

Equality, Diversity, Inclusion & Anti-Racism Policy

Updated and influenced by the School Anti-Racism policy written by the Hull Young Mayor's Anti-Racism Campaign Group 2022



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Related Policies

**Code of Conduct
Whistleblowing
Resolving Issues at Work
Safeguarding (including 'Prevent')**

Where is this policy published?

Thrive Intranet & Website

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1 Policy at a glance

Thrive is committed to fostering an inclusive environment that values diversity and eliminates discrimination. This policy outlines the Trust's commitment to upholding the Equality Act 2010 and addressing racism.

1.1 Key Principles:

- **Diversity and Inclusion:** Thrive recognizes the benefits of a diverse workforce and strives to create an inclusive culture;
- **Anti-Racism:** The policy addresses racism as a systemic issue and commits to identifying and eliminating racist practices;
- **Equality of Opportunity:** The Trust ensures equal opportunities for all, regardless of protected characteristics;
- **Accountability:** All members of the school community are accountable for promoting equality and challenging discrimination.

1.2 Key Actions:

- **Policy Implementation:** The Trust Board, CEO, and school leadership are responsible for implementing and enforcing the policy;
- **Staff Training:** Staff will receive training on equality, diversity, and anti-racism to ensure understanding and compliance;
- **Curriculum and Teaching:** The curriculum will be inclusive and promote positive attitudes towards diversity;
- **Pupil Support:** The Trust will provide support to pupils who experience discrimination or racism;
- **Monitoring and Review:** The policy will be regularly monitored and reviewed to ensure its effectiveness.

1.3 Addressing Racism:

- **Recognizing Racism:** The policy acknowledges the prevalence of racism and its impact on individuals and communities;
- **Challenging Racism:** The Trust encourages open dialogue about racism and promotes a culture of challenge and accountability;
- **Restorative Practices:** The policy emphasises restorative practices to address incidents of racism and promote understanding;
- **Equity and Equality:** The Trust recognizes the need for equitable approaches to address the specific needs of marginalised groups.

- 1.4 By adhering to this policy, Thrive aims to create a positive and inclusive environment where everyone feels valued and respected.

2 Introduction

- 2.1 Thrive welcomes the support of recognised Trade Unions in seeking to implement this policy in a fair and consistent manner.

- 2.2 Prior to final approval by the Trust Board this policy has been the subject of consultation with unions and professional associations; their suggested amendments have been taken into consideration and changes made where they can be agreed.
- 2.3 The Trust is committed to ensuring equality of treatment and fairness in its day to day operation in line with the Equality Act 2010. To this end, the CEO and school managers will share this code of conduct with staff at induction and from time to time during their time at the school to ensure that staff know what is expected of them.
- 2.4 The Trust is fully committed to developing, maintaining and supporting an inclusive culture and environment for the benefit of our colleagues and the communities we serve. Thrive values the differences that a diverse workforce brings and is committed to eliminating unlawful and unfair discrimination.
- 2.5 The Equality Act 2010 combined nine separate pieces of legislation into one single Act simplifying the law and strengthening it in important ways to help tackle discrimination and inequality. The Act introduced nine protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. These are not exhaustive and incidents of discrimination on any other grounds will be taken equally seriously. The Trust will not discriminate because of any protected characteristics and will build a culture that values openness, fairness and transparency.

3 Background of the Hull Young Mayor's Anti-Racism Campaign (HYMARC)

- 3.1 In 2022, Amelia Franczak, Hull Young Mayor & her Anti-Racism Campaign Group, wrote an Anti-Racism policy, to be distributed around the city to help and promote schools to write an Anti-Racism policy. This has subsequently been used for the review and redrafting of the Thrive Equality, Diversity & Inclusion policy to become this Thrive Equality, Diversity, Inclusion & Anti-Racism policy.
- 3.2 HYMARC states that the purpose of their Anti-Racism policy "is to ensure that all schools in Hull have an effective anti-racism policy in place to ensure all learners irrespective of race, ethnicity and culture are recognised and valued and where the curriculum responds to the diverse needs of individual students."
- 3.3 HYMARC states that: Hull is a predominantly white city and therefore racism may not appear to be a frequent issue in our educational and home environments, however regardless of someone's 'race', racism impacts every single person in our schools. Schools are a major influence on how children grow, develop and live in society, and this includes how they understand and respond to racism now and in the future. A racist incident is any incident which is perceived to be racist by the victim or any other person¹. Anti-racism is the active process of identifying and eliminating racism by changing systems, organisational structures, policies and practices and attitudes, so that power is redistributed and shared equitably². To be truly antiracist, we have to understand that language is always changing and that our communities, knowledge and understanding of the world and the things around are continuously adapting. Identity, language, values and heritage is fluid.

