

The Canterbury Academy Trust

Schools for all the Talents



Name of policy	Equality and Diversity Overarching statement
Document owner	Equality Team CPS – Bev Farrell & Beth Wilson CHS – Jon Watson, Angela Banbery, James Brooke, Viki Butler, Lucy Winslow and Steve Hadlow Personnel – Dom Etheridge and Claire Crane CCC – Adam Fairbrass
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The Canterbury Academy Trust

Equality and Diversity Overarching Policy

At The Canterbury Academy Trust every person in our school community has the right and the responsibility to be treated and treat others with mutual respect and in so doing promote everyone's right to learn, work and develop. This simple belief applies to all in our community irrespective of any grouping, which might categorise individuals and therefore lead to discriminatory practices. Based on this belief our procedures and practices will be inclusive and aim to embrace all in our learning community by adhering to the following principles:

The Canterbury Academy Trust recognises its responsibilities and duties under legislation relating to equality and diversity. Recent and forthcoming legislation covers equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity.

The Trust will aim 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.

The Canterbury Academy Trust recognises that there are different categories of discrimination under the law. These are:

- Direct discrimination is unlawful for all protected grounds except, in some circumstances, age and disability in schools. Direct discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.
- Indirect discrimination occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)
- Associative discrimination is direct discrimination against someone because they are associated with another person with protected characteristics, for example carers if they are partners to someone from another country.
- Discrimination by perception is direct discrimination against someone because others think they have protected characteristics (even if they don't).
- Victimisation is treating a person less favourably because they have taken action in respect of discrimination e.g. by bringing a complaint or giving evidence for a colleague. It is also unlawful.
- Harassment is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the

relevant characteristics such as sex or race. It is also unlawful in many of the situations covered by discrimination law. It is also applicable if an offensive comment is overheard, even if it is not directed at the person who heard it.

- Harassment by a third party: for visitors to the site, such as parents & contractors to harass others for example if they made an offensive joke whilst on the academy site.

The Canterbury Academy Trust recognises its responsibilities as an employer (in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures) to ensure:

- It does not discriminate in the employment, advancement or treatment of staff on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief, age, marriage and civil partnership, pregnancy and maternity.
- It makes such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.
- It has a fair reference procedure supported by performance management.
- It recognises that it cannot ask an employee about their health (physical disabilities, mental health) before offering them a post, unless there is proof that the employee is required to carry out an essential task as part of their role i.e. heavy lifting or to monitor diversity. This also includes requesting information on their sick leave in previous employment.
- It raises awareness of all beliefs, faiths and religions and offers appropriate training to staff particularly around sensitive and confidential issues, for example FGM, honour based violence and forced marriages; so that all our employees feel supported and safe in their environment.

The Canterbury Academy Trust recognises its responsibilities with regard to students and will ensure that:

- It does not discriminate against children seeking admission or with regard to how students are treated, on grounds of sex and sexual orientation, race, disability, religion or beliefs. This includes discrimination in provision of teaching or allocating the student to certain classes, applying different standards of behaviour, dress and appearance, excluding students or subjecting them to any other detriment, and conferring benefits, facilities or services. It also entails fair procedures for dealing with discrimination from any member of this learning community.
- It makes such reasonable adjustments as are necessary to prevent disabled students being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably.
- It will not discriminate against students or potential students on the grounds of their sex or sexual orientation or that of their parents, carers or other associates.
- It raises awareness of all beliefs, faiths and religions and offers appropriate training to staff particularly around sensitive and confidential issues, for example FGM, honour based violence and forced marriages; so that all our students feel supported and safe in their environment.
- The Canterbury Academy Trust celebrates diversity and has an educational vision which empowers and adds value to a child's development. Our curriculum encourages students to ask challenging questions and develop a strong sense of their individual identity, as well as the ability to understand and communicate with people from other cultures.

(The Board of Directors notes that school curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief and that age discrimination legislation does not apply to the treatment of students or the delivery of education.)

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Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

- It publishes annually its gender pay gap report on the Trust website

The Canterbury Academy Trust recognises its responsibilities with regard to parents, carers and all other adults who visit or who are in contact with the trust so that:

- All are welcomed, valued and contribute to the life of the trust.
- None are discriminated against with regard to how they are treated, on grounds of sex, race, disability, religion or belief, gender reassignment, marriage and civil partnership, pregnancy and maternity, sexual orientation or age.

The Canterbury Academy Trust recognises that there is a duty to promote equality.

Race (colour, nationality, ethnic or national origin)

- The Canterbury Academy Trust has a legal and moral duty to promote equality of opportunity and to promote good relations between persons of a different race and nationality.
- The Canterbury Academy Trust will assess and monitor the impact of policies on students, staff and parents, in particular the attainment levels of students from different racial groups.

