

# STRONGER AS ONE

EQUALITY FOR ALL



**PONTEFRACT**  
ACADEMIES TRUST

[ENTER](#)





**PONTRAC**  
ACADEMIES TRUST

## TABLE OF CONTENTS

1	Explore our culture of diversity	Page 02
2	What will we do? What do we need you to do?	Page 05
3	We value diversity in our Trust	Page 07
4	Our equality objectives	Page 11
5	The importance of monitoring this data	Page 13
<b>Appendix A</b> Unlawful behaviour		Page 15
<b>Appendix B</b> Protected characteristic		Page 17

### EQUALITY FOR ALL FLOWCHART



RECRUIT

RETAIN

DEVELOP

LEAD



Explore our culture of diversity

What will we do? What do we need you to do?

We value diversity

Our equality objectives

The importance of monitoring

Appendix A

Appendix B



**PONTRACFT**  
ACADEMIES TRUST

# WELCOME TO EQUALITY FOR ALL

**RECRUIT**

**RETAIN**

**DEVELOP**

**LEAD**

PAGE 2



# WELCOME TO EQUALITY FOR ALL

## Explore our culture of diversity

We (the Trust) are committed to giving **all people** the support and encouragement they need to raise aspirations, unlock potential and work to achieve excellence through **encouraging** a “can do” culture, across all areas of the Trust.

We value diversity, promote equality and dignity at work and are committed to achieving equality of opportunity for all learners, our people, potential employees, members of the governance structure, our parents or carers, volunteers and contractors. We believe that discrimination on any grounds either defined by law or not, is **unacceptable** and will be addressed under the appropriate policies and procedures.

Our pupils, our people and our surrounding communities are at the heart of the Trust, we therefore have certain obligations in place that **our people** need to recognise and adhere to. In line with this framework, our people are expected to behave in a certain manner and in line with the content included within this document.

## What should you expect from this framework?

This framework is designed to:

- develop and maintain an ethos which respects and values all people,

- actively advance equality of opportunity,
- promote good relations amongst people within the communities in which we work,
- eliminates all forms of unfair indirect and direct discrimination, bullying, harassment, victimisation or other oppressive behaviour,
- deliver equality and diversity through our Trust and school frameworks, procedures and practice,
- make reasonable adjustments and do our utmost, within available resources, remove barriers which limit or discourage access to school’s provision and activities,
- take positive action to provide encouragement and support you and groups whose progress has been limited by protected characteristics, stereotyping and cultural expectations.



We are **dedicated** to preventing direct and indirect discrimination, this framework will detail how this will be achieved. All forms of unfair discrimination on any grounds is unacceptable and will be addressed under the appropriate frameworks and procedures. **Appendix A** provides some examples of unlawful and/or unacceptable behaviour.



# WELCOME TO EQUALITY FOR ALL

## Who is this for?

This framework covers the following protected characteristics as defined in the Equality Act 2010:

- Age.
- Sex.
- Gender reassignment.
- Disability.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religious belief and political opinion.
- Sexual orientation.

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010,
- advance equality of opportunity between our people who share a protected characteristic and our people who do not share it, and foster good relations between our people who share a protected characteristic and those who do not.

We all have a **collective responsibility** to ensure that none of our people are subject to inequality, therefore this framework **will apply** to all our people employed at the Trust, potential employees, temporary staff (including agency or supply staff), contracted staff and members of our school performance review boards.



**Appendix B** contains further information regarding these characteristics.

We are a **responsible employer** and will ensure that we are meeting the obligations under the Equality Act 2010 and embrace the requirement in the Public Sector Equality Duty (PSED). It is our duty as a public body to:



Explore our culture of diversity

What will we do? What do we need you to do?

We value diversity

Our equality objectives

The importance of monitoring

Appendix A

Appendix B



**PONFRACT**  
ACADEMIES TRUST

# WHAT WE WILL DO AND WHAT WE NEED YOU TO DO?

**RECRUIT**

**RETAIN**

**DEVELOP**

**LEAD**

PAGE 5



# WHAT WILL WE DO? WHAT WE NEED YOU TO DO?

## What we will do?

Throughout this framework, the term ‘manager’ will refer to the CEO/Executive Director/Headteacher/nominated manager with the delegated authority to action.