¹ McIntosh, P. (1988). White privilege: Unpacking the Invisible Knapsack. NAC International Perspectives: Women and Global Solidarity. <https://web.archive.org/web/20201101022553/http://www.aclrc.com/antiracism-defined>

² Chahal, K. (1999). The Stephen Lawrence Inquiry Report, Racist Harassment and Racist Incidents: Changing Definitions, Clarifying Meaning? Sociological Research Online, 4(1), 152–155

4 Purpose

- 4.1 The Trust believes that diversity and inclusion bring benefits to the organisation and that people work better when they can be themselves.
- 4.2 The purpose of this policy is to define Thrive's commitment to equality in everything that we do. The policy is applicable to all employees, pupils, parents/carers/associated persons, officers, visitors, communities, suppliers and contractors, whether permanent or temporary.
- 4.3 The Trust recognises our responsibilities under the Equality Act 2010 to ensure that all reasonable steps are taken to avoid direct and indirect discrimination on the grounds of any of the protected characteristics.
- 4.4 Thrive will adhere to all equalities legislation, including the three duties under The Single Public Sector Equality Duty 2011 (PSED):
 - To eliminate conduct that is prohibited by the Act;
 - To advance equality of opportunity between people who share a protected characteristic and those who do not;
 - To foster good relations across all characteristics.

5 Key Definitions of Racism (HYMARC)

- 5.1 Race' is a social construct: Developed in the 1600s as a system of racial hierarchy that has been before this White, Black etc... did not exist. "sustained consciously and unconsciously by the idea that one group of people is superior. Because of this presumed superiority the ideas, books, voices and expertise of one group are seen as the 'norm'³"
- 5.2 Racism is: (i) prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised⁴ (ii)The belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another.
- 5.3 The Equality Act 2010 makes discrimination on the grounds of nine protected characteristics illegal. The Equality Act 2010 replaces the Race Relations Act 1976, which was amended by the Race Relations (Amendment) Act 2000. Within the Act, race is now termed as a 'protected characteristic'. For the purpose of the Act, 'race' includes colour, nationality and ethnic or national origins. A racial group can be made up of two or more different racial groups.

6 Forms of Racism (this section is taken from HYMARC)

6.1 Micro Aggression

- not addressing allegations of racism appropriately or treating complainants as 'troublemakers';
- blocking progression, acting up or learning opportunities within employment and education;
- avoiding or isolating people, or not inviting them;

³ Brighton and Hove city council: <https://www.brighton-hove.gov.uk/becoming-anti-racist-city/racism-definition>

- subjecting people to greater scrutiny or monitoring;
- using negative language or making ‘jokes’ about people’s ‘race’/ethnicity ‘colour blindness (ignoring ‘race’ and its impacts);
- not providing appropriate support or not responding to cultural or religious needs;
- assuming superiority of ‘people like me’ over ‘people like them’;
- stereotyping (generalising or making assumptions about all people from a specific ethnic group, culture or religion are the same);
- making people into ‘other’ (perceiving them as different from what is ‘normal’);
- behaviours that signal that someone doesn’t belong or isn’t welcome;
- directly insulting or hurting people”.

6.2 Talking

6.2.1 We know that racism happens in all areas of society. Racism should not be denied, ignored, or minimised and should be acknowledged and discussed.

6.2.2 It should always be discussed in a safe and compassionate environment without fear of retribution and in a sensitive and respectful manner that is appropriate to an individual’s age and understanding. Talking about ‘race’ allows more opportunity for staff, pupils, parents and carers to understand their own feelings and attitudes (which can arise unexpectedly and unknowingly) in order to make positive change.

