



## The Pegasus Academy Trust - Equalities Policy

### A) Aim of Policy

- A1** The aim of this policy is to promote equality of opportunity for all groups within the Pegasus Academy Trust, herein referred to within this policy as 'The Trust'. The Directors of The Pegasus Academy Trust are committed to a policy of equality for all pupils, staff, parents, carers and members of the academy councils and will work to the principles of equal opportunities in all aspects of school life. We believe that everyone in our schools is of equal value and should be treated fairly. In order to achieve this, we aim to provide an education and school experience, within our schools and wider community, free from discrimination on the grounds of special educational needs and disability, gender and sexual orientation, race, religion, not having English as a first language, disadvantage and ability (including being more able).
- A2** The Pegasus Academy Trust is committed to challenging and preventing discrimination, whether it occurs directly or indirectly. We treat each other equally, with dignity and respect, and seek to promote equality at, all times. We actively promote positive values and attitudes regarding special educational needs and disability, gender and sexual orientation, race, religion, not having English as a first language, disadvantage and ability (including being more able) within our schools and wider community.

### SECTION 1 THE EQUALITY PLAN

#### 1. Introduction

- 1.1** The Pegasus Academy Trust has due regard to its obligations under the Equality Act 2010. All policies and practices, including admissions arrangements and decisions, must meet the requirements of the Act. The Trust is subject to the Public Sector Equality Duty, and therefore it must have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations in respect of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 1.2** This Equality Plan sets out in detail how the Trust intends to meet its statutory duties and follow best practice. It is effectively a strategy and action plan which summarises the Trust's approach to equality across all groups.

#### 2. Purpose - Aims and values

- 2.1** The purpose of the Equality Plan is to provide equality and excellence for all, in order to promote the highest possible standards. The principles of this plan apply to all members of the Trust's community – pupils, staff, parents, community members of our local academy council and directors.
- 2.2** The overall aim is to provide a framework for the Trust to pursue its equality objectives. In each of our schools we aim to:
- a)** eliminate unlawful discrimination and harassment;
  - b)** promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all its activities;

- c) endeavour to create a community where pupils are well prepared for life in a diverse, pluralist society;
- d) promote the principle of fairness and justice for all through the education that we provide in our school;
- e) ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone;
- f) ensure that no pupils, staff, parents or carers or any other person through their contact with our schools receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

### **2.3** We will do this by:

- a) treating all those within each school community (e.g. pupils, staff, governors, parents, carers, visitors and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience;
- b) creating and maintaining an ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices through our leadership, teaching and the wider curriculum;
- c) encouraging everyone in our schools' communities to gain a positive self-image and develop high self esteem;
- d) having high expectations of everyone involved with the Trust;
- e) recognising we may have to treat some pupils or staff members differently in order to ensure equality of opportunity;
- f) ensuring that all pupils and staff members have equal access to the full range of educational and development opportunities provided by the Trust;
- g) challenging personal prejudice and stereotypical views whenever they occur.
- h) valuing each pupil's and staff member's worth;
- i) celebrating the individuality and cultural diversity of the community centred on our schools, and showing respect for all minority groups;
- j) promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly within our policies and rules;
- k) constantly striving to remove any forms of indirect discrimination that may form barriers to learning or development for some groups;
- l) identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all;
- m) Monitoring evaluating and reviewing all the above to secure continuous improvement in all that we do.

## **3. Leadership, Management and Governance**

**3.1** The Trust's Board of Directors is committed to meeting its duties under equality legislation.

**3.2** It is the responsibility of all staff, including those helping on a voluntary basis, and partner organisations to promote equality.

**3.3** The Board of Directors will endeavour to ensure that all relevant policies reflect its commitment to the principles of equality and that this commitment is reflected clearly in all its work.