Disability (which includes mobility, sensory impairment, specific learning, mental health and medical conditions i.e. HIV, multiple sclerosis, cancer and including people diagnosed as clinically obese)

The Canterbury Academy Trust recognises its duty, when carrying out its functions, to have regard to the need to:

- Promote equality of opportunity between disabled and other people.
- Eliminate discrimination and harassment; promote positive attitudes to disabled people.
- Encourage participation by disabled people in public life.
- Take reasonable steps to meet disabled people's needs including appropriate support, even if this requires more favourable treatment and where practical make reasonable adjustments to services and facilities (i.e. consider providing auxiliary aids).
- Where reasonably practical to ensure that The Canterbury Academy Trust premises will be made safe and accessible to meet the needs of both the physical and learning environment requirements.
- Ensure potential students and staff with a disability will be able to make a fully informed choice about the suitability to The Canterbury Academy Trust to meet their needs and that entry will never be barred on grounds of their disability.

Gender (sex)/Gender reassignment (people who are proposing to or who are having or have had a sex change, transvestites and transgender people).

The Canterbury Academy Trust recognises that (as of April 2007) it has a general duty to:

- Promote equality of opportunity between men and women (including boys and girls).
- Provide an inclusive environment where all students are able to participate fully in all activities (i.e. PE lessons and residential trips), whilst being sensitive towards the needs of the whole community.
- Provide unisex toilets and changing facilities and when participating at another venue that staff ensure appropriate provision is available.
- Consider sleeping arrangements carefully before a visit is undertaken.
- Ensure staff and students are educated on topics such as gender identity.

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- Support students and parental requests to have a preferred name recognised on school systems.
- Allow any gender specific vaccinations to be carried out at the GP surgery in order to eliminate any embarrassment.

Religion (any) or belief, religious, philosophical (including lack of belief) The Canterbury Academy Trust recognises that it has a general duty to:

- Eliminate unlawful discrimination and harassment on grounds of religion or belief.

Sexual orientation (lesbian, gay, bisexual, heterosexual, questioning)
The Canterbury Academy Trust recognises that it has a general duty to:

- Eliminate unlawful discrimination and harassment on grounds of sexual orientation
Marriage and Civil partnership.
- The Canterbury Academy Trust recognises that it has a general duty to: protect employees who are married or in a civil partnership against discrimination.

Pregnancy and maternity

The Canterbury Academy Trust recognises that it has a general duty to ensure a woman is protected against discrimination on the grounds of pregnancy and maternity throughout her pregnancy and the statutory leave she is entitled to:

- Eliminate unlawful discrimination and harassment should a pupil become pregnant or recently given birth and continue to provide full time education for pupils of compulsory school age.
- Acknowledge that mothers can now breastfeed in public (on the premises) and cannot be asked to move to a private place.

Vulnerable groups

The Canterbury Academy Trust recognises that it has a general duty to:

- Ensure that vulnerable groups are able to overcome the barriers to learning.
- Ensure that suitable learning challenges are set for all students.
- Ensure that it responds to the diverse needs of all learners.

The Canterbury Academy Trust will ensure that the following steps are taken to promote and monitor issues of 'equality & diversity'.

- Promote equality and good race relations across school activity.

- Record racist incidents

Any information relating to the school action plans, strategies and monitoring process are available to the public on request. The named professionals at The Canterbury Academy Trust for oversight of these important areas are:

- The Trust Executive Vice Principal responsible for the primary phase/Head of School responsible for Ethos, Engagement and inclusion who will implement strategies and monitor progress for

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student attendance, behaviour, safety (child protection), engagement in education and student achievement.

- The Assistant Vice Principals responsible for Ethos and Engagement and Attendance at the secondary school who will implement strategies and monitor progress for student attendance, behaviour, safety (child protection) and engagement in education.
- The Head of Middle School, Head of Senior School or Head of Sixth form are responsible for student outcomes at the secondary school who will implement strategies and monitor the progress of student achievement.
- The Head of City and Coastal College who will keep central records for any student using the provision. All relative information will be reported to the place the student is currently on roll.
- The Personnel Team who will address all issues pertaining to members of staff at The Canterbury Academy Trust.

British Values

Pupils are taught to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The Trust's ethos and teaching supports the rule of English Civil and criminal law and we do not teach anything that undermines it. Pupils are made aware of the difference between the law of the land and religious law.

There is no place for extremist views of any kind at the academy. (Prevent strategy July 2015)
Note:

This overarching policy statement has been informed by the following legislation:

- Sex Discrimination Act 1975, as amended Equality Act 2006 (gender).
- Sex Discrimination (Gender Reassignment) Regulations 1999 (gender reassignment).
- Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000 (race).
- Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005 (disability).
- Employment Equality (Sexual Orientation) Regulations 2003, as amended (sexual orientation).
- Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006 (religion or belief).
- Employment Equality (Age) Regulations 2006 (age).
- The Equality Act (October 1 2010).
- DFE – The Equality Act 2010 and school departmental advice published May 2014.

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- DFE – Promoting Fundamental British Values as part of SMSC in schools November 2014.
- DFE - Prevent strategy July 2015.