6.3 Impact Over Intent

6.3.1 Racism happens and regardless of intention it is the outcome that matters. e.g. Reading out loud a racial slur from an educational text. The intention is to educate and inform but the outcome can often be hurt, isolation, dehumanisation, and a sense of being targeted.

6.4 Accountability

6.4.1 Incidents of racism whether done intentionally or unintentionally should always be addressed with the needs of the victim and restorative practices prioritised. Everyone in our school should be able to accept that they may have upset, hurt, or affected someone. Everyone within our school is accountable to themselves and each other. We do not deny someone’s experience or feelings.

6.5 Action

6.5.1 When incidents of racism happen, they should be approached appropriately focusing on age, mental development, and social conditioning. Safety, aftercare, and restorative practice should always be prioritised over punishment or sanctions.

6.6 Equity & Equality

6.6.1 We know that each pupil’s experiences and journey of achievement is different and that ‘race’, ethnicity, gender, and trauma relating to these can be additional barriers to pupil’s achievements and well-being and therefore ‘**equitable**’ not ‘equal’ approaches should be considered.

6.6.2 We recognise and acknowledge that eradicating racism and discrimination in our learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the school community.

7 Roles & Responsibilities

- 7.1 All members of the school community have a responsibility towards supporting the equality agenda and to take action to build a culture that embraces diversity, inclusion and is anti-racist.
- 7.2 The **Trust Board** is responsible for approving this policy and ensuring it is applied fairly and consistently across the Trust.
- 7.3 The **CEO and Development Team** are responsible for ensuring that all stakeholders adhere to this policy and that breaches are managed swiftly, effectively, fairly and consistently.
- 7.4 The **Headteacher, Head of School and Senior Leadership Team** are responsible for:
- Providing leadership and vision in respect of equality;
 - Overseeing the implementation of the Equality Act 2010 and its associated duties;
 - Co-ordinating the activities related to equality and evaluating impact;
 - Ensuring that all who enter the school are aware of, and comply with, the Equality and Diversity Policy;
 - Ensuring that staff are aware of their responsibilities and are given relevant training and support;
 - Taking appropriate action in response to discrimination against any pupil or member of staff.
- 7.5 **All staff** are responsible for:
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
 - Not discriminating on grounds of any protected characteristic;
 - Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.
- 7.6 **Pupils** are responsible for respecting others in their language, behaviours and actions and obeying all school equality and diversity policies, procedures and practices.
- 7.7 The **People Department** is responsible for ensuring that all employees are aware of this policy and associated procedures. The team will also ensure that this policy is implemented fairly and consistently.
- 7.8 In addition **each member** of the Trust community is responsible for preventing unfair discrimination, harassment, or victimisation which it is within their control to prevent and challenging or reporting such in appropriate behaviour if it occurs.

8 Roles & Responsibilities for Anti-Racism (HYMARC)

- 8.1 **Everyone** is responsible for:
- Reporting all incidents of racism;
 - Not intentionally taking part in acts of racism;
 - Being accountable for their actions if they intentionally or unintentionally take part in racism;
 - Being willing to acknowledge and take action to learn and rectify mistakes.
- 8.2 **Staff:**