- 3.4** The Trust ensures the involvement of staff, directors and members of the local academy councils and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.
- 3.5** Outcomes of monitoring and assessment will be reported to local academy councils and the Board of Directors and other key partners.
- 3.6** Members of the Trust's community will be kept informed of equality and diversity initiatives
- 3.7** The Trust adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and HR guidance. The Trust seeks to encourage people from under-represented groups to apply for positions at all levels.
- 3.8** Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan.
- 3.9** Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

#### **4. Personal development and pastoral care**

- 4.1** Our pastoral support systems take account of disability, gender, religious and ethnic differences and the experiences and particular needs of people living in a diverse society.
- 4.2** Support is given to victims and perpetrators of harassment and unacceptable behaviour.
- 4.3** External agencies are involved, where appropriate.
- 4.4** Our schools use monitored data, including that relating to disability, ethnicity, gender and SEND, to monitor admissions, attendance, exclusions. Also, the use of sanctions and rewards, including that relating to disability, ethnicity, gender and SEND, will be used to monitor the attainment, progress and the well-being of pupils and, where appropriate, targets will be set. Analysed results will be used to inform planning and decision-making.

#### **5. Learning and Teaching**

- 5.1** Within The Pegasus Academy Trust all pupils have access to the mainstream curriculum with learning activities appropriately differentiated to meet the specific needs of individual pupils.
- 5.2** Staff ensure that the classroom is an inclusive environment in which all pupils feel safe, included and their contributions are valued. Where required, appropriate modifications or adjustments to the classroom and/or wider school environment may be made to support and accommodate pupils with specific needs or disabilities, e.g. multilingual labels, visual timetables, inclusion of quiet areas, accessibility adjustments or provision of specialist equipment, etc.
- 5.3** Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

- 5.4** Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review.
- 5.5** Classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.
- 5.6** Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities

## **6. The Curriculum**

- 6.1** Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The Trust's senior leadership and middle leadership teams monitor and evaluate their effectiveness in providing an appropriate curriculum for pupils of all backgrounds.
- 6.2** The curriculum builds on pupils' starting points and needs and is differentiated appropriately to ensure the inclusion of boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils who are disadvantaged; pupils from minority groups; pupils who are more able; pupils with special educational needs; pupils who are looked after by the local authority or who have other additional or complex needs (e.g. caring responsibilities) and pupils who are at risk of disaffection and exclusion.
- 6.3** Our curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
- 6.4** The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.
- 6.5** Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils. Teaching and curriculum development are monitored to ensure high expectations of all pupils from all groups.

## **7. Admissions attendance, behaviour, discipline and exclusion**

- 7.1** The admissions process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils.
- 7.2** The Trust's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. Each school takes this into account when dealing with incidents of unacceptable behaviour: all staff apply consistent systems of rewards and sanctions.
- 7.3** Exclusions and attendance are monitored and effective action is taken in order to reduce gaps between different groups of pupils.
- 7.4** Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues.

**7.5** Pupils, staff and parents are aware of Trust procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.

**7.6** Appropriate provision is made for leave of absence for religious observance for pupils and staff.

## **8. Attainment, progress and assessment**

**8.1** Within The Pegasus Academy Trust, staff have high expectations of all pupils and they continually challenge them to attain at the highest possible level. The Trust recognises and values all forms of achievement.

**8.2** The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. Each school ensures that action is taken to counteract this.

**8.3** Staff use a range of methods and strategies to assess pupil progress. The Trust ensures, where possible, that assessment is free from gender, racial, cultural and social bias.

**8.4** Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

## **9. Partnership with parents and the community**

**9.1** The Trust endeavours to provide information for parents and carers in accessible, user friendly language and formats and in community languages, and alternative formats when requested.

**9.2** Progress reports to parents and carers can be provided in a range of formats reflecting their needs, e.g. enlarged print. All parents and carers are encouraged to participate at all levels in the full life of their child's school. Information and meetings for parents and carers are made accessible for all.

**9.3** Parental involvement is monitored to ensure the participation of parents and carers from all groups whose children are pupils at our schools. When appropriate, each school will take steps to encourage the involvement and participation of under-represented groups of parents, carers and sections of the community.

