Endeavour
Multi-Academy Trust

Equality Policy

Endeavour Multi Academy Trust

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Statement of Intent

Endeavour Multi Academy Trust ("the Trust") is committed to promoting equality, fairness and inclusion in all aspects of its work as an employer, education provider and public body. We are committed to ensuring that all pupils, staff, parents/carers, governors and visitors are treated with dignity and respect, and that no individual or group is disadvantaged or treated less favourably because of a protected characteristic.

We aim to equip pupils with an awareness of our diverse society and to appreciate the value of difference. We value each individual and promote opportunities for pupils to achieve the highest standards, having regard for individual circumstances and abilities. Every school's curriculum is broad and balanced, enabling pupils to strive for and meet the highest expectations that we have for them. Every individual is regarded as of equal worth and importance, irrespective of their religion or belief, culture, class, race, gender, sexuality and/or ability/disability.

We endeavour to provide the best possible standards of teaching and learning by:

- working with parents/carers and pupils to help our children and young people learn at a level which meets their individual needs and capabilities, in a safe and caring environment
- fostering pride in individual and group achievement
- promoting self-respect, and to care for others

The Trust's ultimate aim is to prepare our children and young people for a fulfilling happy life when they leave our schools as young adults.

This policy sets out how the Trust will meet its duties under the Equality Act 2010 and how it will be implemented consistently across all of the Trust's schools. This includes due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

This duty applies to all persons involved in Endeavour Multi Academy Trust applying equally to pupils, employees, and others affected by the Trust's decisions.

Policy Scope

This policy applies to all:

- All of pupils of the Trust
- Employees
- Volunteers, governors and trustees
- Parents/carers and visitors
- Contractors and external agencies working with the Trust

Legal Framework

This policy is based on the following legislation (as amended):

- Equality Act 2010
- Human Rights Act 1998
- Public Sector Equality Duty (PSED) – Equality Act 2010, section 149
- Education and Inspections Act 2006
- Children and Families Act 2014

The Equality Act protects individuals from discrimination because of the following characteristics:

- Disability
- Age (employment only)
- Gender reassignment
- Pregnancy and Maternity
- Race including colour, nationality, and ethnic or national origin
- Religion or Belief
- Sex
- Sexual Orientation
- Marriage and Civil Partnerships (employment only)

This policy and the Trust's equality objectives are published on the Trust website in accordance with the Equality Act 2010

Commitment to Inclusion and Equity

The Trust is committed to the following principles of equality:

1. **All learners are of equal value**. This applies to all learners and potential learners, their parents, carers and guardians regardless of any protected characteristics they may have.

2. **Recognise, respect and celebrate difference**. Trust schools will not discriminate and will recognise that each pupil is an individual and that treating people equally does mean identical treatment. Schools will recognise the need to take proportionate and lawful steps to meet different needs in teaching and support which are appropriate for individuals and their skill bases.

3. **Foster positive environments with a shared sense of cohesion and belonging, free from harassment, bullying, victimisation and discrimination**. The Trust will promote positive attitudes and interactions between those who share a protected characteristic and those who do not.

4. **Provide equality of opportunity and access**. The Trust will ensure that policies and procedures benefit all staff and potential staff, in recruitment, professional development and promotion regardless of any protected characteristics they may have.

5. **Removing barriers to participation and achievement**. The Trust is committed to identifying and addressing any instances of inequality as they arise to remove barriers and create positive attitudes towards equality.

6. **Benefit to society**. This Equality Policy is intended to benefit society by fostering positive equal opportunities amongst staff and pupils and in so doing, to prepare pupils for participation in society and the inclusion of all individuals regardless of any protected characteristics they may have

7. **Monitoring and evidence gathering**. As part of the Trust's obligations and as part of the School Improvement Plan for each of the schools, equal opportunities are monitored and data is collected. The purpose of the monitoring is to ensure that the Trust schools meet their obligations and that any issues of inequality are identified and addressed appropriately.

8. **Key equality objectives**. The Trust's schools have identified specific and measurable key equality objectives which are detailed in **Appendix 1**. Objectives may be updated from time to time and will be recorded in revised appendices.

