



PSED POLICY

Public Sector Equality Duty

Responsibility for this policy: Board of Directors (Trustees)

Responsibility for monitoring/evaluation: CEO/EHT and Headteachers

Approved by MAT Executive Board: September 2019

Date of next review: September 2020

Chair of Executive Board: Martin Collard



Robin Hood MAT is committed under legal duties (Equality Act 2010 which replaces all existing equality legislation) to eliminating all forms of discrimination and encouraging good relations, diversity amongst our workforce and pupil population through the management and implementation of the Public Sector Equality Duty (PSED) and policy for the school. Our aim is that our workforce and pupil population will be truly representative of all sections of society / community and each employee / pupil / parent feels respected and able to give of their best and contribute to the effectiveness and success of the school. To that end the purpose of this duty / policy is to provide protection, equality and fairness for all in our employment / school and not to discriminate on grounds of 'characteristics' – Sex (referred to previously as gender), gender reassignment, marital status, race, ethnic origin, colour, nationality, national origin, social disposition, disability (past or present), health, sexual orientation, sex or marital / civil partner status, pregnancy or maternity, trade union membership, part-time or fixed term status, religion, belief, age (excludes pupils) and pay. We oppose all forms of unlawful and unfair discrimination (direct & indirect) harassment and victimisation. All employees, whether part-time, full-time or temporary and pupils will be treated fairly and with respect and decisions made will have 'due regard' for equality. Selection for employment, promotion, courses, responsibilities, support, training or any other benefit will be on the basis of aptitude, ability and availability. All employees and pupils will be helped and encouraged to develop their full potential and the talents and resources of the school and workforce will be fully utilised to maximise the efficiency of the organisation.

Our commitment:

- To create an environment in which individual differences and the contributions of all our staff, parents and pupils are recognised and valued.
- Every employee and pupil is entitled to a working environment that promotes equality, dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated.
- Where reasonably possible, equipment, training, development and progression opportunities are available to all staff and pupils, including the acquisition of auxiliary aids & services for the disabled.
- Equality in the workplace is good management practice and makes sound business and educational sense.
- We will review all our employment / school practices and procedures to ensure fairness with due regard to equality.
- Breaches of our PSED will be regarded as misconduct and could lead to disciplinary proceedings. In cases of serious discrimination this will be treated as an act of gross misconduct.

The policy will be monitored and reviewed at least every three years unless legislation states otherwise. The school will update at least annually, published information (not just statistical data) and objectives every four years. The 'general' equality data will be published in various ways and forms some of which will be on the



school website, minutes of meetings, whole school presentations, parent evenings, Headteacher letters and newsletters, Ofsted & Government & Local Authority reports, ASP, etc. However, more 'sensitive' data may be available on request as long as it does not infringe on the Data Protection Act 1998.

Note: The term 'parent/s' is used to mean parents, carers, guardians.

1 The School Context

INFORMATION HERE IS TO BE POPULATED BY EACH INDIVIDUAL MAT SCHOOL PRIOR TO PLACING ON THE SCHOOL WEBSITE

2 Aims and Values:

At Robin Hood MAT There is no such thing as a 'level playing field'. At Cedars Academy we start from the understanding that children's and employee's life chances are already unequal at the point of entry into our school. It is through our policies and practice that we try to redress any imbalances. We also recognise diversity as a positive force within our school.

This policy is our statement of recognition of our responsibility to help each individual find his / her way of rising to an increasing range of challenges and to develop their unique talents, skills and traits as far as it is possible during their employment / education.

Equality of opportunity applies to all members of the school community – pupils, staff, advisory board members, parents and community members. The school seeks to be caring and supportive, working in partnership with this community.

We recognise the importance of ascertaining staff, advisory board members, parents and pupils' views that encourage an active participation in shaping and reviewing school policy and practice, particularly if we are to create a sense of 'our school' for these most important members of its community. To this end we have an active School Council and systems of communication which allows for all pupil's views to be aired and listened to. There are whole school staff, senior leadership, advisory board meetings and parent evenings that are held on a regular basis which provide other opportunities.