**9.4** Each school works in partnership with parents, carers and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and, at times, may target minority or marginalised groups.

**9.5** The Trust recognises it also has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives.

## **SECTION 2 OUR EQUAL OPPORTUNITIES STATEMENT**

### **10. Equal Opportunities Statement**

**10.1** Our commitment to equality of opportunity, as outlined in the aim of this policy, is underpinned by our Pegasus Values which are displayed prominently throughout the Trust. These are:

- a) We care;
- b) We are proud of ourselves and proud of each other;
- c) We are safe, healthy and happy;
- d) We have good manners;
- e) We strive to be independent learners.

### **11. Special Educational Need and Disabilities**

**11.1** We believe that all children, including those identified as having Special Educational Needs and Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

**11.2** The Disability Discrimination Act 2005 places a duty on schools, when carrying out their functions, to have due regard to the need to:

- a) promote equality of opportunity between disabled persons and other persons
- b) eliminate discrimination that is unlawful under the Act
- c) eliminate harassment of disabled persons that is related to their disabilities
- d) promote positive attitudes towards disabled persons
- e) encourage participation by disabled persons in public life; and take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

**11.3** Our aims are to

- a) create an environment that meets the special educational needs and disabilities of each child;
- b) ensure that the special educational needs and disabilities of children are identified, assessed and provided for;
- c) work effectively in partnership with the parent/ carer in identifying and meeting the child's needs;
- d) work effectively in partnership with outside agencies and professionals where appropriate;
- e) identify the roles and responsibilities of staff in providing for children's SEND;
- f) ensure equality of opportunity/ entitlement and access to all elements of the school curriculum;
- g) ensure that our children have a voice in this process.

**11.4** Teachers take account of children's individual needs and make provision, where necessary, to support individuals or groups of children and thus enable them to learn effectively. Some children may need additional or different help from that given to other children of the same age including advice and/or interventions from outside agencies and organisations.

**11.5** The ways in which our aims are translated into practice are explained in depth in our School Information Report and SEND Policy. These are available on our Trust website for all parents and carers..

**11.6** The Board of Directors seeks to ensure that people with disabilities are not discriminated against when applying for jobs within The Trust. The Directors take all reasonable steps to ensure that each school's environment properly accommodates people with disabilities.

## **12. Gender equality**

**12.1** We recognise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve boys' attainment do not do so at the expense of achievement by girls.

**12.2** We recognise that some children may be vulnerable because of their sexual orientation or gender dysphoria. Any child dealing with such issues has the right to be known as, and to be accepted as, the gender or sexuality with which he or she affirms.

**12.3** Pupils will be made aware of how the gender equality policy applies to them at induction and as part of the school aims, values and in the curriculum. They will learn to treat each other with respect and have the confidence to report incidents of harassment to adults.

**12.4** To promote gender equality we will:

- a) promote mutual respect and positive relations between boys and girls, and men and women;
- b) demonstrate non tolerance of sexual or homophobic behaviour or harassment;
- c) ensure that the attainment and progress of pupils are monitored by gender;
- d) provide resources and differentiated curriculum to address the needs of groups of pupils of either gender who are underachieving
- e) ensure that the Trust is developing effective arrangements regarding pupils' use of space both inside the building and outdoors so that girls and boys have equal access to social and play spaces;
- f) ensure through PHSE there are opportunities for pupils to discuss gender issues;
- g) ensure that both genders have equality of access to curricular and extra-curricular activities;
- h) ensure that both genders have equal access to learning resources;
- i) ensure that both genders have equal access to the roles of responsibility;
- j) ensure that all resources avoid traditional gender stereotypes and promote positive images of achievement and role by both genders;
- k) monitor staff recruitment, retention and career development to promote a gender balance

## **13 Racial equality**

**13.1 Definition.** Racism is a general term covering a wide range of unacceptable, and often unlawful, behaviour which includes, threatening, abusive or insulting words or behaviour. It may constitute persistent racial abuse and further aggravating behaviour but there are other

subtler forms of harassment that can be equally distressing. Racial discrimination occurs when someone is treated less favourably because of their ethnic/racial background.

