Kaleidoscope Learning Trust

Equality Policy

Version and Date		Author	Committee Responsible	Review frequency	Approval	Next Review Due
1.0	20.07.15	Mrs R Williams/ Mrs J Whiston	L&M	4 yearly	Approved by the L&M Committee on 22.10.2015	21.10.2019
1.0	16.10.19	Mr A Larkin	KLT	4 yearly	Approved by KLT on 17.10.2019	16.10.2023

Equality Policy

1. Equality and Diversity Statement

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

At least every four years, we will review our objectives in relation to any changes in our trust profile. Our objectives will sit in our overall Trust Development Plan and therefore will be reviewed as part of this process.

2. Legal Duties

As a trust we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees only)
- Disability
- Race (includes ethnic or national origins, colour or nationality)
- Gender (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief (includes lack of belief)
- Sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information annually for each partner/provider in the Trust – to demonstrate compliance with the general duty across its functions (Appendix 2 - template).
  In line with DfE guidance, we will not publish any information which relates to fewer than 3 people, so as not to identify any pupil. Also, as an organisation with less than 150 employees, we are not obliged to publish employee-related data.

- Prepare and publish the Trust's equality objectives, at least every four years (Appendix 3 - template).

To do this data will be collected related to the protected characteristics above and analysed to determine our focus for our equality objectives. The data will be assessed across our core provisions as a Trust. This will include the following functions for each partner/provider:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

See Appendix 1 for examples of how we achieve this across the Trust.

3. Our Ethos/Mission

3.1 Statement of Purpose

Kaleidoscope Learning Trust is a place where all children and young people are valued and safe, feel good about themselves and each other, enjoy life to the full and are given every opportunity to achieve their full potential, and encouraged to contribute positively to their community.

We take seriously our on-going commitment to promoting and achieving the five outcomes of the Every Child Matters agenda and throughout the work that we do across the Trust, aspire to the following objectives in order to;

- give **all** our students the best possible all-round education and ensure their on-going physical, emotional and mental health;

- ensure students are, and feel, safe from all kinds of abuse, violence, bullying, crime, or environmental dangers;

- help **all** our students to enjoy their education and maximise their learning potential and outcomes;

- encourage **all** students to make a positive contribution to society, and make informed decisions about their own lives;

- provide targeted support for priority groups with specific and additional needs;

- provide advice and practical and emotional support for parents and carers and to work collaboratively with key agencies to enable positive relationship and emotional outcomes for all students;

- maximise opportunities to ensure economic well-being for children, young people and young adults;

- promote health as central to successful and fulfilling lives for our students, and

- strive to enable our students to succeed academically in such a way that allows them to access work or further education that opens pathways to economic success and independence.

As a trust with boarding provision we also:-

- Provide an environment which is the best of home and school;

- Provide a safe caring environment in which the students can grow into confident young people;

- Provide structured activities aimed at promoting the independence and confidence of the students;

- Introduce social activities and experiences which enable our students to mix appropriately in the community;

- Encourage the health and well-being of the students;

- Provide emotional support;

- Work closely with the parents/carers in the care of their son;

- Encourage families to visit the residential unit;

- Provide adequate support to students with disability in the form of specialised facilities such as a fully equipped and safe room. Facilitate any therapies required; for example physiotherapy;

- To nominate a suitable advocate for the students;

- Provide Director support in the form of monthly monitoring checks, and

- Provide relevant and informative information for the students in line with recommendations, Childline, LADO, Children's rights Director, complaints procedures etc.

3.2 Addressing Prejudice Related Incidents

This trust is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

4. Responsibility

We believe that promoting Equality is the whole Trust's responsibility:

Trust Community	Responsibility
Board of Directors	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Principal(s)	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice-related incidents.
Senior Management Team(s)	To support the Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice-related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Care Staff	Deliver excellent care and support to pupils and families. Foster positive relationships and links with the wider community and positive working relationship with outside agencies to promote wrap around care and support without prejudice.
Non-Teaching Staff	Support the Trust and the Board of Directors in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.

Trust Community	Responsibility
Parents/Carers	Take an active part in identifying barriers for the Trust's community and in informing the Board of Directors of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the Trust to achieve the commitment made to tackling inequality. Uphold the commitment made by the Principal on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the Trust community and in informing the Board of Directors of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole Trust community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the Academy websites, displaying the Statement of Purpose in the school reception. This policy will be available to anyone who wishes to view or comment on the contents.

4.1 Complaints
Complaints with regard to this policy will be dealt with via the Trust's complaints procedure, a copy of which is available from the trust office/ website.

5. Links to Other Policies and Documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our academy development plan, self-evaluation review, the school prospectus', school web site and newsletters.

There are also references to inclusion in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving directors, LGB's the whole staff, and the senior leadership team and school council.

The Equality Act also applies to the Trust in its role as employers, and the way we comply with this is found in our recruitment policy and Staff Handbook.

Appendix 1 – Evidence

In order to meet our Equality requirements, each partner/provider schools/academies carries out the following actions:

- Collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, directors, governors, pupils and other stakeholders.
- Publishes information to demonstrate purposeful action on the general duties.
- Analyses Pupil achievement in terms of progress and standards for different groups and takes action when trends or patterns indicate a need.
- Sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- Ensures that all staff understand and implement the key requirements of the Equality Policy.
- Ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
- Monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- Takes part in annual events such as Black History Month and Anti-Bullying Week, to raise awareness of issues around race, disability and gender.
- Ensures the environment is increasingly accessible possible to pupils, staff and visitors to the school.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- The Board of Directors is increasingly representative of the community it serves; procedures for the election of parent governors are open to candidates and voters who are disabled.

Appendix 2 – Equality Information

1. **Context**

Name of School is a **description of school**. There are up to "**" pupils on roll, all with a statement of special educational need for SEMH, who would otherwise be placed out of county.

2. **Pupil information by protected characteristic, as at October 20** **(updated annually)"":**

GENDER	Number	%age
Boys		%
Girls		%

ETHNICITY	Number	%age
White/ White British		%
Gypsy Roma		%
Any other ethnic background		%

RELIGION AND BELIEF	Number	%age
Christian		%
No religion		%
Other religion		%
None given		%

HOME LANGUAGE	Number	%age
English		%

SEND	Number	%age
Education and Health Care Plan		%
Primary Need		
SEMH		%
Other Needs *(N.B Some pupils have multiple needs)*		
Autism		%
ADHD		%
Speech & Language		%
MLD		%
Other difficulty		%

LOOKED AFTER	Number	%age
Yes		%
No		%

FREE SCHOOL MEALS	*Number*	*%age*
Entitled		%

PUPIL PREMIUM	*Number*	*%age*
		%

INCIDENTS IN THE PREVIOUS YEAR	*Number*
Racism	
Homophobia	

We have chosen not to include information within this summary regarding certain protected characteristics where we are concerned about the sensitivity or confidentiality of the data, including data relating to sexual orientation and gender identity.

As part of our compliance with the Equality Act we have also considered which information is suitable for publication. We consider it is not appropriate for us to collect some information from pupils in relation to some of the protected characteristics.

Age as a protected characteristic does not apply to pupils in schools therefore this has not been included as part of the published equality data.

This information will be updated and published annually.

Appendix 3 – Equality Objectives

The following objectives have been identified and will be included in the Trust's Development Plan for 20** onwards, to be reviewed by 20** (4 years) at the latest.

Equality Objective	Actions	How to monitor	Lead/Team	Timeframe