our responsibilities under the law and oppose discrimination on the basis of:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marital or civil partnership status

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



- Age

These can be called the **Protected Characteristics**.

We also oppose unlawful discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language.

We will ensure that all policies and practices conform with the principle of equal opportunities and comply with the Public Sector Equality Duty set out in the Equality Act 2010.

Our Trust and the schools will meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Through the operation of this policy we aim to:

- Communicate the commitment of the Trust and each school to the promotion of equal opportunities;
- Promote equal treatment across the Trust and in each school for all members of the school community;
- Create and maintain an open and supportive environment which is free from discrimination.

4. Links to Legislation and Guidance Documents

The Trust Board is responsible for ensuring that the Trust/school complies with legislation, and that the equality scheme and its related procedures and action plans are implemented. The Trust also delegates' responsibility to the Local School Committee for ensuring and monitoring that individual schools are compliant with their responsibilities.

The Trust Board and the Local School Committee will keep aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Trustees will annually evaluate and review the success of the school's Equalities Work taking account of quantitative and qualitative evidentiary data.

All parents are encouraged to stand for election to the Local School Committee.

The Trust and each school are committed to promoting equality and when carrying out our functions, in accordance with the Public Sector Equality Duty, we will have due regard to the need to:

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



- eliminate unlawful discrimination, harassment, bullying and victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those without;
- foster good relations between people who share a protected characteristic and those who do not.

We also:

- publish information to demonstrate how we are complying with the Public Sector Equality Duty;
- prepare and publish equality objectives.

Each school's equality information and objectives are published on the school website.

Relevant Internal Policies

This policy should be read in conjunction with the following policies;

- Safer Recruitment Policy;
- Admissions Policy
- Behaviour Policy;
- Disability Policy
- SEND Policy
- PHSE and SMSC Policy
- Accessibility Policy
- Complaints Policy
- Whistleblowing Policy
- Anti-Bullying Policy

5. Roles and Responsibilities

The Trust/school will actively seek to:

- Promote equality of opportunity for all pupils, staff, parents and stakeholders
- Eliminate harassment and discrimination that is unlawful under the Equality Act 2010
- Promote positive attitudes towards all – This means not representing people in a demeaning way; not pretending they do not exist; and not representing them anywhere at all
- Encourage participation by disabled persons in public life - It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, which may mean treating disabled persons more favourably than other persons in particular circumstances.

The Trust and the Local School Committee must not discriminate against:

- job applicants
- existing members of staff
- a child seeking admission to the school
- existing pupils

It must not discriminate either directly or indirectly on the grounds of:

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



- race
- disability
- sex
- sexual orientation
- religion or belief
- pregnancy and maternity
- gender reassignment
- age (in relation to employment)
- marriage and civil partnerships

Trust Board

- approve Trust wide approach and relevant policies and practice

School Committee

- Review and monitor school implementation of the Equality and Diversity Policy

Headteacher

- prepare and deliver for school, informed by Trust strategy;
- deliver any recommendations from audits and reviews;
- has delegated day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review;
- maintain and monitor agreed Trust KPIs and statutory information in relation to equality legislation

All Staff

- ensure that they have read this policy and the associated documents;
- lead by example and to promote the aims and objectives of the Trust with regard to equal opportunities in light of the Public Sector Equality Duty.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



6. Appendix 1: Key Members of Staff Referenced

School	Nominated School Lead
Royal Greenwich Trust School	Caroline Longhurst
St Paul's Way Trust School	Firdusi Uddin
St Paul's Way Foundation School	Clare Lynam

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



7. Appendix 2: Glossary

Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally. The examples presented below are intended to act as guidance to illustrate the type of event that is relevant to each area. They are not meant to represent an exhaustive list.

7.1. Direct discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic.

Direct discrimination could involve a decision not to employ someone, to dismiss them, withhold promotion or training, offer poorer terms and conditions or deny contractual benefits because of a protected characteristic.

Example: Not employing a woman because she is pregnant.

Discrimination by Perception

Discrimination by Perception is where an individual is directly discriminated against or harassed based on a perception that he/she has a particular protected characteristic when he/she does not, in fact, have that protected characteristic. Discrimination by perception does not apply, in law to marriage and civil partnership or pregnancy and maternity.