**13.2** In the Trust, while adhering to the principles of British Values we will:

- a) strive to eliminate all forms of racism and racial discrimination;
- b) make clear we do not tolerate any forms of racism or racist behaviour;
- c) challenge any form of racist behaviour;
- d) work to ensure that pupils and staff understand the importance of promoting race equality for the dignity of people and the well-being of the school and the whole community.

**13.3** All complaints of racist incidents, racial discrimination and racial harassment will be dealt with fairly, firmly and consistently. They will be formally recorded, as will their resolution.

**13.4 Teaching and Learning.** We believe that pupils make most significant progress if the curriculum is relevant, accessible and interesting. Therefore staff will:

- a) endeavour to ensure that learning draws on the backgrounds and experiences of all pupils;
- b) ensure that curriculum content informs pupils about world cultures and history and encourages understanding and respect for people of all races and cultures;
- c) challenge prejudice and racism through curriculum content;
- d) ensure that resources used in all areas of the curriculum and elsewhere are inclusive and do not assume that the audience is mono-cultural;
- e) critically appraise curriculum materials that include racial stereotypes or undermine respect and understanding between people from diverse backgrounds before use;
- f) promote positive images of people from minority groups and celebrate their contribution to the United Kingdom;
- g) ensure that pupils are equipped to identify, challenge and deal with racism, bias, prejudice and racial stereotyping;
- h) promote an understanding of diverse cultures and reflect this in the displays of work around our schools.

**13.5 Pupil attainment and progress.** In response to national and local data indicating disparity between the relative performance of different racial groups the Trust will seek to minimise and eradicate this by:

- a) monitoring the progress of all minority groups and comparing this with the progress of other pupils in the same and other ethnic groups;
- b) Investigating the reasons for any disparities in the attainment of different racial groups in our schools and tackling them;
- c) working with pupils and parents/carers to set challenging attainment targets;
- d) making sure that teachers have access to performance data so that they can form appropriate expectations and targets for underachieving pupils;
- e) providing guidance or mentoring for pupils at risk of underachieving;
- f) working in partnership with outside agencies when appropriate;
- g) using displays, assemblies and other opportunities to provide good role models from different racial groups;
- h) tackling stereotyping that links ethnic groups with particular occupations or lifestyles where they could undermine the desire to attain highly.



**13.6 Pastoral care and school ethos.** The Trust values the contribution made to the community by all pupils from all ethnic backgrounds and wants them all to feel safe, valued, and included in our school environments. Each school will, therefore:

- a) foster cultural awareness and mutual understanding and respect between pupils;
- b) expect all pupils to play their part in creating and sustaining a positive atmosphere of mutual respect, understanding and cooperation;
- c) ensure all staff have an understanding of the cultural needs of pupils, their families and their communities;
- d) take into account pupils' dietary needs in the provision of foods and in the planning of offsite educational activities;
- e) ensure that the dress code and uniform policy is sensitive to the religious and cultural needs of all groups of pupils and staff;
- f) ensure, wherever possible, that displays of work and assemblies reflect the ethnic make up of each school's community, promote cultural diversity and support increased understanding of the wider world;
- g) monitor the participation of pupils from different ethnic groups in extra-curricular activities and consult and involve pupils in modifying or adding activities if there are found to be deficiencies in the provision;
- h) provide full support for victims of racist incidents, harassment and bullying ensuring responses to all reported incidents involve senior staff.

