



Youth Engagement Schools Trust

Equality and Diversity Policy

Approved by: Board of Trustees

Reviewed by: ELT and Educational Standards Committee

Latest Policy review: Autumn 2023

Next Policy review date: Autumn 2024

1. Policy Statement

At the Youth Engagement Schools Trust (YES Trust) we recognise our responsibility to ensure positive attitudes to diversity and difference – not only so that every student at one of our academies is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate in our programme of learning and access our curriculum, where all are valued and supported.

The YES Trust is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010) including the Public Sector Equality Duty. This applies to all students, parents/carers/ staff members/ contractors and visitors on the grounds of any protected characteristic including:

- gender (including reassignment and identification)
- age
- religion or belief
- physical ability or disability
- learning ability
- other special educational needs or academic or sporting ability
- race (including colour, nationality, ethnicity, family, cultural or linguistic background)
- marital status and civil partnership
- sex
- sexual orientation
- trade union membership
- part-time and fixed-term working
- pregnancy and maternity

We undertake to work with the school community, with parents and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously, and action is taken to prevent any repetition. This policy statement and the effectiveness of our inclusive practices at the YES Trust and its academies are reviewed by the Board of Trustees.

Each academy within the Trust must have a named, suitably qualified Special Needs Co-ordinator (SENCo). The SENCo responsibility is to ensure that 'arrangements are in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others'

This policy statement should be read in conjunction with the school's policies on Behaviour and Discipline, Anti-bullying, Admissions, and the PSE schemes of work. Staff, volunteers, contractors and visitors are also covered by YES Trust Equality and Diversity Procedures, found later in this document

2. Roles and responsibilities

The Board of Trustees will:

- Ensure that the equality as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated on a regular basis.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher/ Executive Leadership Team

The headteacher/ ELT will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Ensure appropriate training is provided
- Monitor success in achieving the objectives and report back to Trustees.
- Ensure any breaches of the Equality and Diversity policy are addressed in line with other relevant policies (Behaviour, Disciplinary)

3. Application: Students

The YES Trust seeks to implement this policy statement effectively through the following actions:

- Provision of our policy statement for Equality and Diversity to all students, staff and parents, including those of prospective students.
- Working with outside agencies such as educational psychologists, occupational therapists, family/student medical practitioners and mental health agencies (this list is not exhaustive) to support the endeavour of the school in serving the needs of all students, parents/carers and staff.
- Discussing, where appropriate, Equality and Diversity and the special needs of individuals at staff meetings
- Dedicating whole school activities to kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences
- Meeting the individual needs of students, as detailed by parents/carers and by the student's previous setting, through teacher, assistant and outside agencies working together with the student and the student's parents/carers
- Monitoring the needs of all students as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties
- Discussing, reviewing, monitoring and evaluating at staff meetings and leadership meetings, the effectiveness of inclusive practices which enable all students, parent/carers and staff to access and enjoy school life
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making appropriate provision or exemption, where feasible and desirable, for students with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds
- Including the SENCo and other relevant staff, in discussing student needs and progress in staff meetings and leadership meetings. On such occasions the strategy for each individual student is focused around respect for the student's

needs, the need for the student to have access to all opportunities within the school and the students' right to feel confident, happy and valued.

- Ensuring school and Trust documents demonstrate a commitment to Equality and Diversity and avoid inappropriate discrimination of all forms

Incidents in breach of the Equality and Diversity Policy will be recorded on the appropriate closed school system (CPOMS) and dealt with in line with the Academy Behaviour Policy.

4. Application: Members of Staff/ Volunteers/ Contractors/ Visitors (where relevant)

This section is designed to ensure the elimination and prevention of discrimination and the promotion of equality of opportunity for all including those with protected characteristics.

Staff, volunteers, contractors and visitors with a protected characteristic will not be treated less favourably.

Staff, volunteers, contractors and visitors associated with those with a protected characteristic will not be treated less favourably.

Consideration to ensuring equality and diversity will be given in the following areas (this list is illustrative and not exhaustive)

- In the arrangements made for deciding who should be offered a job
- in any terms of employment, including pay
- By refusing or omitting to offer a person employment
- In the way we afford access to opportunities for promotion, transfer or training
- In the manner in which employment is offered or in affording access to any benefits, facilities or services
- By victimising an individual for a complaint made in good faith regarding discrimination against themselves or anyone else or for giving evidence about such a complaint
- In connection with redundancy or termination of employment however caused or by treating an employee unfavourably in any other way
- making reasonable adjustments to employment arrangements, opportunities or premises to those with protected characteristics.

Incidents in breach of the Equality and Diversity Policy will be dealt with in line with the Trust Disciplinary Policy.

5. Equality considerations in decision-making

- Trust ensures it has due regard to equality considerations whenever significant decisions are made.
- Academies will always consider the impact of significant decisions on particular groups.

6. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).