Example: A heterosexual employee is taunted about his sexuality by colleagues who perceive him to be gay.

Discrimination by Association

Discrimination by Association is discrimination against a person because they have an association with someone with a particular protected characteristic. Discrimination by Association applies to race, religion or belief, sexual orientation, age, disability, gender reassignment and sex.

Example: Not offering a job to the parent of a disabled child because the employer thinks they will need more time off due to the child's disability and there is no evidence to support this.

7.2. Indirect discrimination

Indirect discrimination is where a provision, criteria, policy or practice in the MAT is applied to everyone but particularly disadvantages people who share a protected characteristic compared with people who do not. Indirect discrimination can be justified if the MAT can show it acted reasonably, for example that it is a 'proportionate means of achieving a legitimate aim'.

Indirect discrimination applies to age, race, religion or belief, sex, sexual orientation, marriage and civil partnership, disability discrimination and gender reassignment. Pregnancy and maternity are covered by indirect sex discrimination.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



Example: Having a policy not to employ anyone with facial hair in a kitchen for health and safety reasons. This policy may indirectly discriminate against certain religious groups.

7.3. Discrimination arising from disability

Discrimination arising from disability occurs when a person with a disability is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be proportionate means of achieving a legitimate aim.

Example: A student with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

7.4. Positive Action

Positive action describes measures targeted at a particular group that are intended to redress past discrimination or to offset the disadvantages arising from existing attitudes, behaviours and structures. The MAT may use lawful measures which can include:

- Encouraging applications from people of particular racial groups or gender, who have been under-represented in certain occupations or grades during the previous 12 months.
- Providing facilities to meet any specific educational, training, or welfare needs identified for a specific racial group.
- Measures to provide training and special encouragement for returnees to the MAT after a period of time discharging domestic or family responsibilities.

Positive action is different from positive discrimination which is illegal. Positive discrimination generally means choosing (or not choosing) someone solely on the grounds of a protected characteristic (e.g. gender or racial group) and not on their abilities.

7.5. Genuine Occupational Requirements

Employers can exercise the powers available under the Equality Act 2010 to appoint a person from a particular group, where there is a genuine occupational requirement.

An example of a genuine occupational requirement would be appointing a female to work in a shelter for female victims of domestic violence.

7.6. Harassment

Harassment can be defined as “improper, offensive and humiliating behaviour, practices or conduct, which may threaten a person’s job security, create an intimidating, unwelcoming and stressful workplace, or cause personal offence or injury.” (ACAS)

Harassment can often be identified by a series of what seem to be trivial incidents. It is the impression of the harassed person, not the intentions or motivations of the harasser, which are important.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership. Employees can complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. Employees are also protected from harassment because of perception and association (see 7.1 above).

7.7. Victimisation

Victimisation is where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because he/she is suspected of, or has:

- made, or supported, a complaint of discrimination;
- raised a grievance;
- brought proceedings under the Equality Act 2010; or
- done any other thing for the purposes of, or in connection with, the Equality Act 2010.

An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.

7.8. Unconscious Bias

Unconscious bias occurs when people favour others who look like them and/ or share their values and we should be aware that everyone has an unconscious bias.

Where unconscious bias is against a protected characteristic, it can be unlawfully discriminatory. The MAT therefore aims to challenge stereotyping and prejudice openly and to mitigate this through:

- being aware of unconscious bias;
- not rushing to make decisions and considering issues fully;
- justifying decisions based on evidence and recording the reasons for decisions, e.g. recruitment, promotion and disciplinary outcomes;
- encouraging staff to work with diverse groups of people and getting to know them as individuals, such as working within different teams, premises, etc wherever possible;
- focusing on positive behaviour of people and not the negative stereotypes; and
- implementing Policies and Procedures which limit the influence of individual characteristics and preferences.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout

8. Appendix 3: The Protected Characteristics

8.1. Age

The Equality Act 2010 protects people of all ages from unlawful discrimination.

8.1.1. Direct discrimination

Treating someone less favourably because of their actual or perceived age, or because of the age of someone with whom they associate.

For example, advertising for job applicants under 25 years old only. This treatment can only be justified if it is a proportionate means of achieving a legitimate aim.

8.1.2. Indirect discrimination

This can occur where there is a provision, criteria or practice which applies to all employees, but particularly disadvantages people of a particular age.