**13.7 Attendance.** The Trust will:

- a) monitor attendance and absence rates by ethnic group. When appropriate investigate any disparity in such rates for different ethnic groups and address them in partnership with parents, specialist professionals and ethnic minority community representatives;
- b) take action to address any issues that affect, adversely, individual pupils or groups of pupils;
- c) respect the right of pupils to be absent from school for the observance of religious festivals and follow local and national guidance with regard to the length and frequency of such absences;
- d) ensure staff are trained in understanding the cultural differences in behaviour and be aware of them when interpreting disruptive behaviour;
- e) monitor the use of rewards and sanctions by ethnic groups to ensure they are used fairly and equally with pupils, irrespective of their ethnic background;
- f) take proactive steps to prevent exclusion, including early targeting of those perceived to be at risk of exclusion and giving them the appropriate support to try to avoid potential serious indiscipline that may lead to exclusion;
- g) monitor different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives.

## **14. Religion**

**14.1** Within The Pegasus Academy Trust we recognise that many world faiths are represented and practised by our staff, pupils and their families. To promote equality and avoid discrimination we will:

- a) ensure that all Trust policies and religious education plans take account of the needs of the different religious groups whilst bearing in mind that the role of all staff is to support pupils and deliver the schools' curriculum;
- b) ensure Trust resources, including displays, books and posters, positively reflect the Trust's religious diversity;
- c) ensure that our assemblies, while being predominantly Christian in nature, also focus on the practice, beliefs and festivals of other religions;
- d) ensure that we accept and support religious practices when they affect school life e.g. acknowledge the needs of pupils who are fasting; authorise absence due to religious festivals;
- e) liaise with outside agencies, to promote their role in educating our pupils in a particular faith.

**15. English as an additional language.** A high percentage of our pupils within The Trust have a home language in addition to English and many of these pupils are identified as needing EAL support. There are over 30 languages used by children and adults in our schools' communities.

**15.1** Our aims are to:

- a) meet the needs of all pupils for whom English is an additional language;
- b) raise levels of attainment for those minority ethnic groups who are particularly at risk of underachieving.

**15.2** Our objectives are to:

- a) provide a welcoming, accepting ethos in the classroom and throughout The Trust, valuing and celebrating the cultural diversity of the pupils;
- b) meet the need for full acceptance by and integration into peer groups, including security from racial harassment;
- c) ensure a fully inclusive multi-cultural and anti-racist curriculum;
- d) provide continuity, dialogue and partnership between home and school;
- e) emphasise the advantage of bi/multilingualism for minority ethnic pupils and The Trust as a whole;
- f) continue to raise the need for the curriculum to reflect minority ethnic pupils' interests and cultures.

**15.3** Our strategies for learning and teaching include:

- a) teaching which is clearly and sharply focused on EAL pupils and differentiated to meet their needs at different stages and levels;
- b) teaching which identifies a clear language focus for pupils' learning and exploits the language potential of every activity;
- c) mainstream staff taking full responsibility for teaching EAL pupils;
- d) monitoring EAL pupils' progress and responding as appropriate;
- e) encouraging the active involvement of parents, carers and community groups in school life and building strong links with the wider community;
- f) establishing links with local ethnic minority community groups;
- g) establishing harmonious race relations through positive behaviour management policies;
- h) boosting pupils' self-esteem by valuing and celebrating cultural diversity;
- i) using teaching resources which avoid stereotypical and inaccurate images;

- j) encouraging pupils to write in their home languages and speak or sing in assemblies/performances;
- k) ensuring that parents for whom English is not their first language or who are bi/trilingual are welcome and involved in the life of the schools;
- l) inviting and encouraging parents to share their culture with the schools (e.g. displays of traditional dancing, demonstrating and making of resources, Black History Month celebrations);
- m) taking into account the diversity of pupils' cultural experience and ensuring all the Trust's curriculum policies reflect the needs of minority ethnic learners;
- n) providing comprehensive input with meaning supported by context, visual aids and familiarity;
- o) providing the opportunity to build on previous experience, including those acquired outside school;
- p) emphasising communication rather than correction until pupils are confident and fluent in English;
- q) raising awareness that, although lack of fluency in English does not automatically mean that a child has special educational needs, as with English speakers, a proportion of EAL pupils will have special educational needs;
- r) talking to the child's parents to identify if new arrivals from overseas have any particular gifts and talents. Provision may be made for these through differentiation.