### Our managers will:

- Promote equality and diversity throughout the Trust and ensure that all our pupils and our people are aware of their responsibilities and expectations with regard to their conduct.
- Deliver equality of opportunity to all our people including access to information, resources, training, support and application of policies and procedures.
- Ensure compliance with the equality and human rights commission employment statutory code of practice in respect of each protected characteristic.
- Ensure that all customs and practices adhere to the principles stated within this policy.
- Ensure that this policy is implemented effectively and that any contravention will be dealt with under the bullying and harassment, grievance, complaints or disciplinary frameworks as appropriate.
- Ensure arrangements are in place for the monitoring and reporting of data as required and in line with the school workforce census.

- Ensure that before making decisions or taking action an assessment is made as to whether it may have implications for any of our people with particular protected characteristics.
- Ensure policies enhance the positive impact of a proposal and remove or minimise any negative or adverse impact on equality, at the stage that the policy is reviewed.

### Our human resources function will;

- Provide advice and assistance to managers regarding this framework.
- The Director of Operations will be responsible for all employment frameworks, ensuring the principles of this framework is reflected in all our employment practices.

## What do we need you to do?

We all (regardless of your job or position with us) have an **individual responsibility** not to unfairly discriminate, to treat other in a fair and non-judgemental manner, and to promote **positive attitudes** and relationships.

We are an **equal opportunities** employer and education provider, therefore we will hold individual employees accountable for their decisions and actions if they violate this commitment.



Each school will have a Special Educational Needs Co-ordinator (SENCo) who is responsible for the day-to-day management and co-ordination of education to our pupils with special, or disability related needs.





**PONTRACFT**  
ACADEMIES TRUST

# WE VALUE DIVERSITY IN OUR TRUST

**RECRUIT**

**RETAIN**

**DEVELOP**

**LEAD**



# WE VALUE DIVERSITY IN OUR TRUST

Our commitment to equal opportunities framework will be promoted in our contact with:

- Our parents.
- Our people.
- Our school performance review boards .
- Our external organisations.

Every effort will be made in creating equality of opportunity, this will be available by ensuring they are accessible and fair to everyone. We all have the right to **be treated fairly**, regardless of race, gender, sexuality, disability, age, culture, religion, and nationality or caring responsibilities.

We will look (where necessary) to implement reasonable adjustments or **additional support**, to ensure quality of access to education and suitable learning and working environment.

We ask that our people who plan, agree and deliver our education provision recognise diversity and demonstrate a proactive approach in your day-to-day work. We ask that you ensure:

- everyone is treated fairly,
- recognise special education or physical needs and understand the differences.

Our learning environments should be **safe and accessible** for those who are studying and working, we therefore ask that our people and our pupils demonstrate behaviours that reach our high standard of conduct.

We must adhere to statutory legislation and will consider other relevant guidance, which allows us to ensure everyone **is treated equitably**. We will work with other people and organisations to encourage fair treatment of all. In order to meet the special needs of all **members of the community**, we will collect information which will help us plan and develop this service.

We are a **family of schools** and work collaboratively with each other, we will therefore not accept any form of discriminatory behaviour against members of our Trust, our people or our local community.

## Equality through our recruitment and employment guidelines

We are committed to ensuring that our people have equal access to:

- recruitment and career opportunities,
- training,
- professional development.



We recognise that the Equality Act extends beyond the protected characteristic of an individual employee. For example, if you had caring or parental responsibilities for a disabled dependent, you may have rights under this act, as your employer we would consider this.





# WE VALUE DIVERSITY IN OUR TRUST

We are committed to **building a workforce** which reflects the communities we serve. The experiences **our people** bring from their range of backgrounds is invaluable and we want to continue encouraging this. We strive for our people and pupils to **reach their potential**, we therefore will continue to actively promote an environment for all that is free from discrimination and harassment.