For example, a requirement for job applicants for a teaching post to have 5 years teaching experience may disadvantage younger people. Indirect discrimination can only be justified if it is a proportionate means of achieving a legitimate aim, e.g. if the MAT can demonstrate this level of experience is necessary to achieve the desired knowledge and skills.

8.2. Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. These include things like using a telephone, reading a book or using public transport. Long term means that the impairment has lasted or is likely to last for at least 12 months or for the rest of the affected person's life. Substantial means more than minor or trivial. In most circumstances, a person will have the protected characteristic of disability if they have had a disability in the past, even if they no longer have the disability. Individuals who are HIV positive, have cancer or MS are automatically protected.

Employers must make reasonable adjustments in the recruitment and employment of disabled people. This can include, for example, adjustments to recruitment and selection procedures, to terms and conditions of employment, to working arrangements and physical changes to the premises or equipment. In assessing the reasonableness of the adjustment, the employer should consider:

- proportionality and impact of the adjustment on the role;
- the costs/financial support available;
- medical opinion from the employee's doctor and the occupational health advisor; and
- impact on the operational requirements of the MAT.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



8.2.1. Direct discrimination

For example not offering a job because someone is a wheelchair user.

8.2.2. Indirect discrimination

This is where a provision, criterion or practice is applied that is discriminatory in relation to individuals who have a particular disability such that it would be to the detriment of people who share that particular disability compared with people who do not, and it cannot be shown to be a proportionate means of achieving a legitimate aim.

Discrimination arising from disability - occurs where an individual has been treated unfavourably because of something arising in consequence of a disability. There is no need for a comparator, and the reason for the unfavourable treatment is irrelevant.

For example, not considering a teacher for promotion as they have been diagnosed with depression without considering whether the condition would actually impact on their ability to do the job and if it would, whether reasonable adjustments could be made to negate that impact.

This type of discrimination is unlawful where the employer or other person acting for the employer knows or could reasonably be expected to know that the person has a disability.

There is an obligation on employers to make reasonable adjustments where a physical feature or a provision, criterion or practice puts a disabled person at a substantial disadvantage compared with someone who does not have the protected characteristic or disability. The duty to make reasonable adjustments aims to make sure that a disabled worker has the same access to everything that is involved in doing and keeping a job as a non-disabled person.

All the relevant individual circumstances must be considered when deciding what adjustments to make and the individual must be involved in discussions to ensure they are as effective as possible.

8.3. Sharing health and absence information

In accordance with the Equality Act 2010, employers may not request information concerning an individual's sickness and attendance record prior to the selection stage. Once the preferred candidate has been selected, then sickness and attendance records can be obtained from the referee and applicant, as part of the pre-employment checks prior to a firm offer. The applicant must give their explicit consent for this information to be released. The interview panel may not ask general questions about the individual's sickness and attendance record but may ask relevant questions to establish whether the applicant will be able to carry out a function that is intrinsic (e.g. majority of the work involves manual handling) to the work concerned once reasonable adjustments are in place.

8.4. Gender reassignment

Gender reassignment is a protected characteristic under the Equality Act 2010. This applies to people who are proposing to undergo, are undergoing, or have undergone a process (or part of a process) to

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



reassign their gender by changing physiological or other attributes of sex. Gender reassignment is a personal process, that is moving away from one's birth sex to the preferred gender, rather than a medical process. The law does not require a person to undergo a medical procedure to be recognised under the protected characteristic of gender reassignment.

Protection is provided where, as part of the process of reassigning their gender, an individual lives in a gender identity, which is different to the gender they were assigned at birth, for at least two years. Throughout this period they are protected by the Equality Act 2010.

In order to be protected under the Equality Act 2010, there is no requirement for an employee to inform their employer of their gender reassignment status or their gender at birth. However, if an employee is proposing to undergo gender reassignment or is still in the process of transitioning, they may want to discuss their needs with their employer so the employer can support them during the process. Once a transgender person has received gender reassignment surgery and is fully living in the gender they identify with there is no requirement to inform an employer of their gender at birth.

8.4.1. Direct discrimination

This is treating someone less favourably than other employees because of their gender reassignment, whether actual or perceived, or because they associate with someone who intends to undergo, is undergoing or has undergone gender reassignment.

