



KNUTSFORD MULTI-ACADEMY TRUST

EQUALITY INFORMATION AND OBJECTIVES STATEMENT¹

Purpose

We are required by law to draw up and publish equality objectives every four years and annually publish information demonstrating how we are meeting the aims of the general public sector equality duty.²

Statement

Equality is of fundamental importance to everybody. At some point in our lives, everyone may face barriers that prevent us fulfilling our potential or participating fully in society. The Multi-Academy Trust supports the aims of the Public Sector Equality Duty 2011, which are to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between people who share a characteristic and those who do not
3. Foster good relations between people who share a characteristic and those who do not

The Multi-Academy Trust welcomes the inclusive principles and requirements of the legislative equalities duties pertaining to Disability, Gender and Community Cohesion. We are committed to promoting equal opportunities and combating discrimination for all members of our school community by:

- Embracing diversity as a strength, which should be respected and celebrated by all those who learn, teach and visit the school
- Recognising and addressing the needs of vulnerable groups by making reasonable adjustments wherever practicable

¹ This is our Equalities and diversity Scheme 2017-20

² The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011

- Countering deprivation and supporting self-sufficiency
- Establishing the cooperation of members of the school(s) communities in the implementation of equal opportunities policy and action, including the reporting of all incidents of discrimination or harassment

No member of our communities will be discriminated against, harassed or receive less favourable treatment on the grounds of the 'protected characteristics' described in the Equality Act 2010 as: race, age, disability or long term health condition, marriage and civil partnership, pregnancy and maternity, gender reassignment, age, religion or beliefs, sex, and sexual orientation.

Specific information about each individual duty is detailed below.

The Disability Equality Duty

The Multi-Academy Trust subscribes to the broader definition of disability contained in the Disability Discrimination Act (2005) and the Equality Act 2010.

'A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'

This includes all students with Special Educational Needs (SEN) statements and members of the Multi-Academy Trust community with serious medical conditions, where this is defined as such by occupational health or other relevant agencies.

The Disability Discrimination Act (DDA) requires the school to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the Multi Academy Trust
- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to meet disabled people's needs which may require more additional support

The Multi-Academy Trust readily accepts its responsibilities to implement these duties for any disabled individual by making reasonable adjustments in its provision where it believes it is practical to do so.

The Gender Equality Duty

The Multi-Academy Trust is committed to ensuring equal treatment of all its employees, pupils and any others involved in it, regardless of gender, in compliance with the Equality Act. It will not tolerate harassment of people based on their gender, or transgender, status. This aims to ensure

that neither males nor females are treated less favourably in any procedures, practices or aspects of our work.

The current gender ratios of the Multi-Academy Trust are:

Teachers/Support Staff

Male	28/11
Female	43/38
Total	71/49
Ratio	28:43/11:38

Students - Academy

Year	Female	Male	Total
7	87	88	175
8	82	94	176
9	83	80	163
10	72	79	151
11	75	62	137
12	53	42	95
13	40	32	72
Total	417	477	894

Students – Studio

Year	Female	Male	Total
10	11	17	28
11	9	11	20
12	10	11	21
13	9	16	25
Total	39	55	94

Racial Equality and Community Cohesion

All students and adults within the school community are unique, have rights and responsibilities and should be treated equally and with respect.

Our development of understanding regarding racial and ethnic diversity is progressive and we will work with staff, parents, the LEA and the wider community in order to develop understanding and ability to work with students, particularly in relation to racial incidents and instances of extremist or unlawful behaviour.

We will work with staff, students and others (where required) to promote an integrated and cohesive community that reflects the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The Multi-Academy Trust will not tolerate any form of racial or religious discrimination. Any incident which is perceived by the victim or any other person to be racist will be investigated and resolved. We do not believe that any of the following are acceptable:

- Name calling, insults and racist 'jokes'
- Religious discrimination
- Verbal abuse and threats
- Racist comments
- Racist graffiti
- Physical assault or the threat of physical assault where race appears to be the motivating force
- Display of racist badges or insignia on the person or clothing
- Ridicules of cultural preferences
- Bringing racist materials onto The Studio premises
- Using The Studio's computer system to access or distribute racist material
- Refusal to work with or co-operate with others because of their race, colour, ethnicity or language
- Ignoring or paying undue attention to others because of their ethnic origin
- Damage caused to a person's property that is racially motivated
- Incitement of others to behave in a racist way

All racist incidents are recorded on a register and reviewed monthly.

Current data shows the following ethnicity profile of the student and staff population across Knutsford Multi Academy Trust:

Ethnic Group	Student Numbers	%	Staff Numbers	%
Bangladeshi	0	0	0	0
Indian	3	0.28	0	0
Any Other Asian Background	1	0.09	0	0
Pakistani	8	0.75	0	0
Black -African	2	0.19	0	0
Black Caribbean	3	0.28	0	0
Any Other Black Background	2	0.19	0	0
Chinese	1	0.09	1	0.8
Any Other Mixed Background	20	1.88	1	0.8
White and Asian	9	0.85	0	0
White and Black African	7	0.66	0	0
White and Black Caribbean	13	1.22	0	0
Information Not Yet Obtained	12	1.13	0	0
Refused	30	2.8	0	0
White - British	910	85.61	117	97.5
White - Irish	3	0.28	1	0.8
Any Other White Background	31	2.92	0	0
Any other Ethnic Group	8	0.75	0	0
Total	1063	100	120	100

How does Knutsford Multi-Academy Trust address the Equality Duty ? ³

By challenging inequality in the classroom:

- Seeking ways to promote diversity and discussing prejudice within teaching and learning
- Removing any student from the immediate situation, ensuring that staff remove the affected students to a private place for a conversation
- Being consistent in any response, challenging every time they are heard and taking the same action. Discriminatory language colludes with, and reinforces, prejudiced behaviour
- Striving for clarity. Providing a student a chance to explain why they said what they said and why they think staff are talking to them about it, and then offering the student an explanation of why action is being taken
- Communicating effectively, speaking clearly and calmly and using terminology confidently and without fear of offending. 'Opening up' conversations rather than avoiding them. People will remain ignorant of issues unless they are given the chance to explore them
- Taking further action, ensuring that staff record any incident and resultant conversation using the Multi-Academy Trust discrimination recording pro-forma and referring on if necessary
- Speaking to the victim and informing them of what action staff have taken and why
- Creating an opportunity for restorative mediation, if appropriate

By continuing to develop a voice for students, staff, parents or carers and others community through:

- Interviews with students and staff
- Consultation with Multi-Academy Trust Parliament
- Staff Meeting and Equalities training
- Explicitly targeting under-represented groups if necessary

By gathering information:

- Monitoring of students' academic progress and conduct. Issues arising from this around disability, gender, race or socio-economic factors will be dealt with using appropriate intervention strategies where they are needed
- Personal and social development of all students be monitored discretely by form tutors, Student Services, staff within the Special Needs faculty and the professional expertise of classroom teachers. Any perceived inequalities or particular needs will be addressed accordingly

³ This section should be published annually

Other relevant policy areas:

- Admissions
- Anti-Bullying
- School behaviour
- Collective Acts of Worship

Conducting Impact Assessments

The Multi-Academy Trust will conduct an annual Equalities Impact Assessment on members of the school community in relation to their racial group, gender, disability, sexual orientation, age and religion – usually in September each year. This document can be made available in other formats on request.

Monitoring and evaluation

The senior leadership team will evaluate the impact of these arrangements at least annually.

Policy lead:	Janet Robinson
Last review date:	2017 (with amendments in March 2018)
Next review date:	October 2020
Approval needed by:	Executive Principal