## What your managers will do

We are an equal opportunities employer and are against all forms of unlawful and/or unfair discrimination. Your managers are committed to:

- Ensuring all our people, or a stakeholder are treated fairly and not discriminated against on any of the grounds outlined.
- Ensuring all our employment frameworks and practices meet legislative requirements, in respect of equality laws and associated codes of conduct.
- Providing a working and learning environment that is free from discrimination, harassment, bullying, intimidation or victimisation.
- Ensure everyone in our Trust, or a stakeholder of our Trust are treated fairly and not discriminated against on any of the 'protected characteristics' as defined by the Equality Act 2010.

## Our commitment to achieve equality for all

We will ensure that **equal opportunities** and the principles of fairness underpin all aspects of this framework, procedure, education provision, consultation and decision making.

We are **committed** to ensuring equality in its delivery of education, regardless of the service being directly provided by **our people** or contracted to a third party provider. Managers will continually monitor this education provision to ensure that **our pupils** acquire the skills which will enable them to be proactive in their behaviour and learning and to become responsible citizens.

**With your help** our aim is to provide high quality education services, making sure services are easily accessible. To ensure we are **operating collaboratively** and improve the great service we already offer we will consult with:

- Our people.
- Our pupils.
- Our parents.
- Our school performance review boards.
- Our local communities.
- Other partners about equality issues.



All of our policies can be found on the staff shared folders and on the network.





# WE VALUE DIVERSITY IN OUR TRUST

Our recruitment processes will encompass the principles included in the act, all applications will be monitored and we will report on recruitment activity. We will make every effort to create **equality opportunities** for all our people, by ensuring that these are accessible and **fair to all**. In order for you to successfully undertake your job role we will look (where necessary) to implement reasonable adjustments or additional support to ensure equality of access in your working environment.

We will regularly review and improve our HR frameworks and procedures and look to adapt or amend our current practices to promote equality of opportunities. We will ensure that our employment frameworks are applied consistently and fairly and refer to the principles included in the Equality Act 2010.

You have access to a range of policies which support and encourage flexibility and diversity in your workplace.

On the rare occasion, if it is suspected that one of our people breaches this policy, we will be following the employee disciplinary framework.

## Providing nothing but the best for our pupils

We will ensure that our pupils are provided with appropriate support to recognise their individual needs.

This includes protection under the act extending the reasonable adjustment duty to require us to provide auxiliary aid and service to our pupils with disabilities.

If our pupils are pregnant, have recently given birth or are undergoing gender reassignment they will be protected under the Equality Act.

All our frameworks relating to the provision of education, the curriculum, behaviour for learning, attendance, exclusion, medical treatment and safeguarding policies should consider the provisions and duties of the act.

## Our expectations for contractors and service providers

All service providers who are contracted to provide services across the Trust will comply with equality legislation.

We will terminate contracts where the services provided do not meet the standards in relation to equal opportunities and fairness.

Our service level agreements between us, or one of our schools, and the service provider or contractor will ensure that services are made available with due regard for fairness and equality.



## Where possible we will take positive action

We are able to take positive action if our managers believe that an employee, or groups of employees who share a protected characteristic suffer a disadvantage, or their participation is proportionately low.

Positive action allows us to target measures that are designed to alleviate disadvantages experienced by, or meet the needs of our pupils with particular protected characteristics. These measures would need to be proportionate and allow us to achieve a relevant aim.





Explore our culture of diversity

What will we do? What do we need you to do?

We value diversity

Our equality objectives

The importance of monitoring

Appendix A

Appendix B



**PONTRACFT**  
ACADEMIES TRUST

# OUR EQUALITY OBJECTIVES



**RECRUIT**

**RETAIN**

**DEVELOP**

**LEAD**

**READING**  
is to the  
**MIND**  
what  
exercise  
is to the **BODY.**  
**READ**



# OUR EQUALITY OBJECTIVES

We analyse data and other information to help create our equality objectives they will focus on areas that will enable us to **improve equality and opportunity**. The below details our equality objectives for the next three years and to help us achieve these, they will be detailed in our schools and trust improvement plans.