8.4.2. Indirect discrimination

An example would be where an employer starts an induction session for new staff with an ice-breaker designed to introduce everyone in the room to the others. Each employee is required to provide a picture of themselves as a toddler. One employee is a trans woman who does not wish her colleagues to know that she was brought up as a boy. When she does not bring in her photo, the employer criticises her in front of the group for not joining in.

It would be no defence that it did not occur to the employer that this employee may feel disadvantaged by the requirement to disclose such information. Indirect discrimination can only be justified if it is a proportionate means of achieving a legitimate aim.

8.5. Marriage and civil partnership

The Equality Act 2010 protects employees from discrimination on the grounds of being married or in a civil partnership.

Marriage covers any formal union of a man and woman which is legally recognised in the UK as a marriage. It also covers same sex couples who opt for a marriage. A civil partnership refers to a registered civil partnership under the Civil Partnership Equality Act 2010 2004, including those registered outside the UK. This is only open to same sex couples.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



Only people who are married or in a civil partnership are protected against discrimination on this ground. The status of being unmarried or single is not protected. People who only intend to marry or form a civil partnership, or who have divorced or had their civil partnership dissolved, are not protected on this ground.

8.5.1. Direct Discrimination

This is where someone is treated less favourably than other employees on the grounds of them being married or in a civil partnership, actual or perceived, or because they are associated with a person who is married or in a civil partnership.

An example of this could be where an applicant for a job is treated less favourably because it is considered that they will not be as committed to the job as a single person because they have marital or partnership commitments.

8.5.2. Indirect Discrimination

This occurs if an employer has a policy or way of working that puts people who are married or in a civil partnership at a disadvantage.

8.6. Pregnancy and maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any maternity leave to which she is entitled. During this protected period, pregnancy and maternity discrimination cannot be treated as sex discrimination.

8.6.1. Direct discrimination

Covers the unfavourable treatment of a woman, during the "protected period" in relation to her pregnancy or any illness suffered by her as a result of that pregnancy. Unfavourable treatment during the protected period because a woman is on compulsory maternity leave or she is exercising or seeking to exercise, or has exercised or sought to exercise, the right to ordinary or additional maternity leave, is also covered.

An example could be where an employee has been off work because of pregnancy complications since early in her pregnancy. Her employer has dismissed her in accordance with the sickness absence management policy. This policy is applied regardless of sex. The dismissal is unfavourable treatment because of her pregnancy and would be unlawful even if a man would be dismissed for a similar period of sickness absence, because the employer took into account the employer's pregnancy related sickness absence in deciding to dismiss.

Discrimination on the grounds of pregnancy/maternity can only be justified if it is a proportionate means of achieving a legitimate aim.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



For example, it would be legitimate to dismiss a pregnant employee who had been found to have committed an act of gross misconduct as the reason for the dismissal was unconnected to the pregnancy.

8.7. Race

For the purposes of the Equality Act 2010, 'race' includes colour, nationality or ethnic or national origin. A person has the protected characteristic of race if they belong to a particular racial group. A racial group can be made up of two or more different racial groups (for example Black Britons).

8.7.1. Direct discrimination

Treating someone less favourably because of their actual. The less favourable treatment can also relate to the person's perceived race, even where the perception is wrong, or to the person's association with someone who has, or is perceived to have, the protected characteristic.

8.7.2. Indirect discrimination

This can occur where there is a provision, criterion or practice which applies to all employees, but particularly disadvantages people of a particular race.

An example could be a requirement for all job applicants to have GCSE Maths and English. People educated in countries which don't have GCSEs would be discriminated against if equivalent qualifications were not accepted. Indirect discrimination can only be justified if it is a proportionate means of achieving a legitimate aim.

8.8. Religion or belief

In the Equality Act 2010, religion includes any form of religion which has a clear structure and belief system. It also includes a lack of religion - in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.

Belief means any religious or philosophical belief and also covers non-belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief. Political beliefs are not protected.

A belief need not include faith or worship of a God but must affect how a person lives their life or perceives the world. A belief which is not a religious belief may be a philosophical belief.