Equality Statement

ALL DIFFERENT, ALL EQUAL

Robin Hood MAT values each member of the school community. We are committed to the belief that each person has the right to work and to learn in an atmosphere of respect, safety and to have an equal opportunity to achieve their academic potential, and to develop socially and personally as a unique individual. We value



and accept each other's differences and feelings. Remarks or actions which hurt or offend are unacceptable and will always be tackled by the school in an appropriate way.

Robin Hood MAT's Commitment to Equality

LEGAL DUTIES

This MAT welcomes and responds to its legal duties under current and any future legislation.

GUIDING PRINCIPLES

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil and person associated with the MAT should have the opportunity to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every pupil and person associated with our MAT should be helped to develop a sense of personal and cultural identity that is confident and open to change and that is receptive and respectful towards other identities.
- Every pupil and person associated with our MAT should develop the knowledge, understanding and skills that they need in order to participate in shaping and ensuring equality in Britain's society and in the wider context of our interdependent world.

We actively promote opportunities to access the full curriculum for both pupils and staff. Each person will be recognised as having individual needs. Whilst our buildings present limitations, where reasonably possible, we do adapt the rooming / timetabling to ensure the needs of individuals are taken into account. When planning activities both within and beyond classrooms, we make reasonable adjustments to ensure all staff and pupils can engage fully in the activities and are supported.

3 Leadership, Management and Governance

Robin Hood MAT Executive Board maintains an overview of implementation of the PSED and has regular equality items at meetings to ensure the policy is followed.

Responsibilities:

THE EXECUTIVE BOARD IS RESPONSIBLE FOR:

- Ensuring that the MAT complies with all forms of equality legislation.



- Ensuring that the policy and its related procedures and strategies are implemented.
- The Executive Board Trust meetings occur half termly to examine each school's policy and practice.

THE HEADTEACHER IS RESPONSIBLE FOR:

- Implementing the policy and its related procedures and strategies.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any cases of discrimination.

ALL STAFF ARE RESPONSIBLE FOR:

- Dealing with all forms of discrimination, knowing how to identify, challenge and report it including, victimisation, harassment, bias and stereotyping.
- Promoting equality, diversity and eliminating unlawful discrimination.
- Keeping up to date with anti-discrimination legislation by attending training and information opportunities.
- Supporting all pupils in their class.
- Incorporating principles of equality and diversity into all aspects of their work.
- Making colleagues, visitors and contractors aware of, and ensuring they comply with the school's equality policy.

The member of staff identified as having specific responsibility for Equality is the **School to insert here** for Inclusion who works in conjunction with other Senior Colleagues, the Headteacher and LGB/Advisory Board.

Subject Leaders, Guidance & Achievement Leaders and Senior Staff are responsible for dealing with all forms of discrimination according to the school's policy and guidelines and reporting it.

The **school to insert name of role here e.g. AHT** is responsible for ensuring that records of incidents and follow up decisions are reported termly to the SLT or Trust as required or appropriate. The Data lead, analyses pupil / staff data and presents it to the senior leadership team to redress any imbalances that may be present in the school and its community.



Breaches of the Policy

Action will be taken against any individual who does not comply with the school's Public Sector Equality Duty / policy according to the school's disciplinary code.

4 Policy Planning and Review

In line with legislation, the PSED, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in:

- a) eliminating all forms of discrimination
- b) promoting all forms of equality and diversity
- c) promoting good community relations.

The school also has specific duties to assess and monitor the impact of its policy on pupils, parents and staff from the diverse groups it represents.

We will do this in the following ways:

POLICY PLANNING AND DEVELOPMENT

- Build equality impact questions into policy development and planning processes.
- Incorporate equality targets into relevant strategic plans (School Improvement Plan).
- Assess the impact of the policy through analysis, consultation, evaluation and auditing tools e.g. "Learning for All", to identify race, disability and sex equality targets and action.