- All incidents which appear to have racist connotations should be reported to the Head or Designated Safeguarding Lead (DSL) at the earliest opportunity. A written record will be made of each instance, and it is the responsibility of the Head to inform the Governors;
- Staff should also report incidents reported to them by pupils;
- Contact the parent/carers of the pupils involved. Suitable next steps will be discussed with all parties involved;
- All staff, teaching and non-teaching should be vigilant, so that racist behaviour does not go undetected;
- All staff should take action as soon as possible and ensure that confidentiality is maintained;
- Staff should remain calm and take time to listen impartially to all involved;
- Staff should avoid labelling pupils as 'racist' and 'victim'- after an incident both pupils may need support to rebuild or reinforce self-image and esteem;
- Staff acknowledge that they can learn with pupils - it's ok not to know everything - learning together can be powerful and effective;
- Staff provide opportunities within the curriculum for pupils to recognise racism and to challenge negative stereotypes that underpin racism and racist attitudes, being aware and sensitive of causing unwanted attention to anyone minoritised by their 'race'. (Suggestions: could be to forewarn and consult certain students about topics coming up) and allow them not to attend;
- Staff have high expectations of children of all ethnic backgrounds and making known to them our confidence in their ability to achieve, ensuring that each child's individual learning and social needs are met;
- If pupils are not asking for help when incidents happen, staff are encouraged to find out why and to rebuild trust and confidence so they can fulfil their responsibilities to the pupil to have equal opportunity to learning;
- Staff should respect and be sensitive to any individual choosing to speak or report to a different staff member/s than they would think relevant i.e., trust between staff and between staff and pupils should be prioritised over relevance to job role or involvement;
- Staff monitor learning resources and report to relevant staff, body or senior leader of any learning resources that reinforces negative stereotypes (this also includes negative stereotypes of gender, disability, sexuality, religion) and find alternative resources;
- Staff promote good relations between persons of different racial groups.

9 Principles of our approach

9.1 Understanding and tackling the different barriers which could lead to unequal outcomes for those people who have protected characteristics within school, while celebrating and valuing the achievements and strengths of all members of the school community, is the key to our approach. Those people with protected characteristics are defined as those who may be susceptible to discrimination because of their age, sex, race, disability, religion or belief, sexual orientation, gender confirmation, pregnancy or maternity, less able or socio-economic background. These include pupils, all staff, parents, carers, governors, trustees, multi-agency staff linked to the school, visitors to school and contractors.

9.2 We value diversity and believe that equality in Thrive schools should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

- 9.3 It is the responsibility of the Executive Headteacher, Headteachers and Governors to ensure compliance with and implementation of the policy by the whole school community as well as eliminating all unlawful discrimination.
- 9.4 Each school has a member of SLT designated to oversee pastoral care and they have a role in ensuring the achievement of the equalities objectives. Responsibilities include the monitoring and reporting of incidents of a discriminatory nature to the Local Governing Body which is accountable for the implementation of this policy. The Trust Board monitors the work of the LGB in this respect.

10 Promoting Equality and Diversity

10.1 Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, learning and teaching will endeavour to:

- Ensure equality of access to the whole school experience for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes, values and skills that challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture, religion and beliefs and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, and challenge discrimination, leading to justice and equality;
- Ensure that the curriculum covers issues of equality, diversity, religion, human rights and inclusion;
- Prepare pupils for living in a multicultural society and promote good relations between different racial groups;
- Celebrate diversity and promote (where appropriate) the positive contribution of different ethnic minority groups to the curriculum area, as well as profiling the positive contributions made to society by other minority groups;
- Celebrate what we have in common;
- Seek to involve all parents/carers in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the composition of individual teaching groups;
- Take account of the different learning needs of different groups of pupils, using an appropriate range of teaching strategies to enable all pupils to progress;
- Consider cohort allocations, class lists and seating plans with a balance of learning needs and protected characteristics to foster effective learning ;
- Take account of the current performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development in their planning for inclusion and equality.

10.2 Learning Environment

There is a consistently high expectation of all pupils regardless of any protected characteristic. To secure the best possible outcomes for all our young people, we recognise the importance of:

- Teacher commitment, expertise and enthusiasm as vital factors in achieving a high level of motivation and good results from all pupils;
- Adults in the school providing good, positive role models in their approach to all issues relating to equality and diversity;
- The school as a whole placing a high priority on the provision for those with special educational needs and disabilities.
- The school providing an environment in which all pupils have equal access to all facilities and resources;
- Creating an environment where all pupils are encouraged to be actively involved in their own learning;
- Encouraging pupils and parents to create an appropriate learning environment at home and providing them with advice about how to do this;
- Providing opportunities for completing homework beyond the school day on the school site;
- Using a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils.

