



# Equality Diversity & Inclusion Policy

January 2025



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## 1. Aims

RedEverywhere aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

## 2. 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](#).

This document also complies with our Articles of Association.

## 3. Roles and Responsibilities - The Heads/and Board will:

- ☐ Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers.
- ☐ Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

The **Heads** ('Heads' refers to Academic and Pastoral Head) will:

- ☐ Promote knowledge and understanding of the equality objectives among staff and pupils.
- ☐ Monitor success in achieving the objectives and report back to Governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating Discrimination:**

The RedEverywhere Group is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Directors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it will be recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

#### **5. Advancing equality of Opportunity**

As set out in the DfE guidance on the Equality Act, RedEverywhere aims to advance equality of opportunity by:

- ☐ Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- ☐ Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- ☐ Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

***In fulfilling this aspect of the duty, the RedEverywhere will:***

- ☐ Analyse attainment data to determine strengths and areas for improvement, implement actions in response and publish this information.
- ☐ Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- ☐ Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## 6. Fostering Good Relations

**RedEverywhere** aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- 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.
- Working with our local community. This includes inviting leaders of local faith groups to speak and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different pupils within the school.
- Develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## 7. Equality considerations in Decision-Making

RedEverywhere ensures it has due regard to equality considerations whenever significant decisions are made.

RedEverywhere always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

Redeverywhere keeps a written record (***known as an Equality Impact Assessment – see Appendix A***) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## **8. Equality Objectives**

### **8.1 Objective 1**

#### **Promote cultural understanding.**

Why we have chosen this objective: as a starting point, in a School with a catchment area that has significant cultural diversity.

To achieve this objective we plan to: incorporate information about differing cultures and associated habits, customs, diets and religions into the curriculum, whilst monitoring progress and attitudes in pupils.

## **9. Monitoring Arrangements**

The Heads will update the equality information we publish, at least every year.

This document will be reviewed by the Pastoral Head at least every year.

This document will be approved by the COO and Heads/Directors.

## **10. Links with other Policies**

This document links to the following policies:

Accessibility plan

Risk Assessment

Behaviour Policy

## Equality Impact Assessment

Question	Response
<b>1. Name of policy/funding activity/event being assessed</b>	
<b>2. Summary of aims and objectives of the policy/funding activity/event</b>	
<b>3. What involvement and consultation has been done in relation to this policy?</b> <i>(e.g. with relevant groups and stakeholders)</i>	
<b>4. Who is affected by the policy/funding activity/event?</b>	
<b>5. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event?</b>	

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
<b>Disability</b>			
<b>Gender reassignment</b>			
<b>Marriage or civil partnership</b>			
<b>Pregnancy and maternity</b>			
<b>Race</b>			
<b>Religion or belief</b>			
<b>Sexual orientation</b>			
<b>Sex (gender)</b>			
<b>Age</b>			

## Evaluation:

Question	Explanation / justification	
Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?		
Final Decision:	Tick relevant box	Include any explanation / justification required
1. No barriers identified, therefore activity will <b>proceed</b> .		
2. You can decide to <b>stop</b> the policy, practice or activity at some point because the data shows bias towards one or more groups		
3. You can <b>adapt or change</b> the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore, you are going to <b>proceed with caution</b> with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		
<b>Will this EIA be published* Yes/Not required</b> (*EIA's should be published alongside relevant funding activities e.g. calls and events:		
<b>Date completed:</b>		
<b>Review date</b> (if applicable):		



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