**16. Disadvantaged (Pupil Premium) children.** The Trust's statement regarding provision for children termed "disadvantaged" is published in detail along with each school's pupil premium spending and the impact of this on our website. Our evaluation focuses on academic gains and how pupils' self-confidence has developed.

**16.1** Our aims are to:

- a) ensure that teaching and learning opportunities meet the needs of all our pupils;
- b) ensure that appropriate provision is made for pupils who belong to vulnerable groups;
- c) ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed.

**16.2** In order to achieve these aims we employ a number of strategies which include dedicated teaching assistants, targeted interventions, provision of free milk, subsidised educational visits and free places at our breakfast and after school clubs.

**16.3** We employ a range of specialist staff include learning mentors, an educational welfare officer, family support workers and an extended services manager.

**16.4** In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and, as such, we deploy our resources to meet the needs of all disadvantaged children whether they are registered for free school meals or not

**16.5** In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be academically underachieving. We aim to ensure that more able disadvantaged pupils are supported and challenged to fulfil their potential.

**17. Ability including the most able.** We use the term 'ability' to describe pupils' academic prowess. We recognise that pupils within The Trust will reflect varying ability levels across all year groups.

**17.1** In order to promote access and avoid discrimination through ability, we:

- a) plan differentiated learning experiences which meet the needs of all pupils;
- b) acquire the necessary additional resources (human and material) to meet the needs of all pupils including more able, children eligible for pupil premium and pupils with Special Educational Needs or Disability (SEND);
- c) run extra curricula programmes which meet the needs of a range of pupils and which support the taught curriculum, including booster classes etc;
- d) monitor exclusion data by ability, pupil premium entitlement, gender and ethnicity;
- e) identify more able pupils (including more able disadvantaged) regularly and monitor their progress.

**18. Staff recruitment and career development.** The Trust ensures its recruitment and selection procedures are lawful, in line with national and local authority guidelines and follow best practice.

**18.1** The Executive Headteachers have overall responsibility for recruitment within The Trust.

**18.2** Directors, MACs and staff involved in recruitment will be mindful of the benefits of pupils' ethnic backgrounds being reflected in the ethnicities of staff, so that, if possible, pupils have positive role models in school.

**18.3** The Trust ensures that job advertisements and information about the schools do not discourage applications from ethnic minority people because of the way in which posts at the school are described.

**18.4** Staff with responsibility for training and professional development will monitor that ethnic minority staff have equal access and involvement in training and development opportunities.

**19. Policy breaches.** All Directors, MACs, staff, pupils and parents will be expected to abide by the policies and principles set out in this and related policies.

**19.1** All persons covered by the policy are aware of their responsibility to report any action which constitutes or could be deemed to constitute a breach of the policy in line with the school whistle blowing statement and policy– in the first instance to their Head of School.

**19.2** It will be for the Head of School, in consultation with the Executive Heads and Directors, to decide on appropriate response to any breach of the plan depending on circumstances and seriousness. This may include amongst other actions:

- a) use of the Trust's complaints or disciplinary policies;
- b) use of the Trust's behaviour policy and code of conduct;
- c) formal or informal warnings;
- d) fixed term or permanent exclusion or suspension.

- 20. Policy monitoring, reporting and review.** The effectiveness of this Equalities Policy Plan will be reviewed through the Academy Improvement Plan (AIP) cycle and process on a regular basis. This will require scrutiny of pupil data, audits, and discussions with pupils, staff and parents/carers. Issues identified will become part of the AIP process.
- 20.1** The Trust will use a range of mechanisms to consult with and obtain feedback from its pupils, parents, carers and staff and other interested parties, often through face to face discussions, and through our annual questionnaire.