## Providing nothing but the best for our pupils

We are committed to **improving the attainment** of vulnerable groups of pupils, including our pupils with special educational needs, our pupils with disabilities and those entitled to free school meals, so that the gap between their attainment and that of other pupils is narrowed.

We are here to **benefit the children and young people** that walk through our doors. We aim to raise the aspirations amongst our pupils, young people, their parents and our communities which will lead to an increased awareness of career and higher education opportunities and help to **challenge stereotypes**.

The learning resources we use will be free from, racist, sexist and other prejudiced or discriminatory assumptions, images or language. The only exception is where the purpose of the learning is to promote understanding or discussion of these issues.

We will ensure that our curriculum (including our programme of enrichment and extra-curricular activities) is designed to be inclusive and provides **opportunities for all our pupils**.

We will maintain a rigorous anti-bullying stance so that all our pupils and our people, including those with protected characteristics, are **protected from harassment and discrimination** of all kinds.

Our behaviour and learning frameworks have been designed to help **all involved** deal with pupils who use discriminatory homophobic or otherwise offensive language.

## Engaging our people

We are **committed** to equality and diversity and will demonstrate this through applying our employment frameworks and procedures consistently. For example:

- The systems we have in place for recruiting, retaining and managing our people (and potential candidates) will support all groups protected by the Equality Act.
- Our recruitment forms will ask candidates to submit data to enable monitoring equal opportunities.
- We will open our post to the widest pool of applicants.
- We will monitor who is accessing professional development and training opportunities.



Our employment framework and procedures will be reviewed regularly to ensure they follow statutory requirements and best practice.





**PONFRACT**  
ACADEMIES TRUST

# THE IMPORTANCE OF MONITORING THIS DATA

**RECRUIT**

**RETAIN**

**DEVELOP**

**LEAD**



# THE IMPORTANCE OF MONITORING THIS DATA

It is vital that we continually assess and evaluate our commitment to equality and diversity. We will achieve this by using a range of monitoring systems.

We will be monitoring the following:

### Employment/HR

- Ethnicity, gender, age and other personal data.
- Recruitment and retention data.
- Training records.
- Disciplinary and grievance records.

### Pupil data

- Admissions.
- Attendance.
- Behaviour, positive discipline and exclusions.
- Bullying, racist, sexist and homophobic behaviour.
- Complaints.
- Progress and attainment.
- Teaching and learning.
- Data and information published on our websites, including; pupil premium and SEN reports.

If improvements are identified we will review these as part of our employment framework reviews.

Each of our schools are responsible for monitoring the data for their pupils, based on:

- gender ethnicity,
- FSM/ALC,
- SEN/D status,
- any other minority or vulnerable groups.

We will include any improvement on our school improvement plans.

### Our stance on complaints

We will treat all complaints of unlawful (or potentially unlawful) discrimination seriously.

### Equality Impact Assessment (EIA)

If changes in our policies, practices or procedures are required they should be assessed under an EIA framework and consulted on with the recognised trade unions.





PONTEFRACT  
ACADEMIES TRUST

# APPENDIX A - UNLAWFUL BEHAVIOUR



CARLTON HIGH SCHOOL

There's barely any aspect of our modern lives that hasn't had a mathematical contribution at some point.

Hannah Fry

RECRUIT

RETAIN

DEVELOP

LEAD



# APPENDIX A - UNLAWFUL BEHAVIOUR

All forms of unfair discrimination on any grounds is unacceptable and will be addressed under the appropriate policies and procedures.

## Direct discrimination

Direct discrimination occurs when a person treats another less favourably than they treat or would treat others because of a protected characteristic they possess (paragraph 1.2.1) and/or:

- A protected characteristic of someone they are associated with, such as a friend or family member/colleague and referred to as direct discrimination by association.
- A protected characteristic they are thought to have, regardless of whether this perception by others is actually correct or not and referred to as direct discrimination by perception.