Examples of philosophical beliefs include Humanism and Atheism. For a philosophical belief to be protected under the Equality Act 2010:

- *it must be genuinely held;*

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



- *it must be a belief and not an opinion or viewpoint based on the present state of information available;*
- *it must be a belief as to a weighty and substantial aspect of human life and behaviour;*
- *it must contain a certain level of cogency, seriousness, cohesion, and importance;*
- *it must be worthy of respect in a democratic society, not incompatible with human dignity and not conflict with the fundamental rights of others.*

8.8.1. Direct discrimination

This is where, because of the protected characteristic of religion or belief, a person treats another person less favourably than that person treats or would treat other persons. The less favourable treatment can relate to the person's actual or perceived religion or belief, even where the perception is wrong, or to the person's association with someone who has, or is perceived to have, the protected characteristic.

8.8.2. Indirect discrimination

This can occur where there is a provision, criterion or practice which applies to all employees, but particularly disadvantages people of a particular religion or belief and which the employer cannot show to be a proportionate means of achieving a legitimate aim.

An example would be where an employer announces that staff cannot wear their hair in dreadlocks, even if the locks are tied back.

A policy amounts to a provision, criterion, or practice. The decision to introduce the policy could be indirectly discriminatory because of religion or belief, as it puts Rastafarian employees at a particular disadvantage. The employer must show that the provision, criterion, or practice can be objectively justified and is a proportionate means of achieving a legitimate aim.

8.9. Sex

A person's sex refers to the fact that they are male and female.

8.9.1. Direct discrimination

Treating someone less favourably because of their actual or perceived sex, or because of the sex of someone with whom they associate.

8.9.2. Indirect discrimination

This can occur where there is a provision, criterion or practice that applies to all employees, but particularly disadvantages employees of a particular sex.

For example, a requirement that job applicants must be six feet tall could be met by significantly fewer women than men.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



8.10. Sexual orientation

Sexual orientation is a protected characteristic. It means a person's sexual orientation towards:

- persons of the same sex (i.e. the person is a gay man or a lesbian);
- persons of the opposite sex (i.e. the person is straight/heterosexual); or
- persons of either sex (i.e. the person is bisexual)

Sexual orientation relates to how people feel as well as to their actions. Sexual orientation discrimination includes discrimination because someone is of a particular sexual orientation and it also covers discrimination connected with manifestations of that sexual orientation. These may include someone's appearance, the places they visit or the people they associate with. It also includes a perception that someone has a particular sexual orientation based on their appearance, regardless of whether they do or do not.

8.10.1. Direct discrimination

Treating someone less favourably because of their actual or perceived sexual orientation, or because of the sexual orientation of someone with whom they associate.

8.10.2. Indirect discrimination

This can occur where there is a provision, criterion or practice which applies to all employees, but particularly disadvantages people of a particular sexual orientation and which the employer cannot show to be a proportionate means of achieving a legitimate aim.

An example would be a particular family friendly policy that does not apply to same sex couples.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



9. Appendix 4: Equality and Pay

9.1. Equal Pay

The Equality Act 2010 provides that men and women should receive equal pay for equal work. This means that in most circumstances a challenge to pay inequality and other contractual terms and conditions still has to be made by comparison with a real person of the opposite sex in the same employment. However, the Equality Act 2010 allows a claim of direct pay discrimination to be made, even if no actual comparator can be found. This means that a claimant who can show evidence that they would have received better remuneration from the MAT if they were of a different sex may have a claim, even if there is no-one of the opposite sex doing equal work with the MAT.

This would be a claim under sex discrimination.

9.2. Pay Secrecy

The MAT will not prevent or restrict its employees from having discussions to establish if they believe pay differences exist that are related to a protected characteristic. The MAT may, in particular, require its employees to keep pay rates confidential outside the workplace e.g. a competitor organisation.

9.3. Gender pay gap reporting

The gender pay gap reporting duty for public-sector employers in England is set out in the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 which came into force on 31 March 2017.

The Regulations include a requirement for public sector employers with 250 or more employees to publish:

- the difference in mean and median pay between male and female employees;
- the difference in mean and median bonus pay between male and female employees and the proportions of male and female employees who were paid bonus pay; and
- the proportions of male and female employees in each quartile of their pay distribution.

At their discretion, employers can also publish a supporting narrative and action plan to explain their gender pay gap. The snapshot date for gathering data each year is 31st March. Employers are required to publish their gender pay gap report within the period of 12 months (beginning with the snapshot date) on the GOV.UK website. Employers should also publish this information on their own website in an easily accessible format and in a prominent place. Once published the information must remain there for at least three years.