In relation to staffing, schools will also ensure that:

- Staff are aware of the Trust's overarching Equality Policy and the specific key objectives set out in **Appendix 1**.
- Staff are trained and updated regularly in relation to equal opportunities issues and requirements applicable to both staff and pupils.
- Recruitment and selection procedures for new staff are fair and equal.
- Induction training and information for new staff include issues relating to equality.
- All members of staff have access to CPD which will enable professional development.
- The skills of all staff are recognised regardless of their role within the schools and staff are valued and encouraged to share their knowledge and experiences.

Policy Aims

- To ensure that pupils and staff recognise that discrimination on the basis of race, colour, culture, origin, religion or belief, sex, gender, sexual orientation and marriage or civil partnership, gender reassignment, disability is not acceptable.
- To provide an environment in which all pupils and staff feel safe enough to express and question views.
- To ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.
- Ensure the principles and practice of equal opportunities applies to all members of the school community: pupils, teaching and non-teaching staff, parents/carers, governors and visitors.
- Equal Opportunities practices should be evident in:
  a) the formal curriculum (the programme of lessons)
  b) the informal curriculum (extra-curricular activities)
  c) the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc.)
- To educate, develop and prepare all our pupils for life whatever their race, colour, culture, origin, religion, belief, sex, gender, sexual orientation, disability or ability.

- Pupils and teachers contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.
- Pupils are seen as individuals and each child's education and care is to be developed in direct relation to their needs and abilities. This eclectic approach is to be based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions, behavioural methods, medical and diagnostic issues.

Policy into Practice

a. Admissions

Endeavour Multi Academy Trust's schools follow the School's Admission Policies and do not discriminate on the basis of protected characteristics. Reasonable adjustments will be considered for disabled pupils.

Children with an Education, Health and Care Plan (EHCP) will be admitted in accordance with statutory guidance and school capacity to meet identified needs.

b. Registration. Pupils and staff names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.

c. Curriculum. The Trust ensures that:

- The curriculum is broad, balanced and inclusive
- Teaching materials reflect diversity and avoid stereotyping
- Pupils are educated about equality, diversity and respect
- Protected characteristics are represented appropriately within the curriculum
- The curriculum supports pupils to prepare for life in modern Britain.

d. Behaviour, Bullying and Harassment. All forms of discrimination, harassment, victimisation, and bullying, including prejudice-related bullying (including racist, sexist, homophobic, bi phobic and transphobic bullying), by any person within the Trust schools will be treated seriously. Such behaviour is unacceptable and will not be tolerated. Racist symbols, badges and insignia on clothing and equipment are forbidden in the Trust's schools. Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments, the best candidate will be appointed based on strict professional criteria. Parents/carers should be aware of the Trust's commitment to equal opportunities. All cases of discrimination or prejudice will be taken seriously and dealt with, as appropriate, according to existing procedures. A record of incidents should be kept.

e. Language. The Trust views linguistic diversity positively. Pupils and staff must feel that their national language is valued.

f. Culture, Class, Religion and Race. The Trust acknowledges that the population of the schools come from diverse cultural, racial, religious and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect to help to promote a school and a society in which there is social, religious and racial harmony. The Trust's schools recognise the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise their self-esteem, expectations and performance to have wider choices in life. We understand the need to be

different without being excluded. We are happy for pupils to wear special forms of dress where these are an essential part of their religious or cultural background – Sikhs' turbans, Muslim girls' headscarves, etc. We value the history, experience and contribution of our multicultural community and seek to express this in the curriculum and life of our school. We try to counter negative, patronising and stereotyped views: a prime cause of prejudice is ignorance and misunderstanding. We will not tolerate racist behaviour in any form.

g. **Gender**. Trust schools accept that there are gender inequalities in our society which impose limits, particularly on girls' expectations and behaviour, so we constantly examine our curriculum, procedures and materials for gender bias and inequality. We encourage pupils to be aware of the rigid gender stereotypes presented by, for example, the media.

h. The Trust is committed to providing a curriculum which avoids unnecessary historical gender divisions. All pupils experience subjects previously considered to be suitable for a single gender. We try to ensure:

- that teachers allocate their time fairly between the genders.
- that all pupils have opportunities for working with pupils of both genders.
- that we break down traditional gender stereotypes.
- that pupils are encouraged to pursue less conventional subjects and interests.
- we do not differentiate between genders in respect of our school uniform.

i. **Religion.** We acknowledge that members of the Trust's schools come from diverse backgrounds; some have no religious faith while others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others. With regards to the teaching of RE we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make pupils religious, but to teach them about religion.

j. **Resources**. The Trust's schools aim is to provide for all pupils according to their needs, irrespective of sex, gender, ability, religion, sexual orientation or ethnic origin. Resources are to reflect cultural and racial backgrounds of children to support positive self-imagery. We try to ensure that our resources include non-sexist books which value the achievements of both women and men. Displays will similarly reflect a range of cultures and races. All materials in use in the schools are monitored.

k. **Relationships.** Relationships between staff, pupils and management should be such that any member of the school acting in a manner contrary to the spirit of this policy is made aware of the unacceptable nature of his/her behaviour. This should be done in a supportive manner to encourage change and reinforce the principles of this policy. When it is uncomfortable or inappropriate to address the issue between the individuals concerned then management must be made aware of the incident and address the incident with the staff or pupil involved through supervision. In extreme circumstances, formal procedures may be taken by the Headteacher in line with the Trust's schools Anti-Bullying Policy.

l. **Appointments**. The Headteacher ensures that in recruitment procedures any advertisements, shortlisting and interview procedures are without any hint of direct or indirect discrimination. During employment it would be unlawful to discriminate in the way opportunities for promotion, transfer or training are offered. It is also unlawful to discriminate in dismissals, particularly in redundancy dismissals.

Reasonable Adjustments and Accessibility

The Trust will:

- Proactively consider and implement reasonable adjustments for disabled staff and those with long-term health conditions impacting their day-to-day activities.
- Record agreed adjustments
- Review adjustments regularly

The Trust will take reasonable steps to:

- Improve access to education and employment
- Remove physical, curriculum and communication barriers
- Provide auxiliary aids or services where required

Accessibility Plans are maintained at school level in line with statutory requirements.

Awareness of policy

Parents/carers and pupils know that the Trust has an Equality Policy and are committed to equality of opportunity for all.

The Trust has set the Equality Policy. The Trust and the schools' Headteachers actively promote and implement it. Only if there is transparency in the dealing with staff issues will people feel comfortable with the outcomes.

Monitoring and Review

The Trust's schools monitor the impact of their policies and procedures on different groups (by race, gender, sex and disability) and the effectiveness of such policies are assessed through school self-evaluation procedures.

The Trust Board will monitor and review the Trust and schools' progress against their objectives.

Appendix 1

Key Equality Objectives 2026-27 for all our schools:

Objective Statement:

The Endeavour Schools will enhance awareness, understanding, and respect for the nine protected characteristics (as defined in the Equality Act 2010) among pupils and staff by embedding inclusive practices into the school's library resources, assembly planning, and wider curriculum.

Key Actions:

1. **Library Development:**
    - Audit current texts to assess representation of protected characteristics.
    - Curate and expand the library collection to include diverse authors, characters, and themes reflecting all nine characteristics.
    - Promote inclusive reading through themed book weeks and reading challenges.
2. **Assembly Planning:**
    - Develop a yearly assembly calendar that explicitly includes themes related to each protected characteristic.
    - Invite guest speakers and use pupil-led presentations to foster engagement and reflection.
    - Link assemblies to national awareness days (e.g., Disability Awareness Day, LGBTQ+ History Month).
3. **Curriculum Integration:**
    - Review schemes of work to identify opportunities to embed equality themes.
    - Provide staff CPD on inclusive curriculum planning and unconscious bias.
    - Create cross-curricular projects that explore identity, diversity, and equality.

Success Measures:

- Increased pupil engagement and understanding as measured through surveys and pupil voice.
- Staff confidence in delivering inclusive content.
- Evidence of representation and inclusion in curriculum planning and library audits.