EQUALITY AND DIVERSITY MONITORING

- Use data to monitor the attainment and progress of pupil groups and staffing such as recruitment, responsibility, pay and to set targets and implement strategies to redress any imbalances.
- Ensure that the monitoring data e.g. Attainment, progress, attendance, exclusions, sanctions, rewards and recruitment are used to inform planning and decision making.

REVIEW AND ASSESSMENT OF POLICY



- Review, monitor and assess annually the equality data, the strategies, the effectiveness and impact it has in eliminating all forms of discrimination and promoting diversity, equality and good community relations.
- Build equality questions into school self-review and evaluation frameworks.
- Use the results of reviews and assessments to inform all planning and decision making many of which will be presented at local authority, whole school, department, senior leadership and advisory board meetings, some of which will be published to the general public.

Outcomes of monitoring and assessment will be reported to the Executive Board and the LA. Members of the school community will also be kept informed, ensuring that no individual can be identified.

5 Implementing the Policy

The school (on behalf of the MAT) will annually review equality through the following mechanisms:

- School testing results by community groups.
- Analysis of all discrimination incidents.
- Attendance, exclusions and seclusions.
- Report induction and training of all new staff.
- Organisation of teaching groups such as disability, sex and ethnicity.

The LGB/Advisory Board will ensure that the review of the PSED takes place and implications and targets are reported to the Executive Board.

6 Education, Training and Development

The MAT and its schools are committed to supporting a training strategy for the professional development of all staff. The Senior Leadership Team will ensure that all staff are informed of the Public Sector Equality Duty, its legal duties including policies and implications. This will be implemented through the Recruitment and Induction programme for all new teaching and support staff and the PSED will be made accessible via the school's website. Training will be monitored and evaluated through the senior member of staff responsible for Professional Development and through line managers of support staff (Premises, Office Staff and Contract Staff).



7 Admissions, Recruitment and Attendance

The admissions and recruitment policy at all MAT schools are administered by the Local Authority on behalf of the schools for pupils or for employment via a standardised application form and process. It is monitored by an equality process to ensure it is administered fairly and equitably to all and it enables the pupil population of the school to reflect the balance of the local community including those with English as an additional language and to recruit staff in a non bias way. Comprehensive information about pupils' and staff ethnicity, first language, religion, physical needs and diet (where appropriate) is included in all admission / recruitment forms to the school.

The school will ensure that staff and families are aware of their rights and responsibilities in relation to pupil / staff attendance. The Office Manager and the Attendance Lead always follow up absences as appropriate. The religious beliefs and practice of staff, pupils and parents / carers are respected, and reasonable requests for leave of absence for religious observance, which also includes staff, are considered sympathetically. Strategies to re-integrate long-term absences and excluded pupils are described in the Attendance Policy and these address the needs of all pupils from all backgrounds.

8 Attainment, Progress and Assessment

Robin Hood MAT staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement; academic, practical, artistic, technical, sporting, personal and social.

The monitoring and analysing of pupils' performance enable the identification of groups where there may be patterns of underachievement. The school ensures that action is taken to counter this through ongoing whole school analysis and implementing strategies at different times throughout the academic year.

All pupils have the opportunity to achieve their highest standards. Assessment is used appropriately for all pupils, and staff use a range of methods and strategies to assess pupil progress (see Assessment Policy). The school ensures where possible, that assessment is free of all forms of discrimination and conditions, such as, dyspraxia, dyslexia and others which might affect a pupil's formal assessment activities are acknowledged.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through reflection and feedback on their progress. All pupils have full opportunities to demonstrate what they know and can do to benefit from this assessment.

9 School Ethos: Equal Opportunities

Robin Hood MAT opposes all forms of discrimination. We publicly support diversity and actively promote good personal and community relations. Diversity is recognised as having a positive and enriching role to play within the school. Our aims and values and commitment to equality are written in the school prospectus and in all



information to new parents, pupils and those who apply to work at the school. Assemblies reflect our commitment to equality and the promotion of good relations in and out of school. Displays around the school reflect the diversity of the community. All staff foster a positive atmosphere of mutual respect for each other and trust among pupils from all groups in the community.