The Equality and Human Rights Commission is responsible for enforcing public sector equality duties including failure to comply with gender pay gap reporting duties.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



10. Appendix 5: Supporting organisations and documentation

Equality and Human Rights Commission

The Equality and Human Rights Commission is the independent advocate for equality and human rights in Britain. It aims to reduce inequality, eliminate discrimination, strengthen good relations between people, and promote and protect human rights. It provides guidance for employers and education providers.

<https://www.equalityhumanrights.com/en/advice-and-guidance>

A detailed list of further sources of advice and information is available at Section 5 of the following guidance:

<https://www.equalityhumanrights.com/en/publication-download/good-equality-practice-employers-equality-policies-equality-training-and>

Department for Education Non-statutory Advice

Non-statutory Guidance is available from the Department for Education relating to the Equality Act 2010 in the following publication:

The Equality Act 2010 and schools. Departmental advice for school leaders, school staff, governing bodies and local authorities

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Other organisations offering support and information:

ACAS provides information, advice, training, conciliation and other services for employers and employees to help prevent or resolve workplace problems, include detailed guidance on Equality and Diversity at Work.

<http://www.acas.org.uk/index.aspx?articleid=1363>

Age - <http://www.ageuk.org.uk/>

Gender (sex) - <http://www.fawcettsociety.org.uk/>

Sexual orientation and gender identity - <http://www.stonewall.org.uk>

Disability

For more information on disability, you may be interested in looking at the following websites:

- ECL Sensory Team - www.eclsensoryservice.org
- Support4sight - www.support4sight.org.uk
- Deafblind UK - www.deafblind.org.uk
- Disability Rights UK - www.disabilityrightsuk.uk
- Scope - www.scope.org.uk
- MIND - www.mind.org.uk
- Government Equalities Office - <https://www.gov.uk/government/organisations/government-equalities-office>

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout

11. Appendix 6: Procedures and Processes - Equal Opportunities Education Provider

Admission

Each school accepts applications from and admits students irrespective of their Protected Characteristics and will not discriminate on these grounds in the terms on which a place is offered. Every application will be treated in a fair, open-minded way. Each school's admissions policy reflects our approach towards equal opportunities and is consistent with this policy.

Equal access

Each school will afford all students equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their Protected Characteristics, subject to considerations of safety and welfare as set out below.

Exclusions

We will not discriminate against any student by excluding him or her from school, or by subjecting him or her to any other detriment, on the grounds of his or her Protected Characteristics.

Teaching and school materials

Efforts are made to recognise and be aware of the possibility of bias (for example gender or racial), so that this can be eliminated in both teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

Bullying

We will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:

- Bullying relating to race, religion, belief or culture;
- Bullying related to SEN, learning difficulties or disabilities ;
- Bullying related to appearance or health conditions;
- Bullying relating to sexual orientation;
- Bullying of young carers or looked after children or otherwise related to home circumstances;
- Sexist or sexual bullying.

Each school's anti-bullying policy contains more details about the school's anti-bullying practices.

School Uniform

Each school's school uniform policy is consistent with this policy.

The same school uniform policy applies equally to all students, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare.

However, we will consider reasonable requests to alter the school uniform, for example reasonable adjustments for children with a disability. The student or his or her parents should refer the matter to the Headteacher to ensure all reasonable adjustments are made to accommodate the student.

Students with SEN

Each schools' policy on special educational needs includes details about the welfare and educational provision for students with EHCPs.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



12. Appendix 7: Procedures and Processes - Equal Opportunities Employer

Employment

This policy applies to all aspects of employment from the advertisement of jobs, recruitment, terms and conditions of employment, career development, counselling, training, promotion, grievance and disciplinary procedures, through to reasons for termination of employment.

Applicants

We accept applications from, and recruit staff irrespective of their Protected Characteristics and will not discriminate on these grounds in the terms on which a position is offered. Every application will be treated in a fair, open-minded way. Our Safer Recruitment Policy reflects our approach towards equal opportunities and is consistent with this policy.

Equal access

We will afford all staff equal access to all benefits, services, facilities, and opportunities for development, irrespective of their Protected Characteristics, subject to considerations of safety and welfare as set out below.