10.3 Curriculum

We actively recognise differences and aim to ensure that:

- Planning for learning reflects our commitment to equality in all subject areas and cross-curricular themes, promoting positive attitudes to equality and diversity; the Trust will develop an inclusion calendar which will provide a selection of key dates and celebration and/or awareness days which reflect the Thrive community in each school;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality;
- Steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles;
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

10.4 Ethos and Atmosphere

We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. To this end:

- Each school will build a culture of openness and mutual respect which welcomes everyone to the school;
- Pupils are encouraged to greet visitors to the school, and adults within the school, with friendliness and courtesy;
- Displays, and other resources around the school should be of a high quality and reflect diversity across all aspects of school life and are frequently monitored;
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

10.5 Resources and Materials

The provision of good quality resources and materials is a high priority. These resources will:

- Reflect the reality of an ethnically, culturally and sexually diverse society;

- Reflect a variety of viewpoints;
- Give a positive view of people with protected characteristics;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equality and diversity issues;
- Be equally accessible to all members of school community, consistent with health and safety;
- Not promote, explicitly or implicitly, discriminative views.

10.6 Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not intentionally offend;
- Creates and enhances positive images of particular groups with protected characteristics identified in 1.3;
- Creates the conditions for all people to develop their self esteem;
- Recognises the individuality and background of all members of the school community, with everyone endeavouring to spell and pronounce preferred names correctly;
- Uses appropriate terminology in referring to particular groups or individuals.
- Recognise and consider the use of pronouns

10.7 Provision for Bilingual/Multilingual Pupils

10.7.1 We will make appropriate provision for all EAL/bilingual children/groups to ensure access to an appropriate curriculum. These groups may include:

- Those from refugee families;
- Asylum seekers;
- Pupils for whom English is an additional language;
- Pupils who are new to the United Kingdom.

10.7.2 When appropriate we will seek opportunities for students who are fluent in another language to share their language with their peers and classroom staff and recognise their language skills.

10.8 Personal Development and Pastoral Guidance

- Pastoral staff take account of all abilities, gender, religious and racial differences, sexual orientation and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them;
- All pupils/staff/parents/carers are given support as appropriate when they experience or perceive discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

11 Tackling Discrimination

It is the duty of each school to tackle all types of discriminatory behaviour. It will address this duty in a number of different ways, e.g.

- Incidents where there are unwanted attentions (verbal or physical) will be tackled. The school has a clear, agreed procedure for dealing with incidents such as unwelcome or offensive remarks or suggestions about another person;
- All bullying related to those with protected characteristics will be referred to an appropriate member of staff and be dealt with as a serious incident – and will be recorded on Class charts and/or CPOMS and investigated thoroughly;
- Incidents involving those with protected characteristics – specifically incidents relating to race, disability or sexual orientation – will be highlighted in behaviour and safeguarding logs in order to ensure effective monitoring. It will be the norm for parents/carers of the victim and the perpetrator to be notified of the incident, unless there are specific circumstances that make this inappropriate;
- Headteachers and Heads of School will report on any incidents to the Local Governing Body via their termly report;
- All staff members have a duty to invoke the whistleblowing policy in respect of breaches of this policy.

12 Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents/carers to help all pupils to achieve their potential. For example:

- All parents/carers are encouraged to participate in the life of each school including; fundraisers, parents evenings, transition events, Class charts, school newsletter;
- Encouraging parents/carers to contact the school if they have any concerns about equality and diversity issues – the first point of contact should be the member of Senior Management with responsibility for Equality and Diversity;
- Encouraging members of the local community to regularly join in school activities e.g. for example sporting fixtures, parent forums, religious and/or cultural celebrations.

13 Staffing and Staff Development

- We recognise the need for positive role models and distribution of responsibility among staff;
- We undertake to encourage the career development and aspirations of all individuals;
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

14 Staff Recruitment and Professional Development

- All posts are advertised formally;
- Job advertisements should make clear that opportunities are open to all suitably qualified applicants and make explicit reference to not discriminating on particular grounds. All job adverts will include the statement “We are committed to equality of opportunity for all colleagues and applications from

individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships."

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good practice which takes account of equalities through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- The Equality and Diversity policy is covered in all staff inductions;
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact;
- As part of the staff recruitment process all applicants are asked to complete an Equal Opportunities Monitoring Form.