## Indirect discrimination

Indirect discrimination occurs when an organisation's practices, policies or procedures have the effect of disadvantaging people who share certain protected characteristics.

## Harassment and bullying

Discrimination law covers harassment on a variety of grounds including disability, colour, ethnic or national origin, race, religious belief or other similar philosophical belief, and sexuality. The Equal Treatment Amendment Directive means the Sex Discrimination Act contains a specific prohibition against harassment and sexual harassment. The Employment Equality (Age) Regulations 2006 have outlawed harassment on the grounds of age.

Harassment and bullying comes in many forms including: cyber and electronic forms (e.g. emails, texts, blogs etc), physical contact which is unwanted, unwelcome remarks about a person's dress, appearance, race or marital status, jokes, offensive language, gossip, slander, sectarian songs and letters, posters, graffiti, obscene gestures, flags, bunting and emblems, isolation or non-cooperation and exclusion from social activities, coercion for sexual favours and pressure to participate in political/religious groups. Harassment can also exist as a result of the general prevailing culture, for example one in which it is acceptable to tell discriminatory jokes.



## Victimisation

Victimisation is where an employee is singled out for using their workplace complaints procedures or exercising their legal rights. For example, bringing a complaint of discrimination or giving evidence or information on behalf of another employee who has brought proceedings for discrimination.

Victimisation may present itself in many ways. It may be that individuals are refused requests for time off, denied promotion or training, ignored by their manager or colleagues, criticised continually for their work.





Explore our culture of diversity

What will we do? What do we need you to do?

We value diversity

Our equality objectives

The importance of monitoring

Appendix A

Appendix B



**PONFRACT**  
ACADEMIES TRUST

# APPENDIX B - PROTECTED CHARACTERISTICS

**RECRUIT**

**RETAIN**

**DEVELOP**

**LEAD**

PAGE 17



# APPENDIX B - PROTECTED CHARACTERISTICS

## Age

Age diversity within the workforce is promoted and valued through:

- challenging age stereotyping,
- recognising the benefits of a mixed-age workforce.

## Sex

Women and men are fully and properly represented and rewarded for their contribution at all levels of the organisation through:

- challenging gender stereotypes,
- supporting our people in balancing their life at work and at home,
- supporting our people who become pregnant and taking active steps to facilitate their return to work after maternity leave.

## Gender re-assignment

People who plan to undergo, are undergoing, or have undergone gender re-assignment are protected against all forms of discrimination and harassment. The Trust will take positive steps to support a trans-gender person and ensure they are treated with dignity and respect.

## Disability

The abilities of disabled people are recognised and valued at all levels of the Trust through:

- focusing on what people can do rather than on what they cannot,
- challenging stereotypes about people with disabilities,
- making appropriate reasonable adjustments in the workplace to help people with disabilities achieve their full career potential.

## Marriage and civil partnership

People are treated fairly and equally in the workplace irrespective of their marital, civil partnership or family status. This includes terms and conditions of employment, including contractual benefits, ensuring they do not disadvantage or exclude people because they are married or a civil partner. This extends to terms and conditions and benefits given to opposite-sex married employees and their spouses, same-sex married employees and their spouses, and civil partner employees and their partners.





# APPENDIX B - PROTECTED CHARACTERISTICS

## Pregnancy and maternity

Women are treated fairly during the period of pregnancy and any statutory maternity or additional maternity leave entitlement and they are not disadvantaged because of their pregnancy or maternity. For example, any period of absence due to pregnancy-related illness is not taken into account when taking a decision about employment and in accordance with the law.

## Sexual orientation

People are treated fairly in the workplace irrespective of their sexuality through:

- respecting different lifestyles,
- challenging negative stereotypical views.

## Race

The racial and cultural diversity of our communities is represented at all levels of the Trust through:

- challenging racial stereotypes,
- understanding, respecting and valuing different racial and cultural backgrounds and perspectives.

## Religious belief and political opinion

People are treated fairly irrespective of their religious beliefs and practices or political opinions by recognising individuals freedom of belief and right to protection from intolerance and persecution.