Clear procedures are in place to ensure that all forms of bullying, victimisation and harassment are dealt with promptly, firmly and consistently. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. Racist incident forms are returned on a termly basis to the LA. All staff are aware of the procedures for dealing effectively with bullying, racist incidents, racial harassment, prejudice and all other forms of discrimination (see appendix “Dealing with Racist Incidents”).

10 Behaviour, Discipline and Exclusion

Each school within the MAT has a clear and accessible code of conduct for staff and pupils which is made available to all new intake parents and pupils and published in the job application pack for potential staff. The school’s procedures for disciplining staff, pupils and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour and where appropriate, adopts restorative approaches to resolve conflicts and issues. All staff aim to operate consistent systems of rewards and discipline.

Exclusions, seclusions, detentions and attendance are monitored and action is taken in order to reduce gaps between different groups of pupils. Staff attendance is also monitored on a term basis and staff are informed confidentially in writing.

Pupils, staff and parents are aware of procedures for dealing with harassment. We aim to ensure that all members of the school community understand that any language or behaviour which is discriminatory such as racist, sexist, homophobic, religious or any other form which is potentially damaging conduct aimed at any person / group is unacceptable and will be dealt with in accordance with school policy.

11 Personal Development and Pastoral Care

The pastoral support system at each school takes account of the religious and cultural diversity of pupils’ backgrounds and beliefs and the experiences of particular groups of pupils, e.g. Refugee and Asylum seeker children. The school provides appropriate support for EAL/SEND pupils and encourages them to use their home and community languages. The school takes account of and meets the needs of Traveller pupils.

All pupils are provided with appropriate information and guidance at school and we encourage all pupils to aim high and avoid stereotyped assumptions about careers and jobs.

12 Teaching and Learning



Teachers aim to ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them in learning both within and beyond the classroom. Teaching is responsive to pupils' different learning styles with the teacher taking positive steps to include all groups or individuals. Teachers aim to ensure that pupil grouping in the classroom is planned and varied.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers encourage pupils to become independent and to take responsibility for their own learning. Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. We aim to ensure that resources and displays reflect the experience and background of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed to ensure that they reflect the inclusive ethos of the school.

13 Curriculum

Our curriculum is designed to ensure inclusion of all pupils: boys and girls, pupils with English as an additional language, pupils who are Gifted and Talented, pupils with special educational needs, pupils from all minority ethnic groups and pupils who are in care.

All subjects on the curriculum are planned to incorporate the principles of equality of opportunity and to promote positive attitudes towards diversity. Through the content and delivery of the curriculum we encourage pupils to explore racism, sexism and other forms of oppression and to challenge stereotypes, prejudice and all forms of other discrimination.

Extra curricular enrichment activities cater for the interests and abilities of all pupils.

14 Staffing: Recruitment and Professional Development

Robin Hood MAT adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and the LAs guidelines. Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school. Information about the school's aims, values and equal opportunities is sent to all applicants for posts in the school. The skills of all staff, including support and part-time staff are recognised and valued. Staff handbooks and regular professional development activities are available for all staff members to support their practice.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

The advisory board monitor staff by grade, gender, disability and ethnicity and provides the data to the Local Authority on request.

15 Partnership with Parents and the Community

All Robin Hood MAT schools to work in partnership with parents who are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible to all. Each school takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community. Information material for parents is accessible in user-friendly language and is available on request in languages and formats other than English through the use of interpreters. Times of parent evenings are designed to include the whole community. Each school's premises and facilities are accessible to the disabled.

16 Monitoring and Review

All members of staff and the advisory board have responsibility for the implementation of this policy.

The Executive Board will evaluate the effectiveness of the policy every three years. In terms of gender, it will be based on achievement of pupils, staff satisfaction levels and distribution of staff pay scales.

17 Involvement and Consultation

Robin Hood MAT will endeavour to consult with pupils, staff, trade unions and service users in the development of our PSED to determine their priorities for the school with regards to equality. For example, this could be via Focus Groups, Questionnaires, Feedback Slips, Drop-in Sessions, etc.