15 Monitoring and Review

15.1 This will be carried out by the Equality and Diversity Working Group under the leadership of the designated member of Senior Management across the Trust annually . They will report back through the school management structure and the School Development Journey evaluation. These will also be shared with Unions through the JCC. Amendments may be made to the policy and action plans in the light of the monitoring and review. The group will consider feedback from a range of sources including:

- Analysis of attendance and truancy figures;
- Analysis of exclusions;
- Incidents of peer-on-peer discrimination and all forms of bullying;
- Pupils achievement data for particular groups compared to National and Local Authority data;
- Feedback from Parents, School Leadership Team and other relevant focus groups;
- Any other information related to the Equality Act.

15.2 The working group will carry out Equality Impact Assessments in order to ensure that policies, procedures and practices cater for the individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures and practices within the organisation are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it can't be changed, how it can be improved.

15.3 Each school will publish to the Trust Board annually a report measuring the impact of the policy, reviewed objectives and planned improvements via the School Development Journey .

16 Policy Review

16.1 This policy will be reviewed every year, or earlier if required by law

Appendix 1 Thrive Equality Impact Assessment Template



Thrive Equality Impact Assessment Template

The DfE guidance, '[The Equality Act 2010 and schools](#)', states that schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

An equality impact assessment (EIA) is a process that can be used to analyse an organisation's policies and practices to promote equality, remove barriers to equality and prevent discrimination. Undertaking an EIA, can support school leaders and the trust board in their equality responsibilities in the following ways:

- Making evidence-based decisions
- Making the decision-making process transparent

Through rigorous analysis of policy and process, any intended or unintended discrimination can be identified, and a plan created to address these issues.

The following template enables Thrive Co-operative Learning Trust to undertake a robust EIA through analysis of the positive, negative or neutral impact of a policy or process on an individual's or group's protected characteristics. There is space to provide details of any consultation or stakeholder engagement and for all recorded decisions to be explained and justified.

Equality impact assessment (EIA)

Name of person completing the EIA:	
Role of person completing the EIA:	
Date EIA completed:	
Contributors to the EIA:	

Policy or process information

Name of policy or process:					
Purpose and intended aim of the policy or process:					
Who is the policy or process intended for? [Tick all that apply.]	Pupils	Employees	Governors/ Trustees	Volunteers	Visitors
Status of the policy or process:	New policy or process		Existing policy or process		
Date policy or process was last reviewed:					
Name of person responsible for the policy or process and its review:					

Analysis

Protected characteristic group	Impact analysis			Explanation of impact analysis
	Positive impact identified	Neutral impact identified	Negative impact identified	
Age:				
Disability:				
Sex:				
Gender reassignment:				
Race:				
Religion or belief:				
Sexual orientation:				
Marriage or civil partnership:				
Pregnancy and maternity:				

Evaluation and decision making

Consultation and stakeholder engagement:	<i>[Include details of any consultation process or engagement with relevant stakeholders. Indicate if consultation or engagement was internal or external.]</i>
Evidence used to support the decision-making process and final decision:	<i>[Provide details of any evidence used to support the final decision made, e.g. research, surveys or verbal feedback.]</i>
Final decision:	<p><i>[Once an EIA has been completed, if indirect or direct discrimination has been identified, then there are three options to be considered:</i></p> <ul style="list-style-type: none"> • <i>Removal of the policy or process.</i> • <i>Adaptation of the policy or process to remove the indirect or direct discrimination.</i> • <i>Continue without action.</i> <p><i>Record the decision made following completion of the EIA.]</i></p>
Explanation of the final decision:	<i>[Provide a clear explanation for the decision reached. If the decision is made to continue with the policy or process without any action and discrimination has been identified, then the responsible body would be expected to be able to clearly justify that decision.]</i>
Monitoring arrangements:	<i>[Detail how the outcome of the EIA will be monitored, including frequency of monitoring and any required consultation or stakeholder engagement.]</i>

Arrangements for communicating the outcome of the EIA:	<i>[Explain how the outcome of the EIA will be shared and with whom, e.g. all relevant stakeholder groups.]</i>
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Date EIA ratified by the responsible body:	
Date of review:	