Disabilities and reasonable adjustments

We have an ongoing duty to make reasonable adjustments for individuals with a disability in respect of both employment and the education and associated services provided to ensure that such staff and students are not placed at a substantial disadvantage in comparison with other staff and students. Reasonable adjustments may typically include:

- Making arrangements for an individual in a wheelchair to attend an interview in an accessible ground floor room;
- Allowing extra time for a child with dyslexia to complete an entrance exam;
- Providing examination papers in larger print for a child with a visual impairment;
- Rearranging the timetable to allow a student to attend a class in an accessible part of the building;
- Arranging a variety of accessible sports activities.

We are not legally required to make adjustments which include physical alterations such as the provision of a stair-lift or new ground floor facilities.

In making reasonable adjustments, we are required to provide auxiliary aids and services for students with a disability. We will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



13. Appendix 8: Procedures and Processes - Reporting and Recording Incidents

Complaints

If you believe that you or your child has received less favourable treatment on any of the unlawful grounds listed above, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the school or the Trust's formal complaints procedure as applicable, available on the relevant website. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant complaints procedure.

Reports

If you would like to report a breach of this policy that does not constitute a complaint under one of the grounds listed above, please contact the Headteacher.

Enforcement

We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the school community who is found to have acted in contravention of this policy.

Record

All reported breaches of this policy will be recorded, and this record will be reviewed annually.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



14. School and Trust Based Strategic Equalities Objectives

14.1. St Paul's Way Trust School Foundation School

<p>Curriculum and Participation</p> <ul style="list-style-type: none"> To ensure SPWF has developed a curriculum which references Black History accurately and coherently, to ensure children develop a sound understanding of world history. To ensure BAME representation is evident in all curriculum areas. To proactively develop a diverse reading culture within the school, where there is representation of Black authors and illustrators.
<p>Tracking, Intervention and Outcomes</p> <ul style="list-style-type: none"> To ensure that the attainment of all 'Black African' children within the school is tracked and that appropriate intervention is taken where necessary. <ul style="list-style-type: none"> Embed the tracking of Black children against LA and National Data and monitor their progress and impact of intervention, as a focus group in Pupil Progress meetings. Track impact of additional support/interventions of Black pupils.

14.2. St Paul's Way Trust School

<p>Curriculum and Participation</p> <p>Objective 1: Pioneer subjects will participate in external training and guidance on decolonising the curriculum, and will incorporate key actions into the school development plan and faculty development plan with clear milestones set and achieved. This will build towards official accreditation of an inclusive curriculum.</p>
<p>Curriculum and Participation</p> <p>Objective 2: The enrichment programme will be designed to close the gaps and include pupil premium/ disadvantaged students. This will have a spoken language, reading and writing focus with the aim to mitigate the impact of Covid19 and to build towards excellent outcomes and destinations. (This will be introduced with Year 7, 8 and Year 12 as all other year groups have wider support and Covid catch up built in, for example, greater timetabling loading.)</p>
<p>Tracking, Intervention and Outcomes</p> <p>Key Stage 4 progress data tracking trends relating to gender attainment and progress to be produced and regularly shared with key colleagues and available for wider staff on request. To actively consider strategies for impact where patterns show a gender gap between boys and girls.</p>
<p>Pupil Personal Development</p> <p>Objective 4: Behaviour data tracking demographic trends and patterns to be produced and regularly shared with key colleagues and available for wider staff on request. To actively consider strategies for impact where patterns show over-representation of black students.</p>
<p>Staff Development and Well-Being</p>

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



Objective 5: Set up processes and systems of tailored professional development that support staff to proactively develop and prepare for next steps in their career, in order to ensure equality of opportunity for all staff in applying for and achieving promotions both internally and externally.

14.3. Royal Greenwich Trust School

Staff Development and Well-Being

To develop processes and systems of tailored professional development that support staff to develop in their current role and develop and prepare staff for the next steps in their career.

14.4. UST

Leadership and Culture

- To monitor, review and evaluate the Equalities Action Plans for each school
- To ensure progress against the Equalities Action Plans

Staff Development and Well-Being

- To review the professional development opportunities available to all staff across the Trust, addressing identified need within our schools.

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout



15. Approval Signature

Signature of (enter position e.g. Chair)

Print name

Date

Document Control		
Date	Version	Comments
29/12/20	V6.0	New layout