18 Implementation and Objectives

In order to ensure the school meets the PSED, it might choose to use an action plan to make things happen, which could outline how the requirements will be met. This action plan would be shaped in consultation with pupils, staff, trade unions, parents and all those that we provide a service to as outlined in the previous sections. Equality objectives will be specific and measurable and used as a 'tool' to improve the school / work experience.

19 Publishing

The Headteacher of each school & Executive Board will decide what and how equality data and action is published in school and to the general public. All public data will be anonymous. Publication will include evidence of steps taken, engagement with those affected and progress made towards meeting the equality objectives the school has set itself including how the PSED is being met.

Appendix

Dealing with Racist Incidents



All Different, All Equal

Robin Hood MAT is committed to equal opportunities for all pupils as outlined in our Equal Opportunities Statements. The school is required by the LA to keep a 'log' of all racist incidents, describing the action taken to deal with the perpetrator and support the victim.

INCIDENTS WHICH MUST BE REPORTED TO THE SLT OF EACH SCHOOL

- Racist name-calling.
- Racist graffiti.
- Distribution of racist literature.
- Expressions of racist beliefs / views.
- Racial harassment.
- Violence with racist motivation.

In the first instance the teacher should always respond quickly to investigate and support the victim while ensuring that the perpetrator is left in no doubt that they have contravened school policy. Further investigation, disciplinary action, support and a resolution to the incident then needs to be pursued by the Phase leader/ Senior Staff. The involvement of senior staff marks the seriousness of the incident to all concerned. Parents **must** always be informed.

In summary:-

Respond quickly to an incident.

Acknowledge the depth of hurt caused by a racist name-calling and how this may trigger further incidents.

Investigation is essential: time spent with both the perpetrator and victim is very important. An explanation to the perpetrator must be given as to why the action was wrong and against the school's Positive Discipline Framework.

Counselling for the perpetrator and victim: talking through with the pupils will often bring an acceptance of wrong-doing, understanding and resolution. Specific staff are trained and work in school to help pupils deal with these and other issues such as anger management, health, bereavement, etc.



Sanctions: a range of sanctions can be used. It is important that the perpetrator and victim feel that justice has been done. This may include exclusion from school or lessons, or detentions. Parental interviews are particularly effective.

Resolution: the perpetrator needs to understand through acknowledgement of wrong-doing that a way forward can be established. The victim needs to feel that the school has supported him / her and that the resolution of the incident leaves them with a sense of confidence and strength. Restorative approaches are an essential part of conflict resolution and all staff receive training on this and its implementation.

Parents / Carers need to be informed/interviewed about the incidents.

Recording / monitoring: all incidents need to be recorded and the senior leader responsible for equal opportunities should be given details of the action taken.

Racist incidents between pupils

Racial incidents mainly occur in the form of name-calling. It is important to consider the way in which this can happen, while **always** being clear that it is unacceptable.

It is important to consider that a child who calls another child a racist name may not hold racist beliefs.

There may also be some children who **do** hold racist beliefs but do not use racist names for fear of punishment from teachers or by other children.

There may be other children who hold racist beliefs and believe the use of racist taunts is legitimate.

There may be children who do not hold racist beliefs but use racist taunts for 'self defence'.

There may be some children who respond unacceptably by using a racist name / taunt when they are in a 'hot' situation which they then regret.

It is important that the teacher investigating the incident understands that children will make mistakes and that we must enable them to understand and acknowledge their mistakes and move to a position where they are unlikely to become involved in similar incidents. Very often, if racial incidents do occur, they happen between pupils who are in the same year group. It is extremely important that time is spent rebuilding the bridge which enable both pupils to work together and that the victim feels confident in the school's support of and skill in dealing with the incident.

It can thus be seen that monitoring is essential; if a child continues to become involved in racial incidents, senior staff need to be aware of this situation and further action needs to be taken.



Time, energy and skill are required in order to deal with racist incidents. The importance of dealing with them seriously and appropriately is recognised as essential by the school. Although teachers may deal with an incident in the first instance, s/he should always refer it to the Phase Leader or